



# **Spiritual, Moral, Social & Cultural (SMSC) Policy**

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<b>Approved By</b>	<b>A Pincher</b>

## Introduction

The Regis Academy are committed to ensuring that as well as developing academically, our pupils develop in a way that will enable them to play a confident, informed role in society, have a fully developed value system and be able to interact with other people in a positive way.

At The Regis Academy, the pupils and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the pupils to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others. They will become *ready, respectful, safe* members of society.

## Definitions:

### Spiritual Development

Pupils' spiritual development is shown by their:

- ✓ beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- ✓ sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- ✓ use of imagination and creativity in their learning
- ✓ willingness to reflect on their experiences

### Moral Development

Pupils' moral development is shown by their:

- ✓ ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- ✓ understanding of the consequences of their actions
- ✓ interest in investigating, and offering reasoned views about, moral and ethical issues

### Social Development

Pupils' social development is shown by their:

- ✓ use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds

- ✓ willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- ✓ interest in, and understanding of, the way communities and societies function at a variety of levels

## **Cultural Development**

Pupils' cultural development is shown by their:

- ✓ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- ✓ willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- ✓ interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

At the Regis Academy the SMSC development of pupils is embedded in our whole approach to teaching and learning:

### **Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific SMSC, RE and PSHE. Links are made in all topic lessons to ensure that SMSC is evident and can be assessed.

Class books will be kept to evidence PSHE where clear SMSC links will be able to be seen.

### **Spiritual Development**

Planned opportunities for spiritual development in all subjects can be seen across the school. Pupils are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- ✓ Curiosity and mystery
- ✓ Awe and wonder
- ✓ Connection and belonging
- ✓ Heightened self-awareness
- ✓ Prayer and worship
- ✓ Deep feelings of what is felt to be ultimately important
- ✓ A sense of security, well-being, worth and purposefulness

The Regis Academy will develop a climate within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, e.g. When listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

### **Moral Development**

At The Regis Academy we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- ✓ Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- ✓ Develop an ability to think through the consequences of their own and others' actions
- ✓ Have an ability to make responsible and reasoned judgements
- ✓ Ensure a commitment to personal values
- ✓ Have respect for others' needs, interests and feelings, as well as their own
- ✓ Develop a desire to explore their own and others' views, and an understanding of the need to review and reassess their values, codes and principles in the light of experience.

### ***Our school supports pupil moral development by:***

- ✓ Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- ✓ Promoting racial, religious and other forms of equality
- ✓ Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- ✓ Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- ✓ Rewarding expressions of moral insights and good behaviour
- ✓ Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- ✓ Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

At the point of admission and induction, the Head of Center will always discuss a code of conduct for the school. Teachers will continue this message throughout the pupil's journey at Regis Academy with a classroom code of conduct based on the values held by the school.

Through our curriculum, we teach the pupils to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the pupils to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through assemblies, team time, circle time, social skills groups and sessions for nurture.

We are interested in the development of the whole child and will endeavour to raise their self-esteem through our positive reinforcement model including; praise, stickers, Star of the Week and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

### **Social Development**

At The Regis Academy we recognise that pupils who are becoming socially aware are likely to be developing the ability to be **ready, respectful, safe**:

- ✓ Adjust to a range of social contexts by appropriate and sensitive behaviour
- ✓ Relate well to other people's social skills and personal qualities
- ✓ Work successfully, as a member of a group or team
- ✓ Share views and opinions with others
- ✓ Resolve conflicts maturely and appropriately
- ✓ Reflect on their own contribution to society
- ✓ Show respect for people, living things, property and the environment
- ✓ Exercise responsibility
- ✓ Understand how societies function and are organised in structures such as the family, the school
- ✓ Understand the notion of interdependence in an increasingly complex society

### ***The Regis Academy supports pupil social development by:***

- ✓ Identifying key values and principles on which school and community life is based
- ✓ Fostering a sense of community, with common, inclusive values
- ✓ Promoting racial, religious and other forms of equality-taking into consideration all protected characteristics
- ✓ Encouraging pupils to work co-operatively
- ✓ Encouraging pupils to recognise and respect social differences and similarities
- ✓ Providing positive experiences to reinforce our values as a school community – for example, through:
  - assemblies
  - team Time
  - team building activities
  - off-site educational visits
  - residential experiences
  - school productions
- ✓ Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- ✓ Providing opportunities for engaging in the democratic process and participating in community life

- ✓ Providing opportunities for pupils to exercise leadership and responsibility
- ✓ Providing positive and effective links with the world of work and the wider community
- ✓ Monitoring in simple, pragmatic ways, the success of what is provided

### **British values in SMSC development**

The Regis Academy sets out British values as part of moral and social development.

The schools aim is to help to protect pupils from extremist and violent views in the same ways that we help to safeguard them from abuse, drugs, gangs and alcohol etc.

Our purpose is to protect pupils from harm and to ensure that they are taught in a way that is consistent with the law and the country's values.

#### ***The Regis Academy supports pupils' moral development by:***

- ✓ Involving pupils in the annual review of the school codes of behaviour
- ✓ Helping pupils to make decisions that are acceptable to the school community and society at large
- ✓ Encouraging healthy self-esteem
- ✓ Helping pupils to value physical well-being, privacy, feelings, beliefs and the rights of others
- ✓ Encouraging pupils to explore their feelings in reactions to different stimuli
- ✓ Enabling them to take great pride and encouraging them to feel part of, and to contribute positively to fundamental British values.
- ✓ Encouraging them to see the police officers as positive role models and our community partners.
- ✓ Developing community cohesion and the prevention of extremism and radicalisation both within our school's physical boundaries and within our local, national and global environments.
- ✓ Teaching them to respond to community concerns or local disturbances in a positive way which supports British democratic society.

### **Cultural Development**

Pupils should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This will be done through music, PE, art, geography history and other curriculum areas.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- ✓ An ability to reflect on important questions of meaning and identity
- ✓ An interest in exploring the relationship between human beings and the environment

#### ***The Regis Academy supports pupils' cultural development by:***

- ✓ Extending pupils' knowledge and use of cultural imagery and language
- ✓ Encouraging them to think about special events in life and how they are celebrated
- ✓ Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- ✓ Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.
- ✓ Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, ECO & School Council

### **Pupil Voice**

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life.

Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school.