

Gawthorpe Community Academy Spiritual, Moral, Social and Cultural Development Policy

This policy has been written in accordance with:

1. Education Reform Act 1988. The Act began as follows:-

'The curriculum for a maintained school (must be) a balanced and broadly based curriculum which:-

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and*
 - (b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'*
2. Staff governor discussion about 'a values curriculum'.
 3. Promoting British Values - OFSTED Guidance November 2014.
 4. Promoting fundamental British values as part of SMSC in schools

We understand our statutory duty to encourage pupils' SMSC development including how section 78 of the Education act 2002 is met through SMSC provision. We aim to prepare all pupils for the opportunities, responsibilities and experiences of life. Although planning guidelines are set out, spiritual, moral, social and cultural aspects are at the heart of daily life at our academy. Through ensuring SMSC is at the heart of the school we can also actively promote fundamental British values.

High standards of behaviour and attitude are expected from both pupils, staff and parents/carers who are part of Gawthorpe Community Academy.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. This also draws from the advice from the DFE that British values should be taught through SMSC.

The academy community will be a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the academy, including visits and visitors.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions, including where British values are specifically promoted within a topic.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles. This includes where and how British values are promoted.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why, including being able to distinguish right from wrong and to respect civil and criminal law of England.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and respect and an appreciation of the many cultures that now enrich our society.
- To give pupils the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society.

Social Development

This enables pupils to become conscientious participants in their family, class, school, the local, wider and global community. Within this there should be a balance of the positive, satisfying elements of belonging to a group of society along with the demands, obligations and cooperation such membership requires.

We aim to develop children's social development by providing opportunities to:

- Relate positively to others.
- Participate fully and take responsibility in class and school.
- Use appropriate behaviour across a range of situations.
- Work cooperatively with others.
- Use own initiative responsibly.
- Understand our place in our family, school and society.

Children are encouraged to:

- Share emotions such as love, joy, hope, anguish, fear and reverence.
- Be sensitive to the needs and feelings of others.
- Work as part of a group.
- Interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals etc.
- Develop an understanding of citizenship and to experience being a part of a caring community.
- Care and have consideration for others e.g. sharing and turn taking.
- Realise that every individual can do something well and have something to offer.
- Have good manners and show courteous behaviour

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others, in their own community, Britain and around the world.

We aim to ensure that the children have an increasing awareness:

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background.
- To respond to cultural events.
- To share different cultural experiences.
- To respect different cultural traditions.
- To understand codes of behaviour, fitting to cultural tradition.
- To develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present.

This is developed through:

- An awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc.
- A love for learning.
- An understanding of different cultures and beliefs, including Christianity.

Spiritual Development

This relates to the quest for individuals identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

It is our aim that the children have:

- The ability to listen and be still.
- The ability to reflect.
- The ability to sense wonder and mystery in the world.
- The ability to sense the special nature of human relationships.

This is developed through providing opportunities:

- In assembly time to reflect.
- In circle time.
- Provide learning opportunities which value children's questions, encourage deeper questioning and give space for their own thoughts and ideas.

Moral Development

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. At Gawthorpe Community Academy we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

We aim to ensure that the children have a growing ability:

- To understand the principles lying behind decisions and actions.
- To be able to distinguish between right and wrong.
- To be able to make decisions, accepting and understanding consequences of their actions.
- To move gradually through a 'taught morality' to taking responsibility for their own moral decisions.

We encourage the children to:

- Tell the truth. We use restorative practice principles to support this.
- Respect the right and property of others.
- To take part in fundraising activities.
- Be considerate to others.
- Take responsibility of own actions.
- Exercise self-discipline.
- Develop high expectations and a positive attitude.
- Conform to rules for safety, learning and respect in order to promote order for the good of all.
- Abide by "fair play" – being a good winner and loser in games and life, through intra and inter sports.
- Resist peer pressure.
- Challenge behaviour which does not reflect the code of conduct.

Community Links

The development of a strong home-school link is regarded as very important, enabling parents/ carers and teachers to work in an effective partnership to support the pupils.

By its very nature, spiritual, moral, social and cultural education (SMSC) has direct links with the wider community. Parents, members and organisations of the local and wider community will be used to help pupils develop respect and understanding of other cultures, of the environment and other groups of people. The children will have opportunities to visit local places of interest and visitors into school will broaden and enrich their knowledge, understanding and appreciation of the world around them and give them a deeper understanding of their place within their society. We will actively seek to give our children more opportunities to interact with other children in other schools/ academies. Although we have separated the elements of SMSC for the purpose of understanding, there is much overlap between them.

Examples of the actions that the academy takes

This is dependent on the age of the children and delivered in a variety of ways, ongoing in general routines, assemblies, innovative play at lunch times, circle time, visits and visitors, working with and within the community.

Specific teaching of British values and SMSC can be seen on the long term plan overview of each year group.

Policy into Practice

- Promote teaching styles to ensure staff and children know what a fixed and growth mind set.
- Learning about historical figures who have contributed to developing our society in a particular way, e.g. Dr Barnardo.
- Visiting places of worship, places of interest.
- Observing special days throughout the year, e.g. Mother's Day tea, Remembrance Day.
- Preparing end of topic feasts for parents and cares.
- Application for jobs around the academy.
- Parents' meal.
- Visit from the magistrates.
- Elections for academy council and eco council.
- House system.
- Listening to and responding to a variety of music – modern, classical, from other cultures.
- Looking at the works of famous artists from a variety of cultures.
- Reading and listening to a variety of literature – poetry, stories, myths, legends, artefacts.
- Eco team.
- PE.
- Team building day.
- Links within the MAT.
- Regular visits Croft House care home.
- Links with Holy Trinity Church and the Salvation Army.
- Visitors.
- Circle time.
- SEAL.
- Teaching is memorable. Evidence 'magic moments'.
- Value pupil's questions and give time for their own thoughts, ideas and concerns.
- Teaching that makes connections between aspects of learning.
- Questioning – why, how, where as well as what.
- Extending pupil knowledge and understanding.

- Plan in the light of children's experiences.
- Follow the code of conduct consistently. Learning, respect, safety.
- Reinforce values through images, displays and artefacts work.
- Provide a rich caring environment and respect for property.
- Participate in community events – Maypole, Croft House, EOCT Trust, BOB.
- Provide opportunities for children to work co-operatively and collaboratively.
- Listen and talk to each other.
- Take turns and share equipment.
- Provide co-operating experiences through assemblies, team activities, residential experience, and productions.
- Provide leadership opportunities – school council, eco-council, PE/teambuilding, after school clubs.
- Provide opportunities to explore cultural assumptions.
- Recognise gifts and talents. Sign-post children to internal and external clubs.
- Opportunity to celebrate achievement, in class and celebrations assembly.
- Outdoor learning, tending the Maypole garden.

Reviewed: February 2017

To be reviewed: February 2019