

Spiritual, Moral, Social and Cultural Policy
2015-2016

Spiritual, Moral, Social and Cultural Policy

Principal	Tim Clark
Policy lead:	Zehra Jaffer (Senior Vice Principal)
Review Cycle:	Two years
Staff Consultation	October 2015
Governing Body sub committee	Education Committee
Governing Body ratification	February 2016
Legal Framework	The Teachers Standards' 2012 The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty)
Non- Statutory Guidance	Promoting fundamental British values (November 2014) Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information Keeping children safe in education (July 2015) Working together to safeguard children (March 2015)
Department of Education and Local Advice and Guidance	Curriculum guidance PSHE Association What to do if you're worried a child is being abused – March 2015 Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015
Related Policies	Teaching and learning; Behaviour for Life ; External Agencies Safeguarding Checklist; Anti -Bullying; PSHCE; E- Safety; Sex and Relationships; Preventing Radicalisation; Social Media; Acceptable Use Educational visits

Spiritual, Moral, Social and Cultural (SMSC) Policy

Culture and Ethos

Skinner's Academy prides itself on a culture of high expectations for all pupils. Our core values incorporating fundamental British values underpin the culture and ethos of the Academy. We recognise and celebrate the rich diversity of our community and actively seek opportunities to promote the spiritual, moral, social and cultural development of our pupils both within the curriculum and through extra-curricular activities. We are strong believers that education is not just about academic qualifications it is about developing young adults who are confident, resilient, culturally literate and active citizens of a vibrant, ever-changing British society.

Spiritual development seeks to improve the spiritual literacy of our pupils. It relates to the beliefs, feelings and values which inform pupils' perspectives and views on life. The Academy gives pupils opportunities to reflect on their beliefs, encouraging pupils to become self-aware, self-confident and curious about others' beliefs. The Academy has cultivated a happy, disciplined and caring environment where pupils feel able to express their beliefs and understand the need for respect when learning about the beliefs of others. Before any discussions about beliefs, faith and values can take place, the Academy's practice is to set up clear ground rules reflecting our core values including fundamental British values.

The pupils develop their spiritual understanding by experiencing a curriculum which will develop their self-esteem, self-knowledge and belief in themselves. The educational provision allows them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs. Pupils learn to express themselves in a variety of ways and are given opportunities to reflect on their own experiences. We seek to develop pupils who are empathetic of the views and beliefs of others. A recognition that spiritual beliefs, moral values, and reflection on experience can give direction, shape and meaning to an individual's life. A growing ability to cope with the experiences of suffering which human life naturally presents (e.g. anxiety, stress, illness, divorce, loss, death).

The Academy fosters the spirit of learning by making the educational journey one which is fun, enjoyable and develops a fascination about themselves, others and the world around them. Our enterprise specialism encourages pupils to reflect upon and think critically about one's experiences, opinions, choices and response with a readiness to adapt, grow, and change and respond sensitively to the perspective of others.

At Skinner's Academy the spiritual development is delivered through:

- A Religious Studies programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;

- A PSHCE programme followed by all year groups which covers a range of themes where pupils are encouraged to give their perspectives reflecting their views and beliefs.
- Safe space weekly advisory discussions where pupils discuss a topical issue and improve their understanding of the range of views related to local, national and global issues;
- Assembly themes to address and promote the Academy's values, reflecting multi-faith Britain and the spiritual aspect of quiet and reflection. Assemblies are used as moments to celebrate pupil achievement;
- Educational enrichment trips, creative partnerships and visiting speakers provide enriching experiences, which may promote a sense of awe and fascination about the world;
- A reflective and creative approach to learning through our enterprise specialism
- A rewards system developing pupil self-esteem through certificates, privileges and awards at all levels;
- Displays of pupil work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual;

Moral development refers to the pupils' ability to recognise the difference between what is right and wrong. The Academy has a well-established Behaviour for Life Policy with zero tolerance to incidents of poor behaviour, reinforcing the need for boundaries to protect the pupils' right to learn and thrive. A consistently applied system of rules supports pupils to understand the consequences of their behaviour. Advisors, Mentors and other key pastoral staff will work with individuals and groups of pupils who may need targeted intervention to improve their understanding of the consequences of their behaviour and actions.

At Skinners' Academy moral development is promoted through:

- Academy rules as set out in the Behaviour for Life policy
- Safe space discussions based on moral and ethical issues
- Assembly themes on moral issues, developed and reinforced during advisory times.
- PSHCE programme which develops knowledge and understanding of the law of the land and the need to respect both civil and criminal law to promote peace, safety, health and harmony of the individual and society as a whole.
- Safer Schools Officer presentations in assemblies on a range of issues related to policing locally and nationally and offers general crime prevention to talks to pupils
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- Prefects and Peer Mentors support pupils abide by the Academy rules and inculcate healthy relationships

- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues.
- Community links with key partners such as Young Hackney, Community Police Officers, Woodberry Down Primary School to promote a safe environment for all in the local community.
- engage learners in developing solutions to the challenges they face as global citizens » encourage the development of informed opinions on complex ethical and scientific issues
- Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour reflecting the flexibility of the curriculum.

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in a multi-belief, multi-background and vibrant British society. Pupils accept and engage with fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils are encouraged to maintain and develop relationships within the Academy working successfully with other pupils and adults in the Academy community both in lessons and beyond the classroom. Pupils readily show initiative and are ready to take responsibility for their own learning and to support the running of the Academy. They are ready to make a positive difference to the Academy, local community and beyond.

At Skinners' Academy, the social development of pupils is provided through opportunities such as:

- Through the curriculum – all subject areas play an integral part in underpinning the core values and fundamental British values. For example, in ICT the rule of law is reinforced by pupils learning about the issues around copyright and in Science individual liberty is the backdrop to discussions on contraception. See Appendix for fundamental British values audit across the curriculum.
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where pupils become increasingly with more independent study
- Enrichment opportunities such as the Cass Foundation residential trips and the Duke of Edinburgh Award..
- The use of pupils in teams across the Academy in Student Council; Prefect team; Sports teams; House teams; Peer Mentor Teams and group work.
- Democratically elected school council representative to feedback views, ideas and concerns to their advisory groups and to the senior leadership team; election of Head Girl and Head Boy in the Sixth Form; mock elections simulating local and national elections.
- PSHCE programme reinforcing the core values and fundamental British values and exploring the different identities which make up modern Britain, giving pupils a strong sense of belonging to the Academy and British society

as a whole, with a clear understanding of the necessity for mutual respect and tolerance of those with different faiths, backgrounds and beliefs.

- Experience excellent Independent Advice and Guidance in the Academy throughout the year. Subject specific advice is given at certain milestones of a pupil's life at the Academy and a dedicated careers advisor has a permanent office in the Academy to offer support on career/further or higher education planning.
- Participate in the wider community through work experience in year 10 and volunteering in the local community through the projects such as the Sports Leadership and the Teens and Toddlers Programme.

Cultural development refers to increasing pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. We seek for pupils to have a clear understanding and appreciation of the range of different cultures within the Academy and further afield as an essential element of their preparation for life in modern Britain, the Academy refers to this as the world within Skinners'. Pupils learn about the British democratic parliamentary system and its central role in shaping our history and values through curriculum areas such as History and PSHCE. The Academy has thriving and successful Art, Music and Sports Departments where pupils are keen to participate in and respond positively to artistic, musical, sporting and cultural opportunities. Musical concerts celebrate music from a range of backgrounds with a significant number of pupils participating in Academy concerts.

Pupils' interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity is cultivated through a range of learning opportunities and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. The pastoral leaders monitor behaviour data trends and hold regular pupil voice sessions to evidence pupils tolerance and behaviour is in keeping with our core values. There is no place for prejudice or intolerance in British society and the Academy seeks to respond to any such incidents quickly and appropriately, but also using these incidents to reflect on learning experiences and ensure the matter is addressed within the classroom as well. The Academy is flexible and recognises that local, national and global events may make certain groups or individuals vulnerable to bullying. The Academy seeks to provide pupils a safe space to discuss these events with an acceptance of the Academy's core values and fundamental British values.

At Skinners' Academy the moral development of our pupils is provided by:

- Exploring the contribution of different cultures across the curriculum
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;

- Broaden, develop and enrich pupils' interests and insights through interacting with opportunities the Academy and the wider community provides such extra-curricular activities and positions of responsibility.
 - Preparing pupils for life in modern Britain by improving their understanding of public institutions and services in England such as the post office, Citizens Advice Bureau, civil and criminal courts.
- Educational visits at home and abroad to experience other cultures and ways of life.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life.
- PSHCE programme
- MFL/Historical visits to other countries such as France, Spain, Belgium to name but a few.
- Collective worship and assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals: Eid, Hannukah and Diwali.
- Provision of a Quiet Room for reflection and prayer for Muslims on Fridays and to be set aside for specific religious activities such as Ramadan for example.
 - One World Week – exploring the world within Skinners' across the curriculum and culminating in a celebration of the diversity within Skinners' .

Quality Assurance

Role of Senior Leaders and Key Staff

- To undertake audits and observations of department developments in SMSC provision.
- To promote and facilitate enrichment events in the Academy.
- To organise themes for the weekly assembly programme and daily "Thought for the day" focus in advisory sessions linked to the theme.
- To promote pupil "voice" opportunities and the related teams in order to maximise pupil participation.
- To compile and update a portfolio (photographs and programmes) to record the Academy's support for S.M.S.C.
- To oversee a database of pupil involvement both inside and outside of the Academy

- To encourage staff and pupils to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

Expectations of stakeholders

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other modelling our expectation of active British citizens; in advisory , assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the Academy community.

Zehra Jaffer

October 2015