



# SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

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THIS POLICY WAS CONSULTED WITH:	LOCAL GOVERNING BOARD
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# 1 Values, vision and aims

## 1.1 This policy supports:

### 1.1.1 Anglian Learning's values:

- Aspiration - We are ambitious for ourselves and all those in our community to be the best we can be.
- Community - We underpin our relationships with a culture of support, respect, and trust, recognising we are stronger together.
- Empowerment - We enable our academies, staff, and learners to embrace new ideas and think creatively.
- Inclusivity - We believe in equality of opportunity, celebrating everyone's differences and supporting learners of all abilities from all backgrounds.

### 1.1.2 MPA's maxim:

- Elevating Expectations

### 1.1.3 MPA's values:

- Resilience
- Respect
- Reaching high

*[These are used as a starting point until they can be properly worked out with stakeholders]*

1.2 At Marleigh Primary Academy (MPA) we want a culture and ethos where all pupils are able to develop and grow as fully-rounded individuals. Our taught curriculum as well as the entirety of children's experiences from the start to finish of their day with us are designed to foster this.

1.3 As part of our wider curriculum approach (see *Curriculum, Teaching and Assessment Policy*) we aim to develop in children:

- Head: The secure and in-depth learning of subject-specific and inter-disciplinary networks of knowledge.
- Heart: Character development, including resilience, respect, kindness and empathy.
- Hand: The ability to solve-problems; applying knowledge through creative thinking and collaboration.

- 1.4 We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. The ethos of our academy is such that all people who come through our doors, whether pupil, staff, 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 (See our *Positive Behaviour Policy*).
- 1.5 MPA 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.

## **2 SMSC Definitions**

### **2.1 Spiritual Development**

2.1.1 Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and 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.

### **2.2 Moral Development**

2.2.1 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;

### **2.3 Social Development**

2.3.1 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.

## 2.4 Cultural Development

2.4.1 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.

## **3 Curriculum, including assemblies**

3.1 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 PSHE, RE and Circle Time activities. (See *PSHCE Policy*.)

### 3.2 Spiritual Development

3.2.1 Planned opportunities for spiritual development in all subjects can be seen across the academy. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of spiritual experiences teachers will provide for children as part of our curriculum include:

- curiosity and mystery;
- awe and wonder;

- connection and belonging;
  - heightened self-awareness;
  - deep feelings of what is felt to be ultimately important;
  - a sense of security, well-being, worth and purposefulness.
- 3.2.2 MPA will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.
- 3.2.3 As part of our pupil's Spiritual Development at MPA, a daily act of worship in the form of an assembly will take place. This is a statutory requirement of the 1988 Education Reform Act. This states that collective worship should be 'wholly or mainly of a broadly Christian character'; however, we conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the academy, and participation in any activities during assemblies is always voluntary.
- 3.2.4 Assemblies at MPA take many forms including whole academy assemblies, Key Stage assemblies, year group assemblies, class assemblies, assemblies taken by representatives of local religious groups and other visitors (*See Visiting Speaker Policy*). We welcome Governor's attendance at our assemblies at any time.
- 3.2.5 It is expected that all pupils will attend assemblies. However, parents can request, in writing, permission for their child to be excused, if they feel the act of daily worship is not in line with their, or their child's, faith and/or beliefs. Alternative arrangements will be made for the supervision of the child during the period concerned. This complies with the 1944 Education Act and the 1988 Education Reform Act.

### 3.3 Moral Development

- 3.3.1 At MPA 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 re-assess their values, codes and principles in the light of experience.

### 3.3.2 MPA fosters pupils' moral development by:

- providing clear and consistent expectations, boundaries and feedback regarding behaviour;
- 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 practise moral decision making;
- praising expressions of moral insights and good behaviour;
- recognising and respecting the codes and morals of the different cultures represented in the academy 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 academy's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

### 3.3.3 Teachers regularly discuss with their classes a code of conduct for the classroom based on the values held by the academy. We teach pupils to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are

expressed in behaviour that is socially acceptable.

3.3.4 This is done through 1:1 discussion, small group discussion, collective worship, PSHCE lessons and circle time sessions.

### 3.4 Social Development

3.4.1 At Marleigh Primary Academy we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- 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, such as various family types and community groups;
- understand the notion of interdependence in an increasingly complex society.

3.4.2 Our academy develops pupil social development by:

- identifying key values and principles on which academy and community life is based;
- fostering a sense of community, with common, inclusive values;
- promoting racial, religious and other forms of equality;
- 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 learning community – for example, through assemblies, residential experiences, class assemblies;
- 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.

### 3.5 Cultural Development

3.5.1 Pupils will be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done for example through music, PE and art.

3.5.2 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.

3.5.3 Our academy develops 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 academy's cultural links through displays and posters 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.

3.5.4 The Key Features of SMSC at MPA are to be found in Breakfast and After School Clubs, Assemblies, Charity Support, Competitions, Library events, Celebrating Diversity, Learning walks, Themed Days/Weeks, Trips and Visitors, Religious Festivals, Celebrations and Academy Council Involvement.

#### **4 Pupil Voice**

4.1 The term 'Pupil Voice' describes how pupils give their input to what happens within the classroom and wider academy. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of academy life. Pupil Voice permeates all levels of our work, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the academy through the Academy Council.