



Kernow Learning
Building Excellent Schools Together

Spiritual, Moral, Social and Cultural (SMSC) Policy and Practice

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School or Trust policy:	School

Meeting your communication needs:

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Introduction

At St Agnes 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 believe it is essential that our pupils are equipped with the tools they need to support them growing up in modern British society. We support and challenge our pupils to think for themselves, do their very best and make a meaningful contribution to their world. We want our pupils to have a strong moral compass and to make well-informed decisions. We pride ourselves on high expectations and instil belief in pupils to set high goals and to go for their dreams. 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 different cultures.

Our curriculum is carefully designed so that pupils:

- learn and reflect on the British values
- understand and demonstrate our school values
- understand right and wrong and are respectful of others around them
- understand the importance of a strong connection with our local community and are proud to serve it
- are engaged, stimulated, ask questions and are excited by challenge
- are aspirational, creative, flexible and responsive
- foster healthy choices to benefit both their body and mind
- have an awareness of their importance as global citizens and their ability to make a difference today and beyond

The Headteacher, Mrs Mills, will have overall responsibility for the provision of SMSC within the school. The day-to-day implementation of the policy is the responsibility of the SMSC lead, Mr Howes. The policy will be reviewed on a yearly basis.

Our school values are: courage, perseverance, kindness, responsibility and joy.

Our curriculum drivers are: connections, compassion, curiosity, courage and conservation.

Our curriculum impact is reviewed and adapted yearly.

Definitions

Spiritual Development

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British value of exploring and respecting the values and beliefs of others.

The Spiritual development of all our children is addressed through the values of the school. We address spiritual development through celebration of Christian festivals and learning about those of other faiths, visiting places of worship, assemblies, whole school values based on half-termly themes, mindfulness, celebrating self-growth, reading and reflection, Outdoor Education, RE and across the wider curriculum.





Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and 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
- self-esteem and valuing others

Moral Development

Moral development is about knowing what is right and wrong and acting on it accordingly. Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. This is embedded throughout the school community. Children are involved in all decision making including rules and codes of conducts.

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
- ability to be truthful and honest
- understanding of the consequences of their actions
- understanding of rights
- interest in investigating, and offering reasoned views about, moral and ethical issues
- attitude to helping others

Social Development

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Children are given many responsibilities to lead including many ambassadorial roles including: reading ambassadors, science ambassadors, health ambassadors, sports leaders, school council, singing leaders and leading charity and enterprise events.

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
- their ability to exercise leadership and responsibility





Cultural Development

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British value of exploring, understanding and tolerance of different cultural traditions and beliefs.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences and traditions 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

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school 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 school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples that reflect diversity and challenge gender stereotyping drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning decisions.

General aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to promoting SMSC education 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.
- 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 an appreciation of the many cultures that enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Teaching and organisation

Development in SMSC will take place across all curriculum areas, allowing pupils to reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Please see separate 'SMSC Subject Audit' documents.

Assemblies (which include material from Primary News) focus on developing our pupils SMSC understanding through covering a range of topics, including responding to current local, national and global issues.

A more detailed breakdown of SMSC links within specific subjects can be found in the SMSC Subject Audits.

Class discussions and debates will give pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider others needs and behaviour
- Show empathy
- Understand and respect children's rights
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different
- Agree and disagree
- Take turns and share equipment
- Work co-operatively and collaboratively





British Values

Promoting British Values

St Agnes Academy is very much committed to serving our community and recognises the multi-cultural, multi-faith and ever-changing nature of our world. We also understand the vital role we have in ensuring that groups or individuals within the school, are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

St Agnes Academy also follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Our staff are dedicated in preparing students for their adult life beyond the formal examined curriculum, and ensuring that we promote and reinforce British values to all our students.

We strive to promote and secure British values throughout our curriculum and ethos. This statement demonstrates our commitment not only to promoting British values, but also celebrating and embracing them. The DfE have recently reinforced the need to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

Links with the wider community

- Visitors are welcomed into school.
- Staff plan educational visits throughout the year.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it e.g. Ocean Guardians.

By the time our pupils leave St Agnes they will have:

- Visited a range of places of worship, including a synagogue, Methodist chapel, a local church and a mosque.
- Visited a museum.
- Visited another school.
- Visited an art gallery.
- Been on a residential.
- Taken part in subject enrichment such as Science Week, Art Week, DT Days, Sports Days etc.
- Experienced Forest School.
- Learned to have swum and perform self-water safety.
- Visited a library.
- Gained leadership skills e.g. sports leadership, science ambassadorial roles, music leadership, reading leader, computing leadership, health ambassadorial roles, assembly helpers etc.
- Represented the school at sport.
- Engaged in extra-curricular school clubs.





- Learnt how to surf and learned about beach and water safety.
- Learnt how to ride a bike.

Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of the curricular and teaching and learning, by the SLT
- Regular discussion at staff and governors' meetings
- Audit of policies and Units of Work
- Sharing of classroom work and practice

Role of the SMSC Lead

- To take the lead in policy development.
- To monitor progress in SMSC.
- To liaise with other members of staff and take in account St Agnes Academy's values.
- To be familiar with current thinking concerning the provision of SMSC development, and to distribute information to colleagues.
- The SMSC will be responsible to the Headteacher and will liaise with the named link Governors.

