SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY (REVISED JAN 2013)

Approved by Governors	27 March 2013
Review Date	Spring 2016

Preface to all policies and procedures.

Colchester Academy aims to be the first choice provider of outstanding learning for the community of Colchester and beyond. The Academy will provide exciting and challenging academic, vocational and social learning opportunities locally, nationally and internationally. The Academy will prepare students for a rapidly changing world and nurture a philosophy of lifelong learning that they will maintain into adulthood. All students and staff will be nurtured, motivated and encouraged to be the best they can be.

Colchester Academy's ethos is founded on a set of key principles which will inspire and be evident in all the Academy does. These principles are:
- Harnessing the specialisms of English and Health Sciences
- A culture of high aspirations, high achievement and success for all
- Respect for others and self, with all people feeling valued
- A secure and healthy environment which is at the heart of the community.

Policy Principles

In contrast to the policies for specific curriculum subjects, this policy relates to the ethos of Colchester Academy. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the Academy and the quality of relationships.

- SMSC development should be promoted not only through all the subjects of the curriculum but also through the ethos of the Academy.
- The development of positive values and attitudes is considered to be intrinsically linked with SMSC development.
- The SMSC aspects of education concentrate on the development of the student as an individual and as a personality, aiming to enrich and extend the human experience of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during the Academy years.
- The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged and is evident in a significant number of OFSTED reports.

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Definitions

Spiritual development relates to the quest for individual identity and the search for meaning and purpose in our existence. It is associated with a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, and attitudes and beliefs. The term 'spiritual' need not be synonymous with the word 'religious.'

Moral development is concerned with students' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.
The system of rules and codes of behaviour established in our Academy is an important introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system.

Moral development should enable students to become increasingly responsible for their own actions and behaviour.

Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

Provision for social development should balance the positive, satisfying elements of belonging to a group or society with the demands and obligations such membership requires.

The Academy, but in particular the classroom, provides a suitable environment for promoting social development. Students learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when young people work co-operatively.

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the

systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built upon further. In this way students gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are often cited more frequently.

Provision for Spiritual Development

Staff provide a role model for the children by sharing in the joy of discovery and in the mystery of creation.

a) **Within the Curriculum**, students will be able to explore:

- an imaginative approach to the world;
- a spirit of enquiry and open-mindedness;
- an awareness of other people and their beliefs.

The Academy will:

- encourage students to express their creativity and imagination;
- foster a sense of respect for the integrity of each person;
- create an atmosphere which enables students and staff to speak freely about their beliefs.

b) **Within Personal Guided Learning Time (PGLT) and RE/ Social Studies lessons** the Academy will:

- allow students to investigate and reflect upon their own beliefs and values;
- provide opportunities for students to share what is meaningful and significant to them, including the 'darker' side of life;
- encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.
- explore the use of symbol, image, allegory and metaphor in the curriculum;
- explore what commitment means;
- always invite a response and never seek to coerce.

c) **Beyond the Formal Curriculum**, the Academy will:

- encourage students in personal conversations and during discussions in lessons, to express their feelings whilst listening carefully to others' questions and responses;
- treat students, staff and governors with respect, regardless of personal feelings.

Provision for Moral Development

a) **Within the Curriculum**

- encourage students to develop a personal view on ethical questions raised in Science
- develop responsibility in learning and setting personal targets

b) **Within PGLTand RE / Social Studies lessons**
- these lessons encourage students to consider a range of perspectives on moral issues

c) **Beyond the Formal Curriculum**
- the Academy will set high expectations which will impact on behaviour both in and out of lessons

Provision for Social Development

a) **Within the Curriculum**
- listening to the viewpoints and ideas of others

b) **Within PGLTand RE / Social Studies lessons**
- good behaviour is praised positively and rewarded publicly

c) **Beyond the Formal Curriculum**
- pastoral care from all staff gives students the chance to see caring in action
- opportunities to welcome or give a vote of thanks to visitors or when making a visit
- participating is staff selection procedures
- the development of the "Student Voice"

Provision for Cultural Development

a) **Within the Curriculum**
- learning about another culture presented through a cross-curricular approach
- develop a cultural appreciation through music, art and drama both as participant and audience

b) **Within PGLT and RE / Social Studies lessons**
- opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination

c) **Beyond the Formal Curriculum**
- participation in after school events, clubs and teams

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every three years and assess its implementation and effectiveness. The policy will be promoted and published throughout the Academy.