



SWB

SOUTH WOLVERHAMPTON & BILSTON ACADEMY



Social, Moral, Spiritual and Cultural (SMSC) Policy 2016-2017

RESPONSIBILITY: Jane Dickens, Deputy Vice Principal (Student Services and Safety)

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'LEARNING FOR LIFE, SECURING SUCCESS'

1.1 Policy Statement

At SWB Academy our mission statement '*Learning for Life, Securing Success*' exemplifies our attitude and approach to the importance of the development of all aspects of SMSC. Through experience and curriculum SWB Academy ensures that our students have the skills they need to become successful rounded young people. We recognise that the development of students, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in. We therefore aim to provide an education that provides students with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including 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 are all critical skills and dispositions that we nurture, encourage and develop through our subject and wider curriculum.

All curriculum areas have a contribution to a child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views.

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for students and their families and stakeholders. Students will 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.

Students should understand their rights and accept their responsibilities and the need to respect the rights of others. Academy and classroom charters promote responsible behaviour. 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 the teacher's planning and learning resources.

1.2 Policy Aims

- That everyone connected with the Academy is aware of our values and principles.
- A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- That a student's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- That students have a good understanding of their responsibilities and how to exercise them

Through classroom activities and dialogue in the wider curriculum we will give students opportunities to:

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

1.3 Key Personnel

Roles	Responsibilities
<p>All curriculum areas provide opportunities to</p>	<ul style="list-style-type: none"> • Listen and talk to each other. • Develop an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties • Agree and disagree. • Experience good role models. • Take turns and share ideas, equipment and peers the opportunity to contribute • Work co-operatively and collaboratively.
<p>All curriculum areas plan & provide opportunities to cultivate</p>	<p>Spiritual Development</p> <ul style="list-style-type: none"> • Sustain their self-esteem in their learning experience. • Develop their capacity for critical and independent thought. • Foster their emotional life and express their feelings. • Experience moments of stillness and reflection. • Discuss their beliefs, feelings, values and responses to personal experiences. • Form and maintain worthwhile and satisfying relationships. • Reflect on, consider and celebrate the wonders and mysteries of life. • Imagination and creativity in lesson. <p>Moral Development</p> <ul style="list-style-type: none"> • Recognise the unique value of each individual. • Listen and respond appropriately to the views of others. • Gain the confidence to cope with setbacks and learn from mistakes. • Take initiative and act responsibly with consideration for others. • Distinguish between right and wrong and apply this to their own lives whilst developing respect for civil and criminal law. • Show respect for the environment. • Make informed and independent judgements. <p>Social</p> <ul style="list-style-type: none"> • Take action for justice • Develop an understanding of their individual and group identity. • Helping others in the Academy and wider community. • Acceptance and engagement with fundamental British values. <p>Cultural</p> <ul style="list-style-type: none"> • Explore and improve knowledge and understanding of the value and richness of cultural diversity in modern Britain. • Understand the values and meaning of being British • Appreciate fundamental values of democracy, rule of law, liberty, respect and tolerance • Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.
<p>Ensure students thrive through activities developing SMSC</p>	<ul style="list-style-type: none"> • Working together in different groupings and situations. • Encouraging the students to behave appropriately at social times including lunch times. • Taking responsibility, through Leadership opportunities, peer mentoring and coaching, conducting assemblies. • Encouraging teamwork in all group activities. • Showing appreciation of the performances of other children regardless of ability. • Meeting people from different cultures and countries. • Participation in a variety of different educational visits.

	<ul style="list-style-type: none"> • Participation in live performances. • Use of assembly themes to explore important aspects of our heritage and other cultures • Opportunities for the children to hear and see live performances by professional actors, dancers and musicians. • Opportunities to make and evaluate food from other countries. • Studying the contributions to society that certain famous, historical and influential people have made. • Students to undertake outward bound activities i.e. Duke of Edinburgh. • Charity awareness and funding opportunities. • Sixth Form buddying in raising aspiration/achievement is evident. • Embedding of student leadership and opportunities.
Links with the wider community	<ul style="list-style-type: none"> • Visitors are welcomed into our Academy. • The Academy will support the work of a variety of charities. • The development of strong home-academy communication routes is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children. • Students will be taught to appreciate and take responsibility for their local environment. • Liaison with local primary schools to support the primary curriculum e.g. modern foreign languages, creative and expressive arts, PE and games.

Monitoring and evaluation

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

- Clear evidence staff are linking SMSC opportunities to learning and subject knowledge.
- Monitoring of teaching and learning and work scrutiny by Directors, SLT.
- Regular discussions at staff and governors' meetings.
- Audit of policies and units of study including the Academy's approach to collective reflection.
- Student voice on delivery of SMSC and future areas of importance and interest.
- Regular monitoring of strategic whole school SMSC opportunities.

We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC development will purposefully ensure our students develop the skills they need to achieve success and fulfilment in life.

How the curriculum contributes to SMSC

The Contribution of English

English contributes to our students' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

The Contribution of Mathematics

Mathematics contributes to our students' SMSC development through:

- Spiritual development: through helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The Contribution of Science

Science contributes to our students' SMSC development through:

- Encouraging students to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

The Contribution of Information Communication Technology

ICT contributes to our students' SMSC development through:

- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.

The Contribution of History

History contributes to our students' SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling students to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

The Contribution of Geography

Geography contributes to our students' SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.

The Contribution of Modern Foreign Languages

Modern Foreign Languages contributes to our students' SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

The Contribution of Religious Education/Reflection

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Students learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives.

- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

The Contribution of Art

Art contributes to our students' SMSC development through:

- Art lessons develop students' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving students the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings.

The Contribution of Design and Technology

Design and Technology makes a contribution to students' SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others strengths, sharing equipment.

The Contribution of Food Technology

Food Technology contributes to our students' SMSC development through:

- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in third world countries.

The Contribution of Music

Music contributes to our students' SMSC development through:

- Teaching that encourages students to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Lead students to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

The Contribution of Physical Education

Students SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- Student leadership.
- Sports leadership programme.
- Peer mentor programme.
- Assembly's have a Spiritual, Moral, Social or Cultural theme, and reflection.

- Through our global links with Francis.
- Through community projects, for example our; charity days, supermarket packing, summer fayre, etc...
- Our extra-curricular programme.
- School productions.
- Enrichment curriculum.
- Duke of Edinburgh.

Monitoring and implementation of the policy

- Provision for SMSC is monitored and reviewed by the ALT, teachers, students and members of the Academy Council.
- Regular discussions are held at staff meetings.
- Staff share classroom work and practice.
- The implementation of this policy is the responsibility of all staff.