



# Iffley Academy

## Spiritual, Moral, Social and Cultural Policy

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Chair of Trustees	_____



At Iffley Academy we aim to foster an ethos that promotes the personal development of pupils; spiritually, morally, socially and culturally and plays a significant part in their ability to learn and achieve.

We therefore aim to provide all pupils with an education that offers them opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behavior, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

### **Guidelines**

All curriculum areas have a contribution to make to the student's spiritual, moral, social and cultural development and opportunities for this will be embedded in all areas of the curriculum.

All adults will model and promote expected behavior and restorative approaches, 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. This will be supported by a restorative approach, as referred to in the academy's Behaviour Management policy.

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 behavior and provide opportunities to celebrate students' work and achievements. For example the 6<sup>th</sup> form community use reward points as evidence linked SMSC on a daily basis.

Opportunities should be given across the curriculum for pupils to draw from a wide range of cultural contexts as possible. This will be reflected in the planning of a variety of enrichment opportunities.

### **General Aims**

- To ensure that everyone connected with the academy is aware of our values and principles
- To ensure that a student's education is set within a context that is meaningful and appropriate to their age, background and SEN
- To ensure that students know what is expected of them and why

- To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable students to develop an understanding of their individual and group identity
- To enable students to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society
- To give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

### **Spiritual Development**

*At Iffley Academy we aim to provide learning opportunities that will enable students to:*

- 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

The academy climate enables our students to feel safe to express and reflect on their feelings, thoughts and emotions. Small tutor groups enable students to develop meaningful relationships with peers and adults. These relationships are supported and fostered by the academy's practice of restorative approaches.

The spiritual development of all students is developed through participation in assemblies that are topical, highlighting key religious, cultural and social events on a weekly basis.

Students are also encouraged to discuss and consider different cultures and faiths through thematic approaches to learning, particularly through art, music, drama, science and humanities and enrichment days.

### **Moral Development**

*At Iffley Academy we aim to provide learning opportunities that will enable students to:*

- 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
- Show respect for the environment
- Make informed and independent judgements

The academy promotes a safe environment that enables pupils to explore their own personal moral development. Throughout the academy moral development is encouraged through all aspects of the school curriculum. Opportunities are planned to stimulate pupils into giving expression to their own moral beliefs, challenges their views, enables them to reflect and listen to others, extending their moral reflections beyond their own immediate experiences.

Throughout the thematic approaches to learning curriculum and most notably within PSHE, topics cover a wide range of moral issues.

Circle time activities are planned into many curriculum areas and tutor time which give students the opportunity to listen and respond to each other in a safe environment. Students are encouraged to grow independently and mistakes are view as learning opportunities.

The academy offers many vocational and work experiences that enable many pupils to apply their growing moral competence in a practical way, within a work place.

Students are encouraged to respect their environment and recognise their place within the local community.

The academy's behaviour management policy is linked to restorative approaches and all students are supported and encouraged to see the difference between right and wrong. Restorative approaches encourages students to take ownership of their actions; all students are encouraged to take part in 'mend it meetings' and evaluate their own behaviour choices.

## **Social Development**

*At Iffley Academy we aim to provide learning opportunities that will enable students to:*

- Develop an understanding of their individual and group identity
- Learn about the role of the academy in the wider community

Through social development students acquire the skills and personal qualities necessary for individuals to live and function effectively in society. This requires an understanding of society in all aspects, its structures and principles and life as a citizen, parent or worker in a community.

The academy encourages all students to identify themselves as members of the school community, where they are encouraged to become school council members or part of the student leadership team.

The social development of students is supported by both the formal curriculum and extra-curricular activities that promote teamwork and co-operation.



Through the curriculum students have the opportunity to socialize and work with a variety of their peers. PE and Communication lessons encourage our students to participate in group activities, learning skills in co-operation.

The academy encourages all students to take part in activities that promote the way communities and societies function, such as Consumer Challenge, voting for class school council member and student leaders, etc.

The academy is dedicated to offering all students a variety of extra-curricular activities and life experiences. These experiences range from sport, music and social clubs to residential trips.

### **Cultural Development**

*At Iffley Academy we aim to provide learning opportunities that will enable students to:*

- Recognise the value and richness of cultural diversity in Britain, British values and how these influence individuals and society
- Develop an understanding of their social and cultural environment
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

Through cultural development students gain an understanding of those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural development is closely related to, and integrates, certain aspects of spiritual, moral and social development.

The academy seeks to provide an education, which not only develops and strengthens students' current awareness, but also allows them to develop new cultural insights by avoiding cultural bias and promoting an appreciation of cultural diversity. The curriculum is planned to offer students the opportunity to know about their own culture and society and value their own cultural identity. By making thematic links across subjects and based on their understanding of their home and community, students can begin to develop an understanding of national, European, commonwealth and global dimensions.

Enrichment days and experiences develops students' understanding of different social and cultural environments as well as their own. They have many opportunities to experience different cultural aspects through practical sessions such as music and food technology, as well as listening to visiting speakers and exploring 3D objects and artefacts.

The academy aims to reinforce all classroom based experiences through residential trips within different cultural settings.

### **Teaching and Organisation**

Development in SMSC will be embedded across all curriculum areas, within thematic approaches to learning and school life, within activities that encourage students to recognise the spiritual dimension of their learning and



then reflect on the significance of what they are learning and recognise any challenges that there may be to their own attitude and lifestyle.

All thematic maps and curriculum areas seek to include images and examples drawn from as wide a range of cultural contexts as possible.

*Class discussions, circle time, MIMs (mend it meetings), school council meetings, additional interventions, etc. will give students opportunities to:*

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

*Most lessons provide opportunities to:*

- Listen and talk to each other
- Learn an awareness of treating all as equals, and accepting people who are different to themselves
- Agree and disagree
- Take turns and share equipment
- Work collaboratively and co-operatively
- Reflect on what has been learnt

### **Links with the wider community**

- Visitors are actively encouraged to visit the school and are warmly welcomed
- Strong links are made with the local community
- 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 student
- Pupils will be taught to appreciate their local, national and global environment and to develop a sense of responsibility to it

### **Monitoring and Evaluation**

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

- Monitoring of lesson plans and thematic curriculum maps
- Regular discussion at curriculum, staff, Teaching and Learning committee meetings



- Audit of policies
- Sharing of classroom work and practice
- Audit of collective worship policy and practice

**Review**

This policy will be reviewed in accordance with the policy review schedule.