



***Abbot Alphege Academy***

***The Partnership Trust***

**Social, Moral, Spiritual and Cultural  
Development Policy**

***This Policy is written with reference to the Christian  
Foundation of the school.***

***'Together we love, we learn and we grow'.***

***'Your word is a lamp for my feet and a light on my  
path' Psalm 119:105***

**Approved by:** LGB

**Date:** 23<sup>rd</sup> March 2023

**Last reviewed on:** March 2023

**Next review due by:** March 2025

## **Spiritual, Moral, Social and Cultural (SMSC) Development Policy**

This policy should be used as part of Abbot Alphege Academy's overall strategy and implemented within the context of our Christian Values.

### **Aims:**

Through our provision of SMSC, we will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Encourage children to be reflective about their beliefs and values;
- Encourage and foster curiosity in their learning;
- Enable pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Encourage respect for other people;
- Encourage respect for democracy;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Enable pupils to distinguish between right and wrong and to respect the civil and criminal law of England;
- Encourage pupils to respond positively to a range of sporting, artistic and other cultural opportunities;
- Enable pupils to have respect and tolerance for different cultures, respecting their both their own and others' culture.

### **Spiritual Development**

*Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing. DfE definition.*

### **At Abbot Alphege Academy we promote children's spiritual development through:**

- Daily acts of Collective worship – whole school, class assemblies, Key Stage Assemblies and our weekly Celebration Assembly;
- Visits to our local church and the celebration of major religious festivals;
- The teaching of RE using the 'Awareness, Mystery, Value' materials and objectives, and supporting this with Understanding Christianity scheme of learning;
- Regular visits from the local Reverend;
- Reflection corners in the classrooms;
- Visits to places of worship;

- The inclusion of ‘big questions worth asking’ in our planning and teaching, which develop a sense of awe and wonder.

### **Moral Development**

*Pupils’ moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them. DfE definition.*

At Abbot Alphege Academy we promote children’s moral development through:

Our three simple rules and class behaviour agreements

Our focus on restorative conversations as part of our Policy for Behaviour

PSHE lessons and Circle Time

Class Collective Worship sessions

The promotion of Christian values, such as ‘Compassion’, ‘Forgiveness’ and ‘Trust’

Weekly Celebration assemblies

### **Social Development**

*Pupils’ social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitude they need to make an active contribution to the democratic process in each of their communities. DfE definition*

At Abbot Alphege Academy we promote children’s social development through:

PSHE lessons using Jigsaw resources;

Our support of charities; local, national and global;

Visits from outside organisations and members of the local community;

The provision of a range of after-school clubs;

A broad and balanced curriculum designed to foster collaboration and cooperation.

## **Cultural Development**

*Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture. DfE definition*

At Abbot Alphege Academy we promote children's cultural development by:

Learning a modern, foreign language (French);

Planned whole school celebrations;

Carefully planned learning themes that bring examples from a wide range of cultures;

The study of different localities and groups of people through Geography;

Visits from outside agencies/ groups, such as SARI (Stand Against Racism and Inequality);

Our teaching of the Awareness, Mystery, Value curriculum;

The celebration of major cultural festivals such as Diwali;

Careful planning of the topics within the Primary Curriculum 2014.

## **British Values**

SMSC Development can make a key educational contribution to children's explorations of British Values and a focus on SMSC can enable children to learn to think for themselves in this regard. This, in turn, supports children so that they are able to move beyond attitudes of tolerance towards respect and ultimately to celebrate diversity.

**Mutual Respect:** SMSC focuses on developing mutual respect between those of different faiths and beliefs, and those of none. This promotes an understanding of what a society gains from diversity. Children are challenged to be broad minded and open hearted.

**Democracy:** pupils learn the significance of each person's ideas and experiences. Through debating the fundamental questions of life, children learn to respect a range of perspectives. Children examine the idea that we all share a responsibility to use our voice and influence the wellbeing of others.

**Rule of Law:** children learn about different codes for human life including commandments and rules offered by different religious communities. They learn to appreciate how people choose between good and evil, right and wrong.

**Individual Liberty:** children explore the concepts of identity, belonging and diversity, including understanding the importance of freedom to practice one's own religion and to hold one's own beliefs.

### **Teaching, Planning and Organisation**

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle

Teachers will include opportunities for the development of SMSC in all medium term planning and these are reviewed and monitored regularly to ensure adequate coverage in each of the areas.

### **Key areas where SMSC is promoted through the curriculum include:**

#### **English**

- Developing children's confidence in using language;
- Encouraging children to understand and engage with the feelings and values embodied in poetry, film, drama, film and television;
- Developing pupils' awareness of moral and social issues in film, fiction, journalism, magazines, radio, television and film;

#### **Mathematics**

- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

#### **Science**

- Encouraging pupils to reflect on the wonder of the natural world;
- Awareness of the ways that science and technology 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 and team work in practical work;
- Raising awareness that scientific developments are the product of many different cultures.

#### **ICT**

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

This Governing Body and Headteacher will be responsible for monitoring the implementation of this policy.