PERSONAL, SOCIAL, MORAL & SPIRITUAL EDUCATION (SMSC) POLICY

1. Academy Ethos and Values Statement

The Academy is committed to ensuring the development of the whole child. Central to this is the belief that the education provided is not only about the gaining of knowledge and the acquiring of essential skills, important though they are, but that it is also about the personal development of each boy and girl, in its fullest sense:

"King Edward VI Sheldon Heath Academy is committed to developing responsible, aspirational, independent, happy and well-rounded young people with the self-belief to reach their goals. Our work will be underpinned by our core values and driven by our unequivocal belief in equality and tolerance. We will secure this through inspirational and enthusiastic teaching, the provision of a broad, challenging curriculum and excellent support and care. We want to ensure our young people fulfil and exceed their potential, be proud of who they are, be committed to lifelong learning and leave well-equipped to navigate their way through the challenges of the 21st Century; positively contributing to society both economically and socially."

2. Rationale

Academies have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This policy also relates to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act.

The Academy believes that it has a responsibility for educating students in every sense. This includes education for personal, social, moral and spiritual development, which is taught through all subjects of the curriculum, supports all areas of learning and contributes to student's motivation to learn. SMSC development contributes towards the individual's appreciation of life's experiences and their relationships with other in communities around us. The Academy recognises that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children.

The Academy' policy and practice promote the underlying principles of ensuring that students are provided with a safe learning environment in which to develop their understanding of the world in which they live. This policy seeks to define these areas of development in our students and to identify ways in which the Academy will provide opportunities through the formal and informal curriculum for students' personal, social, moral and spiritual development. This is a whole Academy issue:

- The integrity and spirituality of pupils from other faith backgrounds is respected and explored.
- The diversity of spiritual traditions is recognised, and students are given access to alternative views.
- 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 model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families.

The Academy community is a place where students can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the Academy.

3. Aims

The Academy aims to provide an education that provides students 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 other cultures. The aim of this policy is to ensure that:

- Everyone at the Academy is aware of our values.
- There is a consistent approach to SMSC issues.
- Students' education is within a meaningful context and appropriate to their age, aptitude and background.
- Students know what is expected of them.
- There is a range of opportunities for each student.
- Students are enabled to develop an understanding of their own identity.
- Students are enabled to develop an understanding of their cultural and social environment and an appreciation of the many cultures in our society.
- Each child has opportunities to explore social and moral issues and develop a sense of social and moral responsibility.

4. Fundamental values

The Academy actively promotes the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting means challenging opinions or behaviours in the Academy that are contrary to these fundamental values. Through the Academy's SMSC provision, students:

- develop their self-knowledge, self-esteem and self-confidence;

- are able to distinguish right from wrong and to respect the law;
- 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 Academy and to society more widely;
- acquire a broad general knowledge of and respect for public institutions and services in England;
- acquire an appreciation of and respect for their own and other cultures thus furthering tolerance and harmony between different cultural traditions;
- show respect for other people; and
- show respect for democracy and support for participation in the democratic processes.

5. Personal, Social, Moral and Spiritual Development

This is concerned with the development of knowledge, understanding, skills and attitudes in relation to oneself and others, social institutions and social standards and norms. There should be a focus on the development of self, of personal qualities and on personal growth linked to the individual's interaction with others in a variety of social contexts. There is a strong emphasis on education for responsibility and the development of an acceptable set of values on which moral actions are based. The Academy's key values are:
- Respect for the rights, views and feelings of others.
- Tolerance.
- Respect for truth.
- Politeness.
- Taking responsibility for actions.
- Involvement and participation.

Social Development

Social development refers to the progressive acquisition of the competences and qualities needed to play a full part in society. It is primarily concerned with the skills and personal qualities necessary for individuals to live and function effectively in society by being a member of the community. The Academy complements and extends what the home and society in general can achieve in helping to prepare students to participate constructively in society.

Social Development enables students to relate to others successfully developing social skills and characteristics such as tolerance, respectfulness, and a willingness to get involved, so that they can play a full and fulfilling part in the community and society as family members, citizens, workers and learners.

The Academy seeks to encourage students to develop the skills required to become active citizens so that they can participate responsibly in the communities to which they belong. The Academy values strongly support the social development of students. Opportunities are provided throughout the whole curriculum and life of the Academy to:
- develop skills such as co-operation, leadership, collaboration, responsibility, teamwork and initiative;
- develop, experience and understand social relationships and the rights and responsibilities of individuals within the social setting;
- find out about and gain understanding of the ways in which societies function in order to become good citizens.

Moral Development

Moral development is concerned with a pupil's knowledge, understanding, intentions, attitudes and behaviours in relation to what is 'right' and 'wrong'. Moral development is concerned with

fundamental judgements and precepts about how people should behave and act and reasons for such behaviour.

The Academy seeks to encourage students to develop moral values by providing opportunities to look at choices, focusing on right and wrong and the idea of justice. It aims to develop characteristics such as honesty, unselfishness and integrity so that students can live in ways that respect the well-being and rights of others. This ethos forms an integral part of Academy life underpinned in the code of conduct and the relations between staff and students.

To aid the moral development of students, it is necessary to help this develop, in partnership with the home, to promote:-
• the will to behave normally as a point of principle,
• awareness of and care for others,
• knowledge of the codes and conventions of conduct agreed by society,
• an understanding of how to make right choices and of the consequences of making wrong ones,
• the development of self-esteem and learning to extend and receive forgiveness,
• an understanding of the importance of belonging to a community and that rights should be balanced with responsibilities,
• awareness and understanding of the criteria put forward as a basis for making responsible judgements on moral issues as they arise by applying moral principles, insights and reasoning.

Spiritual Development
This cannot be separated from personal, social and moral education. Many of the areas for development are easily recognisable from the previous section on personal qualities and academy values. However, education for spiritual development has some specific features and, for this reason, it is dealt with separately.

The Academy seeks to help students to become more aware of the spiritual dimension within them by providing opportunities to question and reflect. The Academy's ethos and values as well as the explicit teaching and learning within the academy aim to provide students with the knowledge to develop, explore and respect the spiritual dimension of their lives and the lives of others.

Spiritual development is concerned with a reflection on personal experience and the valuing of a non-material dimension to life. At the Academy, parents, students, governors, staff and the community are encouraged to share in and help with this development.

The Academy believes that the potential for spiritual development is open to everyone and may well include, but is certainly not confined to, the development of religious beliefs.

Cultural Development
Cultural development refers to student's increasing understanding and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups. This area of development is principally concerned with the student's understanding and appreciation of the music, art, drama, poetry, science and technology of the society in which they live.

The purpose of cultural development is both to develop and strengthen the cultural interests which the students already possess and expose them to a breadth of stimuli which will allow them to develop new interests. It is important to realise that cultures change, consequently

students will be taught about those past features which have influenced and shaped the present, as well as about how the present generations, themselves included, are maintaining, interpreting and reshaping their cultural traditions.

The Academy seeks to develop and encourage students to explore and understand their own cultural identity and the cultural diversity within society. Opportunities are provided to appreciate other people's traditions, values and beliefs in the explicit teaching of Music, Art, MfL, History, Geography, RE and English. Visits and trips in Britain and abroad also hold implicit opportunities to extend the cultural experience.

6. Promoting Academy Ethos

The quality of relationships between students and teachers is crucial in personal, social, moral and spiritual development. The more we ensure that relations are marked by mutual care, consideration and respect within a well-established moral framework, the less likelihood there is that anti-social and disruptive behaviour will occur.

The Student Code of Conduct encapsulates the vision for responsible and considerate behaviour, both in lessons and around academy generally and aims to reinforce the Academy's commitment to providing an environment based on achievement and praise, and firmly rejects inconsiderate and irresponsible behaviour.

Students need clear criteria by which to determine what is right and wrong in particular cases through the consideration of motives, actions and consequences. Where students have breached the Academy Code of Conduct, time is spent with them explaining what aspects of their behaviour are unsatisfactory and what they need to do to avoid future breaches of the Code.

The Academy has a pastoral system which emphasises the importance of personal, social, moral and spiritual development. The system exists to ensure that the treatment of the individual is marked by a supportive and caring approach, which is firm, fair and consistent, and that students are encouraged to develop through a process of self-reflection. Mentors also meet individually with students to review progress and set targets for the future.

The pastoral system also ensures that parents are involved appropriately in the personal, social, moral and spiritual development of their children. Parents will be invited to Academy for pre-planned, formal consultation and information evenings. In addition, Heads of House, form tutors and senior staff will be involved with parents on an individual basis to discuss matters of concern or interest.

7. The Role of Academy Staff

Academy staff have a key role to play in setting examples to students. These examples must be consistent with the understood academy morality as expressed in the Code of Conduct, and the Academy policies on, for example, Behaviour and Discipline, Pastoral Care, Bullying, Equal Opportunities, Assessment, Recording and Reporting, Marking, Praise etc.

It is the staff, both teaching and non-teaching, who ensure that the real ethos of the Academy does actually represent its values, that relationships are of a high quality and that students receive all necessary support as they progress through the Academy. Most importantly, staff have a key role in ensuring that relationships and actions within the Academy and within the broader community are marked by consideration and respect for the views, needs and feelings of others.

8. Monitoring and Evaluation

It is accepted that there are no correct definitions of these terms and that there are no easily definable criteria to measure the success of any policy which aims to promote the spiritual, moral, social and cultural development of students. But this should not diminish their importance in the life of the Academy. It is the controversial and complex nature of these values, which demonstrates their significance in life and highlights the need to address them in an educationally valid way. Personal development is an erratic, unpredictable and long term phenomenon, and the effects of even the most sensitive moral instruction or spiritual reflection may be different from what is hoped for. There also may be a wide divergence between a person's stated beliefs and values, and behaviour and relationships. This makes any evaluation of a policy difficult in regard to outcomes.

Particular outcomes cannot be guaranteed, but it is important that the Senior Leadership Team monitors and reviews this policy regularly with regard to its general effectiveness. The Governors and the Principal are responsible for ensuring that there are plenty opportunities available for the social, spiritual cultural and moral developments of all students. The Heads of House are responsible for ensuring these opportunities for each student in their house, with the support of form/personal tutors.

This policy will be reviewed annually by the student welfare committee.

Appendix 1: Promoting Values

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of British law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

Examples of the understanding and knowledge pupils are expected to learn include:

- an understanding of how citizens can influence decision-making through the democratic process;
- an understanding that the freedom to hold other faiths and beliefs is protected in law;
- an acceptance that people having different faiths or beliefs to oneself (or having none); should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.

Examples of actions schools can take to promote British values are to:

- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

Appendix 2- Bespoke Aims

Social Aims	To provide opportunities for students to: • work in groups and in pairs to experience a variety of social roles, • experience working co-operatively in partnership, • to exercise leadership and responsibility, • to learn to respond to the initiatives of others, and what it means to share a common purpose, • to understand about the 'political' aspects of living in society and the laws that govern this, • to be involved in a decision-making process which involves democratic participation.	Personal Qualities and Social Attributes The personal and social qualities, attributes and the values which the Academy actively seeks to promote are as follows: • Quality of relationships with peer group: social confidence, ability to make friends, listening skills, ability to operate in a group. • Quality of relationships with adults: acceptance of authority, co-operation, closeness of relationships, ability and mode of articulating views or grievances. • Consideration: consideration and sensitivity to the views and feelings of others and to the environment. Kindness, generosity of spirit, cheerfulness. • Strength of character: degree of self-discipline, sense of responsibility, courage in the face of adversity, resilience, resourcefulness. • Self-knowledge: awareness of own strengths and weaknesses and the willingness to recognise these publicly. • Involvement: willingness to get involved and do things both for themselves and others. • Teamwork: ability to operate in a group, to work as a member of a team and to make personal sacrifices for the greater good! • Tolerance: ability and willingness to recognise the rights of others to hold their beliefs and values without fear, harassment or intimidation.
Moral Aims	• A developing sense of self-discipline and responsibility not only for their own actions, but for their responsibilities to others. • A developing awareness of, and pride in, their own unique gifts, talents and privileges, and a parallel rejection of all forms of prejudiced perception of others on the basis of class, race, sex, religion or nationality. • An appreciation of the importance of honesty, truthfulness and the development of personal integrity. • A sensitivity to the feelings, needs and rights of others. • A growing disposition towards generosity, rather than selfishness, by helping those less fortunate or weaker than oneself. • An appreciation of the importance of being kind to others and a clear rejection of unkindness, cruelty or bullying. • A developing of a mature sense of self-confidence and self-worth and a consequent willingness to lay aside arrogance.	Morally educated academy leavers will be able to:- • distinguish between right and wrong • articulate their own attitudes and values • take responsibility for their own actions • recognise the moral dimension to situations • understand the long and short term consequences of their actions for themselves and others • develop for themselves a set of socially acceptable values and principles and set guidelines to cover their own behaviour • recognise that their values and attitudes may have to change over time • behave consistently in accordance with their principles • recognise and tolerate the values and attitudes of others

Spiritual Aims	- A recognition of the right of others to hold their own views and respect for those who have different beliefs and customs. - A willingness to explore the religious faith which has shaped the particular culture from which the student has come. - A willingness to look beyond materialism. - A willingness to reflect on and think critically about their experiences, responses and choices. - A developing sense of awe and wonder in the face of the universe. - A willingness to reflect on and appreciate works of literary, artistic or musical merit. - A willingness to ask and explore 'ultimate questions'. - A growing ability to cope with the times of suffering which human life naturally presents: anxiety, stress, unhappiness, illness, divorce and death.	For spiritual development to occur, the Academy encourages and promotes: - Curiosity - a positive attitude and interest in discussing, reflecting on and exploring questions concerning the meaning and purpose of life - open-mindedness - a willingness to see the potential for being enriched by sharing views and beliefs with others - critical mind - an attitude of objectivity when considering their own beliefs and those of others - tolerance - greater maturity in recognising the rights of others to hold their beliefs and values with confidence and without intimidation - self-confidence - a mature sense of self-worth and self-esteem - consideration - a mature attitude of consideration and respect for others and a readiness to take responsibility for their own behaviour - appreciation - a willingness to take seriously the value of a personal religious or philosophical belief for others and, where appropriate, for themselves - commitment - an appreciation of the value of commitment in personal or public life, either religious or secular - creativity - an ability to express feelings, emotions, thoughts and ideas in a variety of media and to be inspired by a sense of awe, wonder and mystery.
Cultural Aims	- To provide students with the knowledge of the nature and roots of their own cultural traditions and practices, including historical, social, religious, aesthetic, ethnic or political and also of the key features of other major cultural groups within their own society. - To enable students to demonstrate knowledge about their own cultural traditions and its practices whilst also recognising and appreciating cultural diversity. - To value and encourage students' own cultural roots, interests and achievements and enrich, broaden and deepen these experiences. - To develop an understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices within their society. - To encourage a personal response and accomplishment in a range of cultural fields. This may include literature (both prose and verse), music, technology (including information technology), art and design and physical movement, particularly in the realms of sport. - To comprehend the global community and to develop meaningful links where appropriate.	The Academy seeks to develop and encourage students to explore and understand their own cultural identity and the cultural diversity within society. Opportunities are provided to appreciate other people's traditions, values and beliefs in the explicit teaching of Music, Art, MfL, History, Geography, RE and English. Visits and trips in Britain and abroad also hold implicit opportunities to extend the cultural experience.

Appendix 3 - Achieving the Aims

The Academy's aims for personal, moral and spiritual development can be realised to a large extent through the formal curriculum. Extra-curricular activities also have an important role to play. However, it is also clear that students' personal, social, moral and spiritual development derives from the more informal aspects of academy life and relates strongly to the idea of ethos. This ethos is defined not just by the Academy's stated values pervading the whole of academy life, but by the quality of the relationships that exist between students and staff, both teaching and non-teaching. The ethos created in the Academy by academy staff is immensely powerful in influencing students' personal, social, moral and spiritual development in a more informal way. While less easy to define, the Academy will make every effort to plan and evaluate these informal aspects of academy life through the SMSC plan and map.

The moral, spiritual, social and cultural (personal) aspects of a student's development do not form part of any separate curriculum area's scheme of work. The formation of character, beliefs, values and a spiritual centre, is really the development of character and is not something which can be attained by formula, curriculum organisation or prescription. Personal meanings, beliefs and values which constitute a person's spirituality, and the qualities of character and value from which morally good and socially responsible action proceed, are built up steadily, slowly, continuously and cumulatively in the on-going process of how we relate to each other as human beings. It is a fact that the process began before the students came to the Academy and will continue after they have left.

No single system or institutional structure within the Academy, no single department or procedure is responsible for the moral, spiritual, cultural or social developments of students at the Academy. The Academy, however, endeavours to provide an ethos where such development can take place through the general day to day quality of relationships. The so-called hidden curriculum is also of immense importance and can aid development. Some areas of the Academy's life may have a greater part to play in the process of these characteristics than others. As far as the student is concerned, the precise nature of this variance will be individual and possibly idiosyncratic. What is important within these areas is that positives must be emphasized, and actions and attitudes which favour the opposite should be discouraged.

In an attempt to achieve its aims, the Academy does have a number of more formal structures which are intended to contribute to the general process of moral, spiritual, social and cultural development. It is not intended that these structures obviously and clearly deliver moral, spiritual, social, or cultural development, but that collectively they underpin the more important aspects of the general social relationships which exist within the Academy. They also provide some of the contexts within which creative personal interaction and development may take place.

- The Curriculum: All subjects and all teachers can and do will to contribute to personal development simply by the way staff interact with pupils during lessons. However, certain subjects such RE, PSRE (Personal, Social and Religious Education), Citizenship, English, Performing Arts, History, Geography, PE and Biology by their subject matter have a particular contribution to make.
- Assemblies: Assemblies, by what they applaud, celebrate, encourage and disallow, make a highly significant contribution to the articulation and demonstration of the values which the Academy wishes to promote and develop. Every week there is a moral or social theme for assemblies. This is published in the Academy calendar and on the electronic weekly calendar. House assemblies take place once a week, which further promotes the ethos and values of each House within the Academy.

- <u>The Tutor System:</u> Each student is a member of a form group as well as of a personal tutor group. Form groups meet four times a week (of which one is for assembly) and personal tutor groups once a week. Form tutor sessions both explicitly and implicitly, deal with the promotion of personal values. Personal tutor sessions have a bespoke theme focusing on aspects of personal, social, spiritual or moral development.
- <u>Mentoring:</u> Where the social behaviour of students is identified as concerning, this student will receive mentoring by either a student support manager, a form tutor, a senior leader or Head of House or a sixth form student.
- <u>Social Skills:</u> Social skills workshops are available for students who have been identified as in need of the extra help and support.
- <u>Year/House Activities:</u> Year and House activities are explicitly designed to further personal development.
- <u>Extra-curricular activities and educational visits:</u> There are numerous and diverse activities which make a major contribution to personal development. A wide variety of trips and tours, visits to the theatre and art galleries, visiting musicians, artists and speakers, to name but a few, all contribute to the social and cultural development of students. Flexible learning in particular has provided further opportunities for students to participate in trips, work with visiting professionals and contribute to the local community. The Academy's programme of extra-curricular activities is under constant review and ways are continually being sought to consolidate and extend provision and to give students the opportunity to be involved and take on responsibility.
- <u>Responsibility and leadership:</u> the system of Academy prefects, 6th form peer mentors, and the House and Academy Councils provide both formal and informal opportunities for students to exercise leadership, service and responsibility.
- <u>Models and Examples:</u> Spiritual, moral, cultural and social values could be said to be caught rather than taught. At the Academy, students will encounter a wide variety of different people, through teachers, non-academic staff, prefects and older pupils as well as visitors. All these will provide material for reflection and evaluation in the development of their own character.
- <u>Academy ethos:</u> There is so much more to spiritual, moral, social and cultural development than just conforming to a set of rules. It is important, however, to have a well regulated and disciplined environment for any educational achievement. The Academy has policy documents on the school codes of behaviour that are based on the fundamental tenet of mutual respect, and these together with the general ethos of the academy (implicitly) are expressions of the values that it seeks to encourage. They are considered to be a vital ingredient in the spiritual, moral, social and cultural development of all students.
- <u>Quality teaching and learning:</u> The good quality of teaching and learning aids the development of skills and the acquisition of knowledge required to become a responsible citizen.

Appendix 4 – SMSC Audit questions

Spiritual Development

Is the school:	Are pupils developing:	Across the curriculum do pupils, for example:
giving pupils the opportunity to explore values and beliefs, and the way in which they affect peoples' lives encouraging pupils to explore and develop what animates themselves and others encouraging pupils to reflect and learn from reflection giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected accommodating difference and respecting the integrity of individuals promoting teaching styles which: o value pupils' questions and give them space for their own thoughts, ideas and concerns; o enable pupils to make connections between aspects of their learning; o encourage pupils to relate their learning to a wider frame of reference - for example, asking 'why?', 'how?' and 'where?' as well as 'what?' o monitoring, in simple, pragmatic ways, the success of what is provided?	a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour a curiosity about themselves and their place in the world an awareness and understanding of their own and others' beliefs a respect for themselves and for others a sense of empathy with others, concern and compassion an increasing ability to reflect and learn from this reflection an ability to show courage and persistence in defence of their aims, values, principles and beliefs a readiness to challenge injustice, self-interest, sexism, racism and other forms of discrimination an appreciation of the intangible – for example, beauty, truth, love, goodness, order a respect for insight as well as for knowledge and reason an expressive and/or creative impulse an understanding of feelings and emotions, and their likely impact?	reflect on their own and others' lives through drama, texts and ideas in English explore patterns and relationships in mathematics ask questions about the natural, material and physical world in science explore ideas, feelings and meaning in works of art and express themselves through their own art work recognise their own creativity in finding solutions to problems in design and technology talk about the power and the limitations of communication and information technology appreciate the achievements of past societies and the motivation of individuals in history reflect on visits or images of landscapes and environments in geography develop an awareness of the power of music and use music to express and reflect on their own thoughts and feelings gain a sense of achievement and develop positive attitudes towards themselves in PE?

Moral Development

Is the school:	Are pupils developing:	Across the curriculum do pupils, for example:
providing a clear moral code as a basis for behaviour which is promoted consistently promoting measures to prevent discrimination on the basis of race, religion, or gender giving pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, equality of opportunity, right and wrong developing an open and safe learning environment in which pupils can express their views rewarding good behaviour making an issue of breaches of agreed moral codes where they arise - for example, in the press, on television and the internet as well as in school modelling, through the quality of relationships and interactions, the principles which they wish to promote - for example, fairness, integrity and respect recognising and respecting the codes and morals of the different cultures represented in the school and wider community encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour providing models of moral virtue through assemblies and acts of worship monitoring, in simple, pragmatic ways, the success of what is provided?	an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures a confidence to act consistently in accordance with their own principles an ability to think through the consequences of their own and others' actions a willingness to express their views on ethical issues and personal values an ability to make responsible and reasoned judgements on moral dilemmas a commitment to personal values in areas which are considered right by some and wrong by others a considerate style of life a respect for others' needs, interests and feelings, as well as their own a desire to explore their own and others' views an understanding of the need to review and reassess their values, codes and principles in the light of experience?	explore questions of right and wrong and human conflicts in their reading of fiction and non-fiction recognise how logical reasoning can be used to make decisions and choices that help them to learn in mathematics see the need to draw conclusions using observation and evidence rather than preconceptions discuss how artists and designers represent moral issues in their work take account of the impact on the environment when designing and making consider issues surrounding the misuse of information and access to personal information recognise that actions have consequences and consider the results of events and decisions in history consider the impact of actions, such as dropping litter, on the environment recognise the use and misuse of music in advertising gain a sense of fair play and develop positive sporting behaviour?

Social Development

Is the school:	Are pupils developing the ability to:	Across the curriculum do pupils, for example:
identifying key values and principles on which school and community life is based fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, gender, ability and religion can flourish encouraging pupils to work cooperatively encouraging pupils to recognise and respect social differences and similarities providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions helping pupils develop personal qualities, for example, thoughtfulness, honesty, respect for difference, moral principles, self-respect helping pupils resolve tensions between their own aspirations and those of the group or wider society providing a framework within which to understand and debate social issues providing opportunities for engaging in the democratic process and participating in community life providing opportunities for pupils to exercise leadership and responsibility providing positive and effective links with the world of work and the wider community monitoring, in simple, pragmatic ways, the success of what is provided.	adjust to a range of social contexts by appropriate and sensitive behaviour relate well to other people's social skills and personal qualities work, successfully, as a member of a group or team challenge, when necessary and in appropriate ways, the values of a group or wider community share views and opinions with others, and work towards consensus resolve conflicts and counter forces which militate against inclusion and unity reflect on their own contribution to society and to the world of work show respect for people, living things, property and the environment benefit from advice offered by those in authority or counselling roles exercise responsibility appreciate the rights and responsibilities of individuals within the wider social setting understand how societies function and are organised in structures such as the family, the school and local and wider communities participate in activities relevant to the community understand the notion of interdependence in an increasingly complex society.	collaborate to create or present a scripted drama and take account of the needs of the audience work together on mathematical tasks and see that the result is often better than they could achieve alone recognise that scientific evidence can be used to explore social issues develop respect for the ideas and opinions of others and work collaboratively on art projects recognise the need to consider the views of others when discussing design ideas consider how technology facilitates communication and the sharing of information identify how different societies were organised in the past investigate how changes in the local area affect different groups of people such as the elderly and children share music making and develop a sense of social cohesion develop cooperation and collaboration, responsibility, personal commitment, loyalty and teamwork through PE and sport?

Cultural Development

Is the school:	Are pupils developing:	Across the curriculum do pupils, for example:
providing opportunities for pupils to explore their own cultural assumptions and values presenting authentic accounts of the attitudes, values and traditions of diverse cultures addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality extending pupils' knowledge and use of cultural imagery and language recognising and nurturing particular gifts and talents providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges reinforcing the school's cultural values through displays, posters, exhibitions, etc. auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum monitoring, in simple, pragmatic ways, the success of what is provided?	an ability to recognise and understand their own cultural assumptions and values an understanding of the influences which have shaped their own cultural heritage an understanding of the dynamic, evolutionary nature of cultures an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality an openness to new ideas and a willingness to modify cultural values in the light of experience an ability to use language and understand images/icons - for example, in music, art, literature - which have significance and meaning in a culture a willingness to participate in, and respond to, artistic and cultural enterprises a sense of personal enrichment through encounters with cultural media and traditions from a range of cultures a regard for the heights of human achievement in all cultures and societies an appreciation of the diversity and interdependence of cultures?	reflect on the way that cultures are represented in stories and poems appreciate that mathematics contributes to our culture and technological developments recognise how scientific discoveries and ideas affect the way people think, feel, create, behave and live understand the ideas behind art, craft and design in differing cultural contexts reflect on the contribution of differing cultures to design solutions discuss how information about communities and cultures are presented on the internet recognise differences and similarities between and within cultures over time find out about the traditions and activities of people in less economically developed countries recognise how music influences and reflect the way people think and feel experience the significance of dance and games from other cultures and consider how sport can transcend cultural boundaries

Appendix 5 – SMSC Map

	Spiritual		Moral		Social		Cultural		Citizenship		
	KS3	KS4/KS5	KS3	KS4/KS5	KS3	KS4/KS5	KS3	KS4/KS5	Rights and responsibilities	Power, politics and the media	Global community
Maths	Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students.				The skills of analysing data enable students to make sense of the vast amounts of data available in the modern world around them. Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas.		Famous mathematicians from cultures around the world. Currency. Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures. Mathematics is a universal language with a myriad of cultural inputs throughout the ages.		Tax, interest, investments.		Exchange rates
English	Enabling students to understand and engage with feelings and values embodies in high quality poetry, fiction, drama, etc. Helping pupils to engage in emotional literacy through differing genres		Developing pupils' awareness or moral and social issues in fiction, journalism, magazines, radio, television and film. Helping pupils to engage in emotional literacy through differing genres.		Social issues and expression of viewpoints. Developing confidence and expertise in language, which is an important aspect of individual and social identity.		The media and messages in modern society and culture. Theatre visits. Reading for pleasure. Texts on disability and disfigurement.				Variety in reading texts. ICT.
Science	Encouraging pupils to reflect on the wonder of the natural world. Science and religion. Nervous system, higher levels of consciousness, big bang theory. Showing respect for differing opinions, on creation for example.		Consideration of the moral dilemmas that can result in scientific developments. Animal testing. Ethics of cloning. Use of stem cells, abortion, GMOS.		Developments in science, environmental pollution, GM, recycling, energy use, mans impact on the environment, effect of poverty on disease.		The development of scientific working practices in different cultures, how scientists share information and research.		Safe behaviour in a lab. Impact of noise on humans.	Ethics of cloning. Scientific debates.	Renewable Resources, recycling.Awareness of the ways that science and technology can affect society and the environment.
History	Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism. Effect of religious beliefs in medicine. UK & Northern Ireland.		Showing an awareness of the moral implications of the actions of historical figures. Slavery and poverty. Trip to concentration camp.		Society in history. Trip to concentration camp.		Black History month. Looking at the establishment of multi cultural Britain. The suffragettes. Monarchy and democracy.		Slavery	Slavery. Monarchy and democracy.	Society in history. Black History month.
RE	All 6 world religions - beliefs about life after death, creation stories, the environment, good and evil, religion in Science. Learn about beliefs, values and the concept of spirituality.		Students explore issues with a moral dimension. Reflect on the significance of religious teaching in their own lives.		Marriage, divorce, abortion, euthanasia, contaception, relationships.		Show an understanding of the influence of religion on society. Appreciation and understanding of different cultures, religions and traditions.		Bloody RE		Looking for God

Geography	Opportunities for reflection on the creation, earth's origins, future and diversity are given. Reflection on the fair distribution of the earth's resources.	Rainforests, Amazon, diamonds, economic development. Poverty. One clild policy. Recycling.	Rainforests, Amazon, diamonds, economic development. Poverty. Recycling.	Life outside the UK. Studies of people and places gives pupils the chance to reflect on the social and cultural characteristics of society.	Recycling, faitrade, econoimic development.	Life outside the UK	Location geography, bearings, maps.
PE	Students develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their experiences.	Code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. Abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements. The concepts of self-discipline to excel are essential.	Dvelop fitness, sports in later life, team playing, development of social skills, sports coaching. Activities involving co-operation, teamwork, competition, rules, self discipline and fair play. Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	Encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	Roles and responsibilites in different sports. Health and well-being.		World Cup, Rugby, Football
DT	Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.	Awareness of the moral dilemmas created by technical advances, the impact of 'winners and losers' ethos. Reflecting on the moral issues concerning food production in third world countries.	Reflecting on the social issues around food such as price and income.	How different cultures have contributed to technology. Giving pupils the opportunity to examine cultural differences in food and diet.	Opportunities to work as a team, recognising others' strengths, sharing equipment.		Food from different cultures. Batik designs. Acknowledging government guidelines for health and dietary requirements.
Performing Arts	Music in festivals.	Looking at the way music can change moods and behaviour. Exploring moral issues through drama and through studying play-writers.	Drama productions, Concerts, Rock challenge. Team development, co-operation.	Music from different cultures, Latin America, African drumming, Theatre visits. Considering the role of music in society and to see how music can cause conflict and differences of opinion.			Different art movements
Art	Giving students the chance to reflect on nature, their environment and surroundings. Iconography. Islamic artwork and patterns - the meanings of the imagery.	Art of war and propaganda.	Arts exhibitions, understanding cultural and social identity.	Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, I.e. war and violence.			
MfL	Festivals in France and Spain, Residential trips.	Attitudes and cultures in France and Spain	Pupils' social skills are developed through group activities and communication exercises. Residential, pen pals, work with FLA.	Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people. Listening skills are improved though oral/aural work.			

HSC, Psy, Soc	N/A	Evaluating research using different societies through time as well as in the modern world. Study of ethics.	N/A	The argument of what is right and wrong; a recurring theme in ethical issues of psychological research. Consistently test and consider what it is to be ethical.	N/A	Social learning theory and behavioural approach. Micro and macro theories, functionalism, interactionalism. Relationships.	N/A	Looking at cross cultural studies, meta-analysis and studies of different cultures. Studying the behaviour of various groups to understand norms and values of (sub)cultures.	Caring for others.	Social influence, conformity and obedience. Feminism, marxism. Role of media and power over audience.	Globalisations and global culture studied.
Media	N/A	Investigating different religious perceptions - interpretention of a media text.	N/A	Developing awareness of moral and social issues in fiction ,journalism, magazines, radio, television and film. Responsibility of ethical and moral content.	N/A	Impact of media and social media on society. Investigating different audiences theories and the impact these are deemed to have on society.	N/A	Development of different media for an audience. Exploring how connotations can differ depending on cultural background and expectations.	Appropriate use of media, effect of media on society, use of media to form/ciltivate opinions, etc.		
Business/ICT	N/A		Making clear the guidelines about the ethical use of the internet and other forms of communications technology.	N/A		Acknowledging advances in technology and appreciation for human achievement.					

Personal Tutoring Themes							
	Merry Christmas!	Ideas - there are good ones, there are bad ones, then there are ground breaking ones	Remember – no one can make you feel inferior without consent	New Year's resolutions	Do I need to vote?	Do I need to vote?	Do I need to vote?
	Are you motivated?	Mental health	Being Different	Where words fail, music speaks	International Day of Democracy	Current affairs	World book day
	Holocaust memorial day	Genius is one per cent inspiration, ninety nine per cent perspiration	Communication is key	Your marvellous brain	Human Rights	Back to basics- Earth Day	Human Rights
	Our lives begin to end the day we become silent about things that matter	You cannot fall if you don't climb	Do what you can, where you are, with what you have – Teddy Roosevelt	If you can't dream it you can't do it – Walt Disney	International Day of Peace	Student Council	University Life
	Easter eggs	Self belief	Summer holidays	Hard work brings reward	Harvest festival		Back to basics- Earth Day
	Take care of your body. It's the only place you have to live - Jim Rohn	I can live without money, but I cannot live without love	Life is really simple, but we insist on making it complicated.	Black History Month	Leadership - You have to think anyway, so why not think big		Fairtrade
	Victory does not exist without conflict, competition and challenges.	Vision is the art of seeing what is invisible to others - Jonathon Swift	Road Safety	Build your dreams or someone will hire you to build theirs – F Gray			Global Entrepreneurship
	Can you ever be grateful for bad things happening?	International Day of Persons with Disablities	You may be disappointed if you fail, but doomed if you don't try	World Book Day 5 March	All people are born free		Holocaust memorial week
	Happiness is not ready made – it comes from your own actions	Should we thank our parents/guardians more?	Show me who your friends are and I will tell you who you are	The only way to do great work is to love what you do – S. Jobs	FGM - Human Rights		Water crisis
	What is remembrance?	Don't get caught in the storm, be prepared.			Gang and Youth Violence		World Book Day
	Can you ever really know what it is like to be someone else?	Respect -Be peaceful, be courteous, obey the law, respect everyone…					European Day of Languages
	Armistice Day	Beauty is in the eye of the beholder					Be fruitful - Harvest Festival
		I didn't fail the test, I just found 100 ways to do it wrong, B Franklin					
Assemblies	Eid-ul-Adha	Mental health awareness week	New beginnings	High aspirations	Student Council Manifestos		

Mental health	Rememberance week	Fresh start	Rewards assembly	World Maths Day
Christmas	Living with disability	Keeping Safe, Bonfire	National story telling week	Sporting heroes/Sports Day
Jewish religious festival of Passover	Aiming high	Anti-bullying assemblies	Community History	Youth culture
St Patrick	Empathy	Internet safety	Safeguarding, Safe Internet practices	Taking responsibility
Easter	Safeguarding, Safe Internet practices	Being different	Anti bullying week Student Ambassadors	Fair trade
Vaisakhi Festival of light	Armistice Day	Safeguarding, Safe Internet practices	FGM - Human Rights	National Science and Engineering week
Lent	Sexual Exploitation	Alcohol Awareness Week	Community History	LGBT History month
Harvest festival	Holocaust memorial week	WWI Assemblies		World food
Safeguarding, Safe Internet practices		Bonfire - keep safe		Black History Month
Muslim religious festival of Ramadan/Eid				Science and Engineering Week 13-22 March
Diwali				Safeguarding, Safe Internet practices
Regular assemblies on our core values				Young people and the law
				Disability in education
				Drugs awareness week
				Senior Citizens Christmas Party
Other	Debate Club	Young Enterprise	Proms	Academy performances

		Student Leadership	Science and animal Clubs	Independent learning showcases	Recycling/ECO issues
		House charities, 6th form charity	Lego robotics clubs	Board games club and chess competitions	Student council elections
					6th Form Mock Elections
					The Electoral System - assembly and PD session
		Relationships education	Student mentors, Mentoring		Visits by MPs
			Student leadership		Debate Club
					Educational visits to Parliament
					Participation in Mock Trials