



Manor Drive Secondary Academy

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

PRESENTED TO GOVERNORS AUTUMN TERM 2022

Date approved: ¹	8 December 2022
Date reviewed: ²	
Date of next review: ³	Spring 2022

¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus two years

VISION

SMSC makes a unique and substantial contribution towards the Academy's aims in its core belief that the personal development of young people is essential to their health, safety and achievements as individuals within society. This policy was developed in response to national guidance from OFSTED and refers specifically to recent guidance from OFSTED, taking into account the critical role SMSC has to play in ensuring young people know how to be safe.

At Manor Drive Secondary Academy we promote values which ensure that our students develop a strong sense of social and moral responsibility. We prepare students for the life in modern Britain because values such as individual liberty, democracy, the law, mutual respect and tolerance are embedded within the curriculum and the ethos at Manor Drive. In addition, these values are also promoted at various times throughout the year. Our curriculum is broad and balanced, complies with legislation and provides a wide range of subjects which prepare students for the opportunities, responsibilities and experiences of life in Modern Britain. It actively promotes the fundamental British values and it extends beyond the classroom with a wide range of visits and experiences. It promotes tolerance and respect for people of all faiths (or none), cultures and lifestyles through effective spiritual, moral, social and cultural development of pupils, including by engaging pupils in extracurricular activity. It is supported by a well-rounded programme of assemblies which offer a clear guidance of what is right and wrong.

We aim to incorporate the four core themes; Spiritual, Moral, Social and Cultural by focussing on three areas of development:

Health & Wellbeing
Relationships
Living in the Wider World
UK government and political systems
Role of law and justice

In addition to this, will be Mind Body and Goal activities 3 times a week.

Our aims are to enable students:

- To form and manage supportive and stable relationships
- To develop awareness of themselves as learners and managers of change
- To anticipate the demands and challenges of adult life, including the world of work and leisure opportunities
- To demonstrate their creativity enterprise and economic wellbeing
- To make informed choices on their lifestyle.
- To be aware of the need for good health and physical well being
- To value themselves as an individual and promote their self esteem
- To promote a spirit of inquiry
- To have the confidence and skills to make learning a lifelong process
- To communicate appropriately, effectively and safely using all forms of communication and social media
- To develop healthy coping strategies to deal with demands and challenges

OBJECTIVES

To deliver an interesting, enjoyable and thought provoking programme, through PSHE and Citizenship lessons, assemblies, and Mind Body and Goal sessions.

To identify opportunities through the wider curriculum and to organise activities for students to participate in through Academy and community-based projects.

To collapse timetables for whole year group activities, where appropriate, to enhance PSHE/SMCS understanding.

Overall, these objectives will provide a full and comprehensive programme of PSHE and Citizenship which with a coherent assembly programme will offer a holistic and inspiring experience enabling our young people to be responsible, reflective and active citizens with a strong sense of British values.

Staffing

The PSHE and Citizenship Lead - to coordinate, monitor and evaluate the PSHE and Citizenship programme.

Form Tutors – responsible for delivery.

Specialist teams –

Outside Agencies - Academy Community Police Officer, Aspire (drugs and alcohol services), iCASH (Contraception and sexual health), Growthworks (CAIG),

In accordance with the guidelines provided from the radicalisation training all staff are mindful of the need to be alert to any potential radicalisation and should in the first instance report it to a senior member of staff who will take the appropriate action.

Resources – various assemblies are allocated to outside agencies to introduce students to different speakers, including opportunities for Career engagement.

PSHE is taught in twice a week in 30 minute sessions, with a broad spirals curriculum. This is also supported throughout the wider Academy curriculum.

Involvement of other agencies/ external bodies who can deliver specialist information, advice and guidance.

All resources and learning materials are quality assured by the PSHE and Citizenship Lead.

SUCCESS CRITERIA

Assessment- this is monitored by the PSHE and Citizenship lead.

This policy should be read in conjunction with other Academy policies on SEND, DfE Keeping Children Safe in Education, Relationships and Sex Education, Transgender, and Equality and Diversity, Careers Policies .

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

1. A Statement of Aims and Values

At Manor Drive Secondary Academy our aims and values are central to our work with young people and adults and they are expressed through the following statement: -

At MDSA, our aim is that every student will realise their unique potential. It is underpinned by our core values of Knowledge, Respect, Strength and Ambition. We want students to value learning, develop their individual talents and strive for excellence within a curriculum which meets their needs now, and prepares them well for the future. Through our curriculum we aim to provide opportunities for all students to learn and to achieve, irrespective of social background, culture, race, gender, differences in ability and disabilities.

The statement indicates that the spiritual, moral, social and cultural development of our learners is an important aspect of our work. The values were established after a great deal of discussion with staff and governors. All stakeholders have been informed of our aims and values.

2. Definitions

Through planning work with staff the following working definitions have emerged. All four aspects will involve getting our students to ask questions about their own experiences and the world, together with that of considering the feelings of others.

(A) SPIRITUALITY

Spirituality is concerned with:

Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that students and adults share.

A sense of awe and wonder – the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities.

Feelings of transcendence – the opportunity for students to discuss unexplainable issues and to feel that there is something beyond themselves.

A search for meaning and purpose – this is encouraged through students asking questions about what is going on in their lives.

Relationships – recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.

Creativity – where the student has the opportunity to express their thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.

Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

We therefore aim to promote spirituality through: -

The values and attitudes the Academy identifies, upholds and fosters

The contribution made by the whole curriculum

Through assemblies

Extra-curricular activity, form time, together with the general ethos and climate of the Academy.

(B) MORAL DEVELOPMENT

"Moral development refers to students'

- knowledge
- understanding
- intentions
- attitudes
- behaviour

in relation to what is right and wrong"

This involves making clear to our students the values that we subscribe to as an institution and as a community. The will to behave morally as a point of principle is fundamental to moral development. In this sense moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.

We therefore aim to promote moral development through: -

- quality of relationships
- standards of behaviour
- quality of leadership given by the Academy
- the values the Academy sets and exhibits through its structures
- the curriculum and teaching

(C) SOCIAL DEVELOPMENT

Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society.

We therefore aim to promote social development through; -

- cooperation and partnership
- classroom organisation and management
- the grouping of students
- leadership and responsibility
- extra-curricular activity

D)

CULTURAL DEVELOPMENT

Cultural development is students' understanding of their own cultural identity. More than this however, it is also about understanding other groups in a particular society and of other societies beyond their own. The students need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

We therefore aim to promote cultural development through: -

- an explanation of the influences that have shaped our culture
- the extension of our cultural horizons, through the influences of other cultures therefore extending cultural horizons beyond the immediate and the local
- past cultural features which influence and shape the present
- a study of the present values and customs of our nation and of other nations' cultures and societies
- developing in our students respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups.

3. Policies and Practice

(A) SPIRITUALITY

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
(i) Beliefs This is seen in a study and discussion of formal religious beliefs and also through simply exploring what students themselves believe in respect to their own lives and the wider community.	PSHE/Citizenship Assemblies Tutor time Drama RE
(ii) A sense of Awe and Wonder Where students are struck by what they see, feel and hear.	Opportunities provided for visits to music, art and theatre events. History English Art Technology
(iii) Feelings of Transcendence Where students are given the opportunity to feel that there is something more than just themselves, which includes unexplained issues.	PSHE/Citizenship Assemblies RE Mind Body and Goal
Search for meaning and purpose (in what is going on in their lives) This has involved exploring such issues as self-awareness, planning ahead, understanding the pressures placed upon us and looking beyond 16.	Mind Body and Goal Tutor time PSHE/Citizenship Careers education Assemblies Collapsed days

(v) <u>Relationships</u> In particular the fostering of positive relationships, between student and student and student and teacher.	The range of educational experience
(vi) <u>Feelings and Emotions</u>	Assemblies Mind Body and Goal PSHE/ Citizenship Tutor time Cross Curricular links

MORAL DEVELOPMENT

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
A statement of what is right and wrong. Academy values are made clear to our students	Code of Conduct Anti-bullying policy Student Councils Department Schemes of Work Teaching and learning styles PSHE/ Citizenship

(C) SOCIAL DEVELOPMENT

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES

(i) <u>Co-operation</u>	Students work together Students work with teachers Students work with other adults and the wider community
(ii) <u>Partnership</u>	Students and students teacher Teachers and teachers Teachers and Parent Students and Parents Teachers and Governors Parents and Governors The Academy with the wider community
<u>Classroom organisation and management</u>	Teachers and support teachers take account of the Academy's criteria for effective teaching and learning
(iv) <u>Extra curricular activities</u>	Subject departments Year activities

(D) CULTURAL DEVELOPMENT

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
(i) Influences that have shaped our culture	History Modern Languages Science Assemblies PSHE/Citizenship
Extension of our cultural horizons through the influence of other cultures.	History Modern Languages Geography Assemblies PSHE/Citizenship

- Clearly in all the above, the ETHOS and CLIMATE of the Academy makes an important contribution. We would like to think that the ethos of the Academy reflects our values and aims. In all the above we believe that the following also play an important contribution:
- pastoral system
- the emphasis on student care
- the student councils for each of the key stages
- the code of behaviour
- the system of rewards
- the student planner which includes sections on:
- forward planning
- homework

- an emphasis on:
- praise
- target setting and review
- the anti-bullying policy
- the Transgender policy
- the equality and Diversity policy
- the extra -curricular activities and clubs at lunchtime and after Academy
- Mind, Body and Soul
- the range of teaching and learning styles

4. In terms of Learning Experiences, as an Academy we attempt, across the curriculum, to encourage our students to:

- Discuss matters of personal concern
- Develop relationships with adults and peers
- Develop a sense of belonging to a community
- Be challenged by exploring beliefs and values
- Discuss philosophical questions.
- Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives
- Experience what is aesthetically challenging
- Experience silence and reflection

5. Review and Monitoring

All policies, schemes of learning, resources, speakers and agencies will be reviewed by the PSHE Lead on an annual basis. Staff development activities will take place on a half termly basis. The provision of Spiritual, Moral, Social and Cultural development is monitored by the Senior Team. We have not identified performance indicators, but rather colleagues are asked to provide specific examples of student experiences.

In accordance with the guidelines provided from the radicalisation training, all staff are mindful of the need to be alert to any potential radicalisation and should in the first instance report it to a senior member of staff who will take the appropriate action. All resources and learning materials are quality assured to ensure that the potential for radicalisation is minimised.

To be reviewed: Summer 2023