

# Spiritual, Moral, Social & Cultural Development Policy Primary

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## Introduction

At Ark Victoria Academy our vision is for all students in our All Through Family School to be confident, successful and responsible citizens of the wider world. We want every student to be well prepared for the next phase of school and life whether that is to attend university or the career of their choice. A key aspect of this is the promotion of students' spiritual, moral, social and cultural development which provides a vital foundation for life. Spiritual, moral, social and cultural development is an integral part of both the taught curriculum and enrichment opportunities at. It is woven into our core Ark Victoria Academy values, with an emphasis on ensuring that all students flourish and become confident individuals, who value themselves and others.

Our planned, coherent approach to the delivery of SMSC includes:

- SMSC forming an integral part of the assembly programme.
- We provide for SMSC across our whole curriculum.
- An emphasis on the vital importance of enrichment activities.
- Teaching that encourages participation, creativity, reflection and independence.
- Quality assessment and feedback that places value on students' effort.
- Opportunities to develop teamwork, leadership skills and self-reliance.
- Opportunities for students to participate in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific and technological events that promote aspects of SMSC development.
- Opportunities for reflection and feedback across the curriculum.
- Preparing students to live and work in a diverse society, to understand and respect the cultures, faith and backgrounds of others.

## **Defining spiritual, moral, social and cultural development**

### **Spiritual Development**

Students' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

### **Moral Development**

Students' moral development is shown by their:

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- Understanding of the consequences of their actions.
- Interest in investigating, and offering reasoned views about, moral and ethical issues.

### **Social Development**

Students' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

### **Cultural Development**

Students' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Active participation in planned educational visits, to enrich the children's educational experiences, within and outside the local community.

### **Curriculum**

We deliver a challenging, academic, creative, interesting and inspiring curriculum, with all subjects contributing to SMSC development.

At Ark Victoria Academy the curriculum provides:

<b>Depth</b>	So that students become proficient in Literacy and Maths skills and core academic subjects quickly. So that students develop the depth of learning required for success at the highest grades and to progress to more advanced levels.
<b>Breadth</b>	So that, building upon that foundation, students gain knowledge, skills, understanding and qualifications that demonstrate academic, aesthetic, creative, human, social, political, physical, manipulate, linguistic, literary, mathematical, moral, ethical, scientific, spiritual and technological qualities and awareness.
<b>Skills &amp; Character development</b>	So that students leave the Academy with the learning dispositions and character traits necessary for success in life.
<b>Academic rigour &amp; knowledge acquisition</b>	Preparing students to compete successfully against their highest performing peers nationally, for places at top universities and against their peers for their chosen careers.

## **Religious Education**

At Ark Victoria Academy, religious education is taught through topics often with cross curricular links with other subjects, providing pupils with coverage from major world religions.

There are numerous opportunities for personal reflection and discussion of moral, spiritual and ethical issues.

### **Circle time.**

Circle time is planned regularly and provides a forum for children to share opinions and listen to others in a safe environment.

## **Positive Behaviour for Learning**

High standards of behaviour, self discipline, self control and personal accountability are expected of all adults by society in general. At Ark Victoria Academy we prepare students for a successful life in the wider society by supporting them in developing respect and consideration for others. We have the highest expectations of students' behaviour and apply the Academy Code of Conduct consistently. We form strong relationships with parents/carers. Every family is invited to an induction in the summer term prior to starting Reception, at which the Academy's expectations of staff, parents/carers and students in ensuring exemplary behaviour is reinforced .

## **Growth Mindset**

At Ark Victoria Academy we believe in students' potential to grow their intelligence and we speak the language of growth mindset. Staff emphasise in their language and behaviour that making mistakes is a natural and important part of the learning process.

## **Assessment and Feedback**

By making learning goals explicit, formative assessment at AVA promotes students as agents in their own learning and increases students' motivation, autonomy and meta-cognition, as well as learning. At AVA the culture is to be straight and transparent with students about their performance. Even when

a student is being given feedback that their performance is not strong in comparison to their peers'; as long as students are supported in developing a growth mindset this is a positive thing.

### **Reading and Literature**

At Ark Victoria Academy, we aim to systematically cultivate in our students the habit of reading, to develop students' confidence in reading, and to ensure that they acquire a love of reading that will last a lifetime. All students are challenged to be adventurous in their choice of reading materials and to experiment by reading a range of genre. Pupils take a reading book home every evening to read to their parents/carers, which meet the needs of their reading development. Every child is also encouraged to choose a book of interest to take home to share with their parent/carer; this may at times be a book that the child will need to have read to them by the adult. Every classroom has a book corner allowing pupils to have access to a wide range of challenging and engaging books. The Library stocks a diverse range of fiction and non-fiction texts. All adults in the Academy are seen as readers and teachers of reading.

### **Student Leadership**

We provide a wide range of opportunities for students to actively develop their leadership skills

This includes students taking on the role of:

- Student Council Leaders
- Class representatives
- Sports team leaders
- Lunch monitors

### **Assemblies**

Assemblies are used to reinforce Ark Victoria Academy's ethos and values. The member of staff taking the assembly is responsible for delivering the termly planned assembly themes, which could include topical issues and world events. Assembly themes are monitored on a regular basis by the Primary Deputy Headteacher to ensure that an appropriate range of SMSC themes are covered during the year. Class-led assemblies are also built into the assembly cycle.

### **Enrichment**

The provision of a stimulating, rich and varied extra-curricular programme of activities that builds on and extends the taught curriculum, broadens students' educational opportunities and expands their horizons is central to SMSC development. Involvement in enrichment activities can improve students' attitude to school, increase students' engagement with learning and improve educational outcomes.

The wide range of enrichment activities offered at the Academy also includes education visits. They include cultural visits heritage sites, theatre performances, and subject-related trips and competitions. Pupils are also encouraged to take part in Home-School projects to enrich their current topic theme.

### **Active Citizenship**

We are committed to building strong links with the local community and for our pupils to learn from, and with, the local community. Fund-raising is an important aspect of our practice at AVA. It plays a vital role in raising students' awareness of people and communities who are less fortunate than themselves, events are planned throughout the year to actively encourage pupils to participate.

### **Praise and Recognition**

At Ark Victoria Academy, praise and recognition plays an important role in encouraging pupils to develop a growth mindset and increases motivation, self-esteem and aspiration. Our range of awards recognises and celebrates students' SMSC development through weekly and termly Praise and Recognition Assemblies.

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