

Spiritual, Moral, Social & Cultural Development Policy Secondary

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At Ark Victoria Academy we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils 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 the cultures.

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All members of the Academy should consider SMSC were relevant to their teaching and be able to give evidence to meet this.

All adults will model and promote expected behaviours, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Students should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Students should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

General Aims

- To ensure that everyone in the Academy is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the department and the general life of the school.
- To ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that students know what is expected of them and why.
- To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable students to develop an understanding of their individual and group identity.
- To enable students to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

As an Academy we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

As an Academy we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development

As an Academy we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

Cultural Development

As an Academy we aim to promote opportunities that will enable pupils to:

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

Teaching and Organisation

Development in SMSC will take place across all curriculum areas in the Academy, within activities that encourage students 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.

All subjects within the academy should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.

- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Monitoring and Evaluation

Provision for SMSC will be monitored and reviewed on an annual basis. This will be achieved by:

- Monitoring of lesson plans and teaching and learning, by HOF's, SLT (Lesson plan examples will be collated)
- Regular discussion at subject meetings – (Meeting minutes will have an SMSC agenda item and examples of minutes will be collated)
- Audit of policies and Schemes of Work (Annual audit of SOW for SMSC opportunities)
- Sharing of classroom work and practice
- Pupil work as evidence

Lesson planning

Thought should be given to making links to SMSC whenever possible when teaching. Links should be recorded on the long term and medium term planning

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 follow the Academy Code of Conduct. We form strong relationships with parents/carers. Every family is invited to an induction in the summer term prior to starting, at which the Academy's expectations of staff, parents/carers and students in ensuring exemplary behaviour is re-enforced .

Growth Mindset

At Ark Victoria Academy we believe in pupils' 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 Ark Victoria Academy promotes pupils as agents in their own learning and increases motivation, autonomy and meta-cognition, as well as learning. Here, the culture is to be open and transparent with pupils about their performance. Even when a pupil is being given feedback that their performance is not strong in comparison to their peers'; as long as pupils are supported in developing a growth mindset this is a positive thing.

Student Leadership

We provide a wide range of opportunities for students to actively develop their leadership skills This includes pupils taking on the role of:

- School Council Representatives
- Subject Leaders
- Head of Year PAs
- Sports leaders
- Librarians

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 planned assembly themes, which could include topical issues and world events. Assembly themes are monitored on a regular basis by the 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 in addition to praise assemblies to celebrate success of pupils.

Enrichment

The provision of a stimulating, rich and varied extra-curricular programme of activities that builds on and extends the taught curriculum, broadens pupils' educational opportunities and expands their horizons is central to SMSC development. Involvement in enrichment activities can improve pupils' attitude to school, increase their 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 to heritage sites, theatre performances, and subject-related trips and competitions.

Active Citizenship

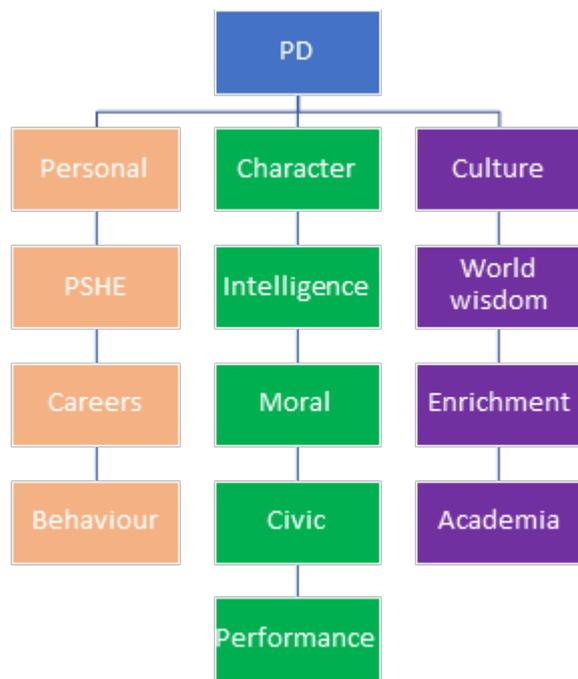
We are committed to building strong links with the local community and for our pupils to learn from, and with, the local community. Fund-raising is an important aspect of our practice at Ark Victoria Academy. It plays a vital role in raising pupils' awareness of people and communities who are less fortunate 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 pupils' SMSC development through weekly and termly Praise and Recognition Assemblies.

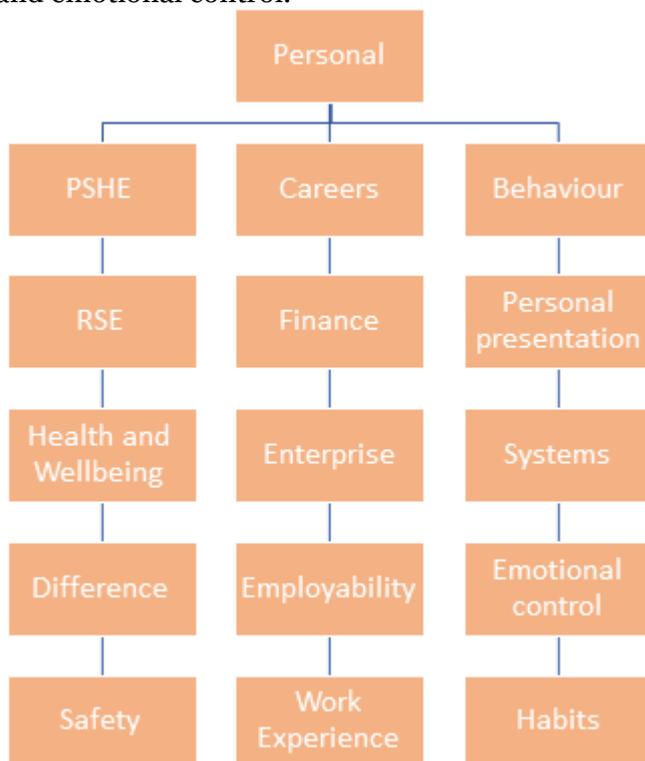
Personal Development Curriculum

We are committed to developing the whole child at ark Victoria academy. Personal development is often a forgotten part of the education of a child, quite often, through the focus on academic qualifications and results. In its briefest sense, personal development is a curriculum that provides students with the tools and characteristics to flourish in the society and the wider world. Below is a visual representation of the personal development curriculum overview - a summary of each strand can be found later in the document.



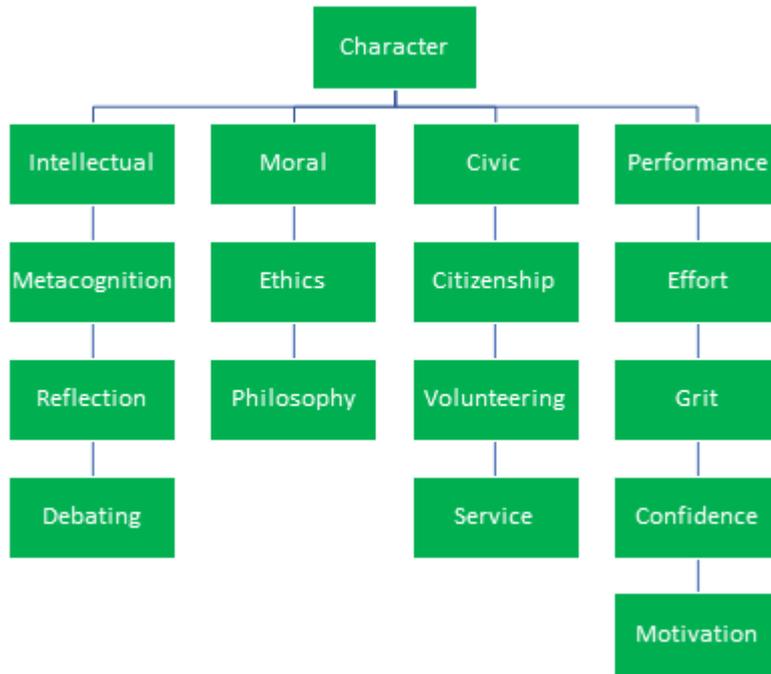
Personal Strand

Use the PSHE Association framework as the backbone to this strand, ensuring that the school meets its statutory requirements. The model builds on this to provide opportunities to explore a more comprehensive careers curriculum and a systematic teaching of positive behaviours such as habit formation and emotional control.



Character Strand

This strand draws upon the character research conducted by the Jubilee Centre and provides a platform for the student to explore the component parts of Aristotle’s virtues. The framework uses the four sub-heading; intellectual, moral, civic and performance to help breakdown and support the growth of students at Ark Victoria.



Culture Strand

Designed to build the students sense of belonging in the world that they find themselves in. This strand of the curriculum will involve a focus on historical figures, scientific greats, how politics works to name a few. This strand will also look to develop the experiences and opportunities that students receive at Ark Victoria.

