



# Personal Development Policy Spiritual/Moral/Social & Cultural (SMSC) (British Values)

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## Our SMSC Mission Statement

At Engage Academy the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the pupils to develop an inner discipline and will encourage them to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

## Aims and objectives

At Engage Academy, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

We are fully committed to promoting children's spiritual, moral, social and cultural (SMSC) development and the Fundamental British Values. (Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance). All of which are embedded into our broad and wider curriculum which provides a range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning, as well as being taught through Personal, Social, Health and Economic Education (PSHE) and Religious Education (RE).

Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points. Other opportunities include challenging stereotypes, equality, challenging homophobia and anti-bullying. We support the physical development of all our pupils and promote the knowledge, skills, language and attributes needed in order to secure positive mental health and emotional wellbeing to prepare them for the opportunities, responsibilities and experiences of later life. More importantly we prepare our pupils for life in modern Britain and make sure the pupils we teach, learn to be happy, healthy, and are able to keep themselves safe!

## What is SMSC development?

Spiritual, Moral, Social and Cultural development is the over-arching umbrella that encompasses personal development across the whole curriculum. It is not a separate subject that is taught explicitly but an aspect of learning that is present in lessons, collective worship, behaviour expectations and attitudes throughout our setting.

### The spiritual development of pupils is shown by their:

- ability to be **reflective about their own beliefs, religious or otherwise**, that inform their perspective on life and **their interest in and respect for different people's faiths, feelings and values**.
- sense of enjoyment & fascination in learning about themselves, others and the world around them.
- use of **imagination and creativity** in their learning.
- willingness to reflect on their experiences.

### The moral development of pupils is shown by their:

- ability to recognise the **difference between right and wrong** and to readily apply this understanding in their **own lives**, recognise **legal boundaries** and, in so doing, respect the civil and criminal law of England.
- understanding of the **consequences** of their behaviour and actions.
- interest in investigating and offering reasoned views about **moral and ethical** issues and ability to **understand and appreciate the viewpoints of others on these issues**.

### The social development of pupils is shown by their:

- use of a range of **social skills** in different contexts, for example **working and socialising with other pupils**, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of **communities** and social settings, including by **volunteering, cooperating** well with others and being able to **resolve conflicts** effectively
- acceptance and engagement with the fundamental **British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and **contribute positively to life in modern Britain**.

### The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their **own heritage** and those of others
- understanding and appreciation of the range of **different cultures** within school and further afield as an essential element of their preparation for life in modern Britain School.
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- interest in exploring, improving understanding of and **showing respect for different faiths and cultural diversity** and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

### What are the Fundamental British Values (FBV)?

- **Democracy** (Britain is a democracy- this means that the people in Britain vote for the people who make the laws and decide how the country is run. If we didn't have a democracy, just one person might be able to make all the laws and that would not be fair).

- **The rule of law** (In Britain we have a police force who make sure people do not do the wrong thing and break the law- this means that we are safe).

- **Individual liberty** (In Britain, as long as we do not break the law, we can live as we choose to and have our own opinions about things).

- **Mutual respect** (We might not always agree with other people, but we try to show respect for

their thoughts and feelings. We can give respect to others and we can expect other people to show us respect).

- **Tolerance of those with different faiths and beliefs** (In Britain we accept and respect that other people might have different beliefs than ours and they may believe in different religions.

## Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs across a range of subjects. A vast majority will be delivered through cross curricular activities as well as specific SMSC teaching activities.

## Spiritual Development

**Planned opportunities for spiritual development in all subjects can be seen across the school.**

**Children are given opportunities to reflect upon the meaning of spiritual experiences.**

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop 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. These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

## Moral Development

**We believe that a morally aware pupil will develop a wide range of skills. These can include the following:**

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values and the 6 values that the school actively promotes.
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, social skills groups (where appropriate ) and PSHE sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Dojos, Steps to Tesco, and other means that highlight both academic and social achievements.

## Social Development

**We recognise that pupils who are becoming socially aware are likely to be developing the ability to:**

- 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
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

## Cultural Development

**Children will be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through literature, drama, music, PE, art, PSHE and other cultural events**

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment
- An interest in cultural imagery and language
- Confidence to think about special events in life and how they are celebrated
- An ability to recognise and nurture particular gifts and talents they have;

## Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

- Before each new topic, teachers develop mind maps and include pupils' ideas.
- Each class has School Council representatives. The School Council meets every 4 weeks. Before each meeting, the class reps invite pupils to share anything for the agenda. Reps then feedback to their classmates.
- The SLT regular carry out questionnaires on teaching, curriculum, behaviour and specific ones such as reading.

## Personal Development through Picture News:

### Picture News supports personal development of the children at Engage Academy.

Picture News extends the curriculum beyond the academic, technical or vocational. It gives children opportunities to develop learning further through news stories that inspire them. It allows them to discover talents and interests through the broad coverage. How can you know you are interested in something if you don't even know it exists? If they want to make a difference, they have to have the confidence to speak out. They must develop resilience. If at first, they do not succeed, develop ideas further, do not give up! It is important to expose children to a range of current issues including political, religious, cultural, environmental, social, moral, spiritual. Picture News puts British Values into context, through relevant and meaningful topics which encourage pupils to develop links between personal, school and community values. Allow children to demonstrate respect and tolerance. Children often can explain how they should behave or what they should say but what better way to teach respect than if they are discussing something they actually care about?

### Fundamental British Values

As well as promoting good spiritual, social, moral and cultural values within school, we also promote the following fundamental British values. In addition to the values we also celebrate being British. We study key historical figures and events in British history through our topics; Learn about our Patron Saints and various myths and legends from Britain; Dance and listen to music from the different regions of Britain; Learn key geographical facts about Britain; Study our native wildlife both within our grounds and beyond; Support national events such as the Olympics and the World Cup; Strive to have a good sense of humour in the face of adversity!

At Engage Academy, we reinforce these values regularly in the following ways:

#### **DEMOCRACY:**

Pupils have the opportunity to have their voices heard in school, through our School Council and pupil questionnaires. Pupils' views are also considered when developing school policies, such as 'Safe Use of the Internet', 'Anti Bullying' and 'Behaviour'.

**School Council:** At Engage Academy the development of the school council provides opportunity to vote democratically, initially for the elected representatives for each class and through the agenda items and development of next steps. Pupils regularly consult with their class to find out the views of all pupils and these are represented at School Council meetings. It is important to enable children's voices to be heard and represented. We understand that the children's opinions about their school are valid and need to be at the heart of our decision making.

Staff also model through asking questions and inviting children's answers and opinions, whether it be in lessons, during assemblies, at lunchtime or in the playground. For example, in child-initiated learning, all children are developing their decision-making skills and learning to make informed choices and take responsibility for them. Others can take part in debating activities or engage in public speaking on various topics.

#### **THE RULE OF LAW:**

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced throughout the school day, as well as when we are dealing with

behaviour. In each class the pupils create their own set of class rules. Pupils are taught the value and reasons behind school rules and national laws that protect us, look after us and govern us. Children are able to explain how and why they should behave both in school and in the wider community. They demonstrate that they understand and follow our expectations in relation to behaviour and can explain why their actions may sometimes be wrong and affect the smooth running and harmony of our school community. We consistently reinforce our high expectations of children. Children are taught the value and reasons behind laws; that they are created to govern and protect us. We promote that everyone has a responsibility and that there are consequences when rules are broken. They recognise that whilst we have rules at school, other rules and laws exist in the country for the same reasons.

- By signing the Welcome Handbook (Home School Agreement) all parents/carers, children and teachers show commitment to uphold the school rules.
- Children are helped to learn to manage their behaviour and take responsibility for their actions. We help children to understand the connection between actions and consequences; rights and responsibilities. (Minutes board, Tesco Steps, Dojos). Visits from and to community services, help us to reinforce this message.

## **INDIVIDUAL LIBERTY:**

Within school, we believe in empowering our children to actively make their own choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our children to make choices safely, through our provision of a safe environment and engaging teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms, whilst recognising that they have various responsibilities to fulfil. Following behaviour conflicts, children are supported in making better decisions through restorative practice. As teachers we advise pupils how to do this is a safe way for example through the promotion of online safety, Personal, Social, Health and Economic Education. Pupils are given the freedom to make many choices through learning challenges, how to record their work, or what to eat at lunchtime, our children. We support each child to become as independent as possible so that they are encouraged to become good and valued citizens. We endeavour to demonstrate that everyone has rights; this includes the right to say 'No' when appropriate.

Some children will be able to take responsibility for particular roles, such as monitors, buddies, school council. Learning to do things independently is an important part of learning to understand yourself. We believe that in fostering a careful and helpful environment and encouraging independence we can boost and nurture a healthy self-esteem.

## **MUTUAL RESPECT:**

Within school, pupils are actively encouraged to make personal choices, knowing that they are in a safe and supportive environment. As a school, we educate boundaries for pupils to make choices safely. Respect is a fundamental value in our school. Children learn that their behaviour has an effect on their own rights and those of others. Respect is discussed regularly, starting with self-respect, and covering respect for our parents/ carers, friends, other groups, the world and its people and our environment and all life within it. Children model 'Respect' by caring, sharing and listening to others. They can explain why respect is important, how they show this value to others and how they feel about it in relation to themselves and their work.

Our staff help children to understand how to respect, by talking about how actions/words can affect others. We pay explicit attention to this as part of our RE (faiths and cultures), SMSC, Collective Worship and PSHE curriculum.

## **TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS:**

At Engage Academy, we aim to work beyond tolerance into acceptance – we are a diverse pupil body and accept all individuals as part of our school. We enhance pupils' understanding of their place in a culturally diverse society and give them opportunities to experience diversity through developing an understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. In the curriculum through Religious Education, PSHE, English, Art, geography and history, as well as our assembly themes, children consider cultures from other parts of the world, different faiths and beliefs.

### **Monitoring and Review**

Supporting a child's personal development throughout their school journey has a positive impact on academic attainment, leading to successful outcomes into adulthood. It effectively addresses issues which can make it difficult for young people to engage such as those concerning mental health and emotional wellbeing, bullying, poor physical health, relationship issues and substance misuse. Our Ethos (Nurturing Inclusive Learning Communities) and Values (Encouraging freedom of responsibility, Thinking innovatively, Leading with integrity, Improving continuously and Celebrating achievement) are at the core of everything we do and underpins the pupil's personal development with successful outcomes for all, unlocking their potential

The quality of teaching and learning in SMSC is monitored and evaluated by the pastoral lead, who also: -

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Informs the Headteacher and Trustees on the strengths and weaknesses in the subject, and indicates areas for further improvement;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated time to review SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.
- Ensure evidence of the school's work is accessible on the school's website and through social media

## Appendix 1: Examples of how Personal Development is evidenced within Engage Academy

<p><b>Spiritual Development</b></p> <ul style="list-style-type: none"> <li>• ETHOS Academy Mission Statement, Core Values and Behaviour Policy</li> <li>• Charity fundraisers</li> <li>• Collective worship</li> <li>• Reflection corner</li> <li>• Curriculum topics</li> <li>• School trips and residential visits</li> <li>• Website &amp; social media</li> <li>• Classroom displays</li> <li>• Celebration assemblies</li> <li>• RE Agreed Syllabus</li> <li>• Visitors from different faiths</li> <li>• Engage's Got Talent</li> </ul>	<p><b>Moral Development</b></p> <ul style="list-style-type: none"> <li>• Anti-Bullying Ambassadors</li> <li>• PSHE Planning</li> <li>• School council</li> <li>• Problem solving investigation</li> <li>• Outside speakers keeping safe and moral dilemmas</li> <li>• Internet Safety themed week.</li> <li>• Young Leaders</li> <li>• Purple Mash</li> </ul>
<p><b>Social Development</b></p> <ul style="list-style-type: none"> <li>• PE</li> <li>• Sports Day</li> <li>• Swimming Sessions</li> <li>• After school clubs</li> <li>• Purple Mash</li> <li>• Pen Pals</li> <li>• Contribution to Local Community events</li> <li>• Family Learning through courses in school on how to support at home</li> </ul>	<p><b>Cultural Development</b></p> <ul style="list-style-type: none"> <li>• Celebrations of Different Religions, Festivals (Christmas, Harvest, Easter, Chinese New Year)</li> <li>• Modern Foreign Languages: French and European Day of languages</li> <li>• Theatre visits</li> <li>• Curriculum projects</li> <li>• Different menus for celebration of events</li> <li>• Links with other schools</li> <li>• Theme days.</li> </ul>
<p><b>Useful Websites.</b>  <a href="#">BBC Class Clips 5 -7 Year Olds</a>  <a href="#">BBC Class Clips 7-11 Year Olds</a></p>	

## **Appendix 2: SMSC: Possible OFSTED Questions**

### **Discussions with tutors and pupils**

How well do pupils make progress in their SMSC development?

- How do you know?
- How is this recorded?
- Are pupils aware of this?

Does the curriculum and day-to-day life provide pupils with regular opportunities to acquire knowledge, and gain insight into values and beliefs?

- Where does this happen in the curriculum?
- How do you know?

In response to opportunities afforded to them, do pupils take on and exercise responsibility with maturity, work well together, show initiative, and seek to extend their social and cultural experiences?

- Can you give examples of where this might happen?
- Where/how is this monitored?

Where does the content of the curriculum and the teaching encourage an increasingly mature response to social and moral issues?

- Where does this happen in the curriculum?
- How do you know?

What contribution do trip and visits make to SMSC?

- How are these monitored?
- What level of engagement is there from all pupils?

### **Observation of Tutor Groups and behaviour around school**

Do pupils discuss their own and other peoples beliefs and understand how these contribute to individual and group identity?

- Where does this happen in the curriculum?
- How is this recorded?

Are relationship characterised by mutual respect?

- What evidence of this might I see of this in your school?
- What impact does this have for pupils?

Does the content of the curriculum and the teaching encourage an increasingly mature response to the social and moral issues?

- Can you give me some examples?
- Could all staff give some examples?
- What examples might your pupils give?

Are pupils confident in answering questions and working in groups? Do pupils treat each other with respect?

- What evidence do you have to support this?
- How might your pupils respond to this question?

How are LGBT and/or disabled pupils treated?

- What evidence do you have to support this?
- How might your pupils respond to this question?

### **Do displays of pupils' work celebrate their achievements?**

Are pupils confident and treat each other and their environment with respect?

- What evidence do you have to support this?

How much work from pupils is displayed?

- Who decides what is displayed?
- Do displays provide evidence of activity or learning?

### **Collective Worship**

What is the provision for collective worship?

- How much are pupils involved?
- How is this monitored?

Does this provide insight into spiritual/moral teaching centred on the deity?

- What evidence do you have of assemblies involving other religions?

Do pupils recognise and increasingly understand and respect the diversity of beliefs, attitudes, social and cultural traditions?

- What evidence do you have to support this?

What contribution does Collective Worship make to pupils' sense of involvement in the community?

- What evidence do you have to support this?