

Statement for the Spiritual, Moral, Social and Cultural Development of Students

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Francis Combe Academy believes that Spiritual, Moral, Social and Cultural Development both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos, and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in our approach. We value the time in the Academy day to allow students to develop a reflective approach to life and the ability to express their reflections in traditional ways or any other appropriate manner.

Francis Combe Academy is committed to providing opportunities for students to reflect, understand and gain the stimulation that promotes the Spiritual, Moral, Social and Cultural development of all students. All students participate in two assemblies per week, and assemblies are further supported by "Thought of the Day" and "Theme of the week" .

Aims

Through the Academy SMSC programme we aim to provide a caring and supportive environment for students by supporting their development:

To promote the **spiritual education** of students we will support the development of:

- Systems of personal beliefs by which to live
- An openness of mind and heart
- An ability to communicate their values and beliefs
- A willingness to reflect on experience and search for meaning
- A sense of awe and wonder
- Knowledge of the central beliefs, ideas and practices of major world religions and philosophies

To promote the **moral education** of students we will support the development of:

- An understanding of the differences between right and wrong
- Respect for persons, truth and property
- The ability to make responsible and reasoned judgements on moral issues
- Guidelines for their own moral behaviour
- An appreciation of their own independence, self reliance and personal freedom
- An understanding of their rights, as well as their responsibilities

To promote the **social education** of students we will support the development of:

- The skills and personal qualities necessary to live and function effectively as individuals in society and to participate effectively in a collaborative way.

- The knowledge and understanding of society's institutions, structures and characteristics, its principles, and of life as a citizen, parent, and member of the community.

To promote the **cultural education** of students we will support the development of:

- an increased understanding of beliefs, values, customs which taken together form the basis of identity and cohesion in societies and groups.

These Aims will be achieved through

- Explicit Academy Aims which include common core values shared by students, parents, staff and the Governing Body which reflect an ethos which fosters spiritual, moral, social and cultural development
- Assemblies and SMART Time. These opportunities will allow students to reflect and explore their own thoughts and feelings which promote a positive corporate identity aspiration and achievement.
- The Academy's PSHCE programme that explores ethical and moral issues such as the family, citizenship, law, human rights, crime, drugs alcohol and sex and relationship education
- Curricular opportunities for understanding specific issues within curriculum areas
- Compulsory Religious Education which plays a part in addressing the SMSC development

Intended Outcomes of SMSC

- The Academy's published set of Academy Aims result in a shared process and underpin all aspects of SMSC development.
- Assemblies and SMART Time satisfy legal requirements, involve a variety of staff and students in a variety of ways and promote SMSC development.
- Within the Academy, students demonstrate appropriate standards of behaviour and dress
- Within the Academy, students and staff demonstrate appropriate attitudes towards one another, characterised by fairness, tolerance, multi racial awareness, mutual respect as well as respect for the physical environment
- Students take increasing responsibility for themselves and other through their relationships and participation in Academy life.
- Students have opportunities to access opportunities to be involved in Charity work, Fund raising, Community Service, Work Experience.
- The Academy's PSHCE programme is delivered and monitored and students are able to demonstrate an awareness of ethical and moral issues

- Curriculum areas and curriculum planning map SMSC knowledge and understanding
- All students receive compulsory Religious Education as legally required and is mapped to SMSC outcomes.

MONITORING AND REVIEW

The Governing Body reviews this policy on an annual basis.

APPENDIX 1 ADDITIONAL GUIDANCE ON PLANNING AND CONDUCTING ASSEMBLIES

In planning our assemblies, we choose from a range of methods, including:

- Pupil's contributions
- Sacred and secular stories/readings
- Dance/drama
- Prayer/meditation/songs/hymns/music
- Artefacts/natural materials
- Visual aids/focal points
- Dialogue/creative silence
- Visitors

SONG/MUSIC

Song/music is a very powerful means of creating the right atmosphere and unifies and uplifts the school community. Music from a variety of cultures and types is used on occasions. Music should be selected carefully to match the theme.

PRAYER/REFLECTION

The use of prayer has led to a great deal of debate. We feel that, whilst prayer is a good way of enabling children to focus their thoughts, pupils should not be required to say or affirm prayers in which they do not believe. Various forms of introduction to our prayers can be used to distance children, whilst giving them the opportunity to participate if they so desire; e.g., 'And now in a moment of stillness, listen to the words of a well known Christian prayer...' In this way we are able to use prayers from many different traditions.

It is not always necessary to have a prayer and the use of regular moments of silence provides opportunities for some pupils to respond in a personal way if they so wish.