Social, Moral, Spiritual & Cultural Policy

Policy Title	Social, Moral, Spiritual & Cultural Policy (SMSC)
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POLICY STATEMENT

1.1. Introduction

The Education Act (1996) sets education within the context of the spiritual, moral, cultural, mental and physical development of students. These dimensions underpin the curriculum and the ethos of the Academy. Their importance is reinforced by their place in the inspection framework for schools which derives its authority from the Education (Schools) Act, 1992. They apply not only to RE and collective worship but to every area of the curriculum. The Academy recognises it must take opportunities which exist in the curriculum to develop students' spiritual, moral, social and cultural awareness.

The academy is a community where students will find acceptance for themselves as unique individuals. However, students will gain cultural awareness, respect and tolerance of those of other faith backgrounds. The diversity of spiritual traditions will be recognised, and students will be given the opportunity explore alternative views.

Students will be encouraged to explore and develop their own values and beliefs, spiritual awareness, along with high standards of personal behaviour. Newmarket Academy will place a strong emphasis on building positive, caring attitudes towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families. The school community will be a place where students will learn to differentiate between right and wrong in as far as their actions affect other people. 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 students' work and achievements.

The Five General Aims SMSC at the Academy are to:

• ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way.
• give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
• enable students to develop an understanding of their individual and group identity.

- provide students the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

1.2. Spiritual Development

The potential for spiritual development is open to everyone and need not be confined to the development of religious beliefs or conversion to a particular faith. The term needs to be seen as applying to something fundamental in the human condition which is not necessarily experienced through the physical senses and/or expressed through everyday language, Spiritual growth is concerned with:

i. assisting students to develop personal and shared beliefs;
ii. recognising the wonders and mysteries of the natural world which may lead to questions about the existence of a divine creator;
iii. recognising human achievements and exploring the possibility that inner resources can help people to deal with everyday experiences;
iv. the search for meaning and purpose in life;
v. recognising and valuing one's own worth and that of others;
vi. creativity and the expression of thoughts and feelings through art, music, literature, human movement and crafts;
vii. exercising imagination, intuition and insight;
viii. appreciating or being moved by beauty or kindness;
ix. an awareness of when it is important to control emotions and when it is appropriate to express them;
x. self-knowledge.

The Academy will encourage students to: recognise the existence of others as independent from themselves; reflect on experiences; question and explore the meaning of experiences; evaluate a range of possible responses and interpretations; and develop and apply personal views and insights.

1.3. Moral Development

Personal morality combines the beliefs and values of individuals, those of the social, cultural and religious groups to which people belong and the laws and customs of the wider society.

The Academy will encourage students to: tell the truth; keep promises; respect the rights and property of others; act considerately towards others; help those less fortunate than themselves; take responsibility for their own actions; and exercise self-discipline. The Academy will reject: bullying; cheating; deceit; cruelty; irresponsibility; and dishonesty.

Ideally, students should understand the value of rules and act upon them out of conviction, rather than from fear of getting into trouble.

At Newmarket Academy, we believe that there are different areas of moral objectivity:

The Personal: this deals with moral claims form the point of view of individual human existence. It includes 3 main issues:
a) coming to terms with a limited life span (English, Assemblies/Meeting Time, RS Humanities)
b) respect for one's bodily and mental health (PE, Scheme and RS, Humanities)
c) personal development (Core, Humanities, Assemblies/Meeting Time, RS, PE)

The Inter-personal: is about how people treat other people and includes 3 main issues:
a) getting on with others (Core, Assemblies/Meeting Time, PE, Humanities, RS)
b) sexual relationship, parenthood and marriage (Core, Assemblies/Meeting Time, Humanities and Science)
c) rights of others (Core, Assemblies/Meeting Time, RS, Humanities)

The Social: is about the power and influence of the group and includes 3 main issues:
a) authority, freedom and rules (Core, Assemblies/Meeting Time, Humanities, RS)
b) types of groups (Humanities, RS, Science)
c) our society in relation to others (Humanities, Science, RS)

The Natural: is about the responsibility of people for their natural world. It includes:
a) people and the natural world (English, Science, Humanities, Technology, History)
b) ecological Balance (Science, Geography, Humanities)
c) rights of creatures (English, Assemblies/Meeting Time, Humanities, RS)

The **Religious** or Mystical: is about the unity of all life with the realisation of the tragic situation of the world. It includes:
a) the limits of understanding (Science, RS, Humanities and English)
b) core and evil (Assemblies/Meeting Time, RS, Core and English)
c) death and personal tragedy (RS, Core, Assemblies/Meeting Time, English)

The moral curriculum at Newmarket Academy accepts that there are different levels of morality, and the 4 areas of moral experience shown above become instruments for focusing students' moral growth. Teachers aim to help their students make the right moral decision without assuming that the moral truths they arrive at are timeless certainties.

1.4. Cultural Development

The Academy is committed to preparing students to develop an empathetic understanding of aspects of their own and other cultural environments, be these religious, social, aesthetic or ethnic. The Academy aims to counteract bias and appreciate, value and celebrate the achievements of others and to prepare students for life in a multicultural society. It is recognised that students must experience other cultures in order to understand them fully. Where the local cultural environment does not offer a sufficiently broad experience the Academy is committed to providing opportunities not only through the curriculum, but also through educational visits at home and abroad and in-school events led by different cultural groups.

1.5. Social Development

The Academy is committed to working with the home and the community to prepare students for relating to others in different social settings, taking responsibility, exercising initiative, working effectively in groups and participating co-operatively and productively in the Academy and the wider community. The Academy is further committed to promoting an empathetic understanding of how societies function and are organised in structures such as the family, the school and local and wider communities.
It is the function of all curriculum areas to contribute to the students' social development supported by experience in Academy clubs, societies and teams, and through educational visits and in-school events. Students will be encouraged to use their talents to compete in a fair and generous manner, appreciating the ability of others, showing determination and team spirit.

2. ROLES AND RESPONSIBILITIES

I.   It is the responsibility of the **Governing Body** to establish a policy and procedure for spiritual, moral, social and cultural education and to monitor the effects of the procedure.

II.   It is the responsibility of **the Head of School** to promote an ethos and to make arrangements for the curriculum which help with the spiritual, moral, social and cultural development of students.

III. It is the responsibility of all **staff** to familiarise themselves, and comply, with this policy and procedure in accordance with relevant professional standards.

3. IMPLEMENTATION

To promote the spiritual, moral, social and cultural development of each member of the Academy community, the Academy will:

a) Develop the school environment by:
I.   making the Academy a place of welcome for all visitors;
II.   maintaining and improving grounds;
III. creating areas and times of silence;
IV.   celebrating achievement through the display of work; and
V.   ensuring that play and leisure areas encourage and promote co-operative behaviour.

b) Provide opportunities for explicit spiritual development by:

I.   using collective worship to highlight the spiritual dimension;
II.   ensuring that subjects like RE, English and Art include space for personal reflection; and
III. taking opportunities to reflect on events in all areas of the curriculum, especially those which may involve a sense of awe, wonder or mystery in subjects like Art, Performing Arts, Drama, English, Geography, History, Music, RE, Science and Technology.

c) Enable the whole curriculum to be a vehicle for spiritual, moral, social and cultural development by:

I.   presenting positive images of regions, countries, faiths and cultures from around the world and challenging stereotypes;
II.   encouraging students to see a pattern and purpose in life;
III. promoting aesthetic awareness;
IV.   being sensitive to the scope of human achievement;
V.   providing opportunities for students to engage in activities of discovery and exploration;
VI.   ensuring achievement and effort are celebrated and self-esteem enhanced;
VII. assisting students in the pursuit of truth and excellence;
VIII. providing opportunities to search for meaning and coherence in experience;
IX.   exploring the connection between personal philosophy and behaviour; and
X.   continuing to plan for and provide in-Academy events and educational visits which afford students the opportunity to understand both their own and other cultures and societies.

d) Build structures that encourage spiritual, moral, social and cultural development by:

I. giving students opportunity to exercise responsibility and initiative;
II. implementing discipline strategies that emphasise and reward positive behaviour;
III. ensuring that sanctions allow students to take responsibility for their behaviour, while balancing this with the need for forgiveness and reconciliation, rather than judgement and recrimination;
IV. encouraging teamwork and co-operation and emphasising that achievement and success should not be attained at the expense of others;
V. encouraging competition based on mutual respect;
VI. instituting procedures that emphasise the equality and dignity of each person and combating intolerant attitudes manifested in bullying, racism, sexism and violence; and
VII. enabling students to recognise the inter-dependence of human beings through work for charity and in community programmes.

e) Establish and maintain an ethos to encourage spiritual, moral, social and cultural development by:

I. setting an example of justice, fairness, truth and respect in dealings between members of staff and between staff and students;
II. avoiding the use of language and other modes of expression which tend to denigrate others;
III. encouraging tolerance and a willingness to listen to and value difference of opinion;
IV. valuing courtesy and consideration for others;
V. making available facilities for individual support, guidance and counselling where needed;
VI. involving students in developing the Code of Conduct; and
VII. developing appropriate courses in PSHE.

SMSC in the Curriculum

All curriculum areas have a contribution to the student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Below are some exmples:

a. English makes a major contribution to students' SMSC development through:
- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language;
- Through written and discussion work on points of view and arguments students will reflect on a number of social and moral issues.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.

b. Mathematics can provide a contribution to pupils' SMSC by:
- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

c. Science provides opportunities for students' SMSC development through examples such as:
- Encouraging pupils to reflect on the wonder of the natural world;
- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many different cultures.

d. ICT can contribute to SMSC development by:
•Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
•Establishing boundaries in society by considering what is acceptable.

•Raising students' awareness through the use of ICT with a focus on charities and travel.

e. History makes a contribution to SMSC by:
- Looking at the establishment of multi-cultural Britain.
- Enabling students to reflect on ethical issues such as slavery, the holocaust and imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.
- Taking pupils on trips to significant battlegrounds and memorial sites of WW to develop moral and social consciousness and empathy skills.

f. Design Technology makes a particular contribution to SMSC through:
- Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Developing students' skills to be able to work as a team, recognising others' strengths, sharing equipment.
- Providing students with the opportunity to make and evaluate food from other countries.

g. Geography contributes to SMSC where:
- Opportunities for reflection on the creation, earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places give students the chance to reflect on the social and cultural characteristics of society.

h. MFL contributes to SMSC through:
- students may gain insights into the way of life, cultural traditions, moral and social developments of other people in lesson time and through exchange trips to France
- Student's social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

i. Religious Education makes a distinctive and substantial contribution to the delivery of SMSC through:
- Assessing what it means to be spiritual/human.
- Exploring spirituality.
- Expressing spirituality.
- Experiential learning for spiritual growth and development.
- Developing an appreciation and understanding of different cultures, religions and traditions.
- Reflecting on the significance of religious beliefs and teachings in their own lives.
- Learning about beliefs, values, and the concept of spirituality.
- Analysing moral decisions and the impact that they may have on society. (Abortion/euthanasia)
- Developing respect and tolerance of other religious beliefs and practices.
- Showing an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and traditions.
- Increasing tolerance through the awareness and importance of community cohesion.

j. Expressive Arts may contribute to SMSC by:
- Giving students the chance to reflect on nature, their environment and surroundings.
- Studying art with a spiritual or idealist theme.
- Creating pieces of art based on ethical/moral concerns raised by artists i.e. War/racism/violence.
- Giving pupils the opportunity to investigate a range of cultures and media.
- Considering the impact of art on society.

k. Physical Education – Students' SMSC development is actively promoted though PE by:
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.
- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Having links with feeder and secondary schools in own locality and beyond.
- Contribution to National programmes and initiative where sport is the unifying bond e.g. Comic Relief, Young Sports Coach programme etc.

3.1. Assessment

It is not possible, nor necessarily desirable, to assess quantitatively the extent to which students have absorbed these aspects of education, though resultant changes in behaviour may be observed. It is more appropriate to use the word "development" when considering the outcomes of spiritual, moral, social and cultural education though this development will not necessarily occur in a linear fashion.

3.2. Evaluation

It is a responsibility of the Academy and the Assistant Head of School (curriculum) to ensure that departments and curriculum areas have schemes of work which, where possible, make specific reference to the spiritual, moral, social and cultural dimensions. The Assistant Head of School (curriculum) should ensure that such plans are implemented.

4. Links with the wider community

In order to develop pupils SMSC we believe that it is important to have close links with the local and global communities. We play an important role in promoting shared values and encouraging our pupils to actively engage with other people in the community to understand what they have in common. In order to help all our students grow in SMSC and build close relationships with the community we:

- Welcome all visitors into the Academy.
- Provide a Community which is central for community development.
- Visit different cultures.
- Have a cultural exchange with our partner schools in USA and France.
- Support the work of a variety of charities such as Comic Relief, Great Ormond Street Children's Hospital, Dementure UK and Jeans for Genes

Encourage the development of a strong home-school relationship which is

- regarded as very important, enabling parents and teachers to work in an effective partnership to support pupils.
- Teach students to appreciate and take responsibility for their local environment, and create opportunities to be involved in events and activities in our locality e.g. Primary School Games
- Liaise with our professional partners for the benefit of our families and young people.
- Host community events e.g. Summer schools, Leisure events.
- Liaise with local secondary schools or organisations with regards to the curriculum e.g. modern foreign languages, Performing and Media arts, PE and games.

5. MONITORING AND REVIEW

The designated Assistant Head of School will report on the Policy to the Principal as appropriate. The Principal will report to the Governors' Achievement and Standards Committee on any relevant aspects of the working of the Policy as appropriate.

The Governing body will review the policy every two year

SMCS Calendar 2018-2019

Autumn Term 2018

Date	Theme	SMSC/British Values	Objectives
5/9/2018	Democracy Id-ul-Adha (Muslim Festival of sacrifice)	Moral/ The rule of Law (BV) Spiritual, Moral ,Social, Cultural	Opportunity to discuss how we elect a government in Britain. How can students be involved in the decision making at this school?
11/9/2018	**Remembering 9/11**	***Moral, Social***	To remember those who lost their lives and reflect on the global significance of this event Link to more recent attacks e.g Manchester Arena May 22nd 2017
20/9/2018	Ashura (Islam)	Spiritual, Moral ,Social, Cultural	To develop understanding of other faiths. To observe similarities and differences.
26/9/2018	Languages day/week	Social, Cultural, mutual respect (BV)	To be aware of linguistic diversity and understand the rich cultural heritage of Europe
1/10/2018	**Black History Month**	***Moral, Social, Cultural, Mutual Respect (BV)***	To raise awareness of other cultures and understand the prejudices which used to/still exist.
11/10/2018	National 'coming out' day (LGBT)	Social, Moral, Liberty (BV)	To raise awareness of LGBT issues in society
16/10/2018	National Food day	Cultural, Social	To understand that eating healthy has a positive impact on well-being. Encourage students to try new foods and make the right choices
17/10/2018	**National day for eradication of Poverty**	***Moral, Social, Mutual Respect (BV)***	To develop empathy for those living in poverty in the world and in the UK
29/10/2018	Halloween/ All Saints/All souls day	Spiritual, Social, Cultural	To discuss the roots of this celebration and some responses form the Christian community
5/11/2018 7-11/11/2018	Guy Fawkes night Diwali (Hinduism)	Social, Cultural, Rule of law (BV) , Tolerance of different faiths	To understand events in our history that shaped Britain To develop understanding of other faiths.
11/11/2018	**Remembrance Sunday**	***Spiritual, Moral, Social, Democracy (BV)***	To remember World War II in Britain and the sacrifices made.
16/11/2018	Day of Tolerance	***Moral, Social, Mutual Respect (BV)***	Acceptance and appreciation of the rich diversity of our world's cultures Discuss the use of the word 'Tolerance' is it the best word to use

23/11/2018	'Buy nothing day'	Moral, Social, *Mutual Respect (BV)*	To reflect on the issue of consumerism in our society
23/11/2018	'Black Friday'		
30/11/2018	St Andrew's day	Cultural	To understand the importance of St. Andrew's day.
1/12/2018	World AIDS day	Moral, Social, Mutual respect (BV)	A chance to discuss the meaning of AIDS/deal with misunderstandings of this issue
2/12/2018	**Abolition of slavery day**	*Moral, Social,* Rule of law (BV)	Look at both Historical and current issues involving slavery.
2/12/2018 3/12/2018	Advent begins Hanukkah (Judaism)	Spiritual, Tolerance of those with different faiths (BV)	To understand the importance of Advent for Christians/Hanukkah for Jews
10/12/2018	**Human Rights day**	*Moral, Social, Liberty (BV), Mutual Respect (BV)*	To Understand the concept of Human Rights and focus on some examples of these (link to current events)
18/12/2018	International migrants day	Moral, Social, Cultural, Democracy (BV) Liberty (BV), *Mutual Respect (BV)*	Consider the role of the UN (last week's discussion), and the issues of immigration in the UK

Spring Term 2018

Date	Theme	SMSC/British Values	Objectives
6/1/2019	Epiphany (Christianity)	Spiritual/Social/Cultural Tolerance of those with different faiths (BV)	To develop understanding of Christian faith.
14/1/2019	Makar Sankranti (Hinduism)	Spiritual/Cultural Tolerance of those with different faiths (BV)	To develop understanding of other faiths. To observe similarities and differences
21/1/2019	**Martin Luther King Day**	**Spiritual/Moral/Social Democracy (BV) Liberty (BV)** *Mutual Respect (BV)*	To raise awareness of an important historical figure and understand the prejudices which used to/still exist.

25/1/2019	Burn's Night	Cultural *Mutual Respect (BV)*	To understand events in our history that shaped Britain
2/2/2019	Candlemas (Christianity)	Spiritual/Cultural Tolerance of those with different faiths (BV)	To develop understanding of Christian faith.
6/2/2019	**Safer Internet Day**	Moral/Social	To raise awareness of the issues of using the internet: Cyberbullying, terrorism, identity theft etc.
14/2/2019	St Valentine's Day	Spiritual, Social, Cultural	To consider the origins of this celebration and what it has become today. Does it mean anything to you?
24/2/2019 26/2/2019	Rio Carnival Fairtrade Fortnight	Cultural, Tolerance of those with different faiths (BV) *Mutual Respect (BV)*	To inspire an interest in other countries and cultures Raise awareness of the issues, and the importance of Fairtrade
1/3/2019 5/3/2019 1/3/2019	St David's Day **Shrove Tuesday/Ash Wednesday/LENT** **World Book day**	Spiritual/Cultural *Mutual Respect (BV)* **Spiritual/Cultural** **Spiritual/Moral/Social/Cultural**	British culture To develop understanding of Christian faith. Opportunity to make links with quality of Literacy in the Academy. New Library!
8/3/2019 12/3/2019	**Women's Day** No smoking Day	Moral/Social Mutual Respect (BV) Liberty (BV) Moral/Social	A chance to look at gender issues Discuss Health and social aspect of smoking
17/3/2019	St Patrick's Day	Spiritual/Cultural	Reflect on the story of St Patrick and celebrations happening on this day
25/3/2019	Mother's Day	Moral/Social Mutual Respect	To reflect on the importance and influence of family.
1/4/2019	Easter	Spiritual/Cultural	Look at the events of Holy Week and the significance of Easter for Christians

Summer Term 2019

Date	Theme	SMSC/British Values	Objectives
23/4/2019	**St George's Day**	**Social/Cultural**	Who is St George and why do we dedicate a day to him? (Link to St. Edmund?)
29/4/2019	RSPCA week	Moral/Social The rule of Law (BV)	To consider the value and treatment of Animals in our society. Link to Horse Racing?
3/5/2019	World press freedom Day	Moral/Social, The rule of Law (BV), Liberty (BV)	To consider the moral duties of the Media in our society.
6/5/2019	**Ramadan (Islam)**	***Mutual Respect (BV)*** Spiritual/Moral/Social, Tolerance of those with different faiths (BV) Spiritual/Cultural	To develop understanding of other faiths, the reasons for such a duty and the impact it has on Muslims in school.
13/5/2019	Christian Aid week	**Spiritual/Moral/Social**	To explore the work of this charity and their mission behind what they do.
21/5/2019	**Cultural Diversity day**	**Social/Cultural** ***Mutual Respect (BV)*** Tolerance of those with different faiths (BV) Moral	To develop understanding of other cultures and the diversity of Britain's society
4/6/2019	**Ramadan ends/Eid -Ul- Fitr**	**Social/Cultural** ***Mutual Respect (BV)*** Tolerance of those with different faiths (BV) Moral	To develop understanding of other cultures and the diversity of Britain's society
8/6/2019 9/6/2019	World Oceans Day Day of Pentecost	Moral/Social	Raising awareness of environmental issues/Stewardship Reflect on the importance of this day for Christians
16/6/2019	Father's Day	Social/Cultural	To reflect on the importance and influence of family.
20/6/2019 21/6/2019	**World Refugee Day** Summer Solstice	**Moral/Social, Liberty (BV)** Spiritual/Cultural	To gain Empathy for people forced to find refuge. To understand Britain's spiritual and cultural heritage

29/6/2019	**Armed Forces Day**	**Moral/Social**	To celebrate and appreciate our Armed forces
4/7/2019	**Independence Day (USA)**	**Social/Cultural**	Consider the Historical relevance of this day.
11/7/2019 12/7/2019	World Population Day Battle of Boyne (N. Ireland)	Social Cultural	To raise awareness of global **population** issues. Discuss the relevance of this event
21/7/2019	**National Parks week**	**Moral/Social**	Environmental issues/Heritage/National Trust Discuss Holiday plans!

Bold = Assembly Themes