

# Clee Hill Community Academy

## Spiritual, Moral, Social & Cultural Policy

**Written: January 2025**

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At Clee Hill Community Academy we believe that Spiritual, Moral, Social and Cultural education are fundamental to all that we do. It is important that children understand the importance of spiritual wellbeing, develop a strong moral code, are able to live as part of a community on many different levels, to recognise that we live in a diverse culture and develop understanding and tolerance of others. We recognise that there are many different religions and many people with no religion and we respect and teach respect for all beliefs.

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 other cultures. This is a whole school philosophy.

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. The integrity and spirituality of pupils from all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to diverse but balanced range of views. All adults will model and promote expected behaviour, 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.

Pupils 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. Pupils 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 connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.

- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils 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 pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

### **Spiritual Development**

As a school 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.
- Recognise and reflect on Christian approaches to Spiritual Development and the similarities and differences within a range of religions.

### **Moral development**

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Recognise the key beliefs of Christianity and two other major world religions as specified in the Exploring Spirituality Policy (Judaism and Hinduism).
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes (Growth Mindset philosophy).
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.

### **Social Development**

As a school we aim to promote opportunities that will enable pupils to:

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

□ Begin to understand the importance of social justice and a concern for the disadvantaged.

### **Cultural Development**

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity as a world faith and compare and contrast with other major world religions.
- 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, within activities that encourage pupils 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 curriculum areas 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, eg 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 — eg empathy, respect, open mindedness, sensitivity, critical awareness

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

## **Links with the wider community**

We are a friendly and welcoming school. A member of the senior management team welcomes pupils and parents every morning on the school gate and knows each pupil well. Parents and visitors are welcomed into school and made to feel part of the school community. Clee Hill Community Academy is very proud of having the word 'Community' in its name and is a key part of the local village.

Links with the local churches are fostered through weekly visits (open the book) and holding services in the local church. Children also have the opportunity to visit places of worship for other faiths.

The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil. Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

## **Monitoring and Evaluation**

Provision for SMSC will be monitored and reviewed on a regular basis. A SMSC audit has been used to address areas of development for the school to continue to improve SMSC provision.