



St Matthew Academy

SMSC

Policy

Our motto is 'Let your light shine'. It is taken from St Matthew's Gospel and captures our belief in the uniqueness of each individual. Our aim is to ensure that the talents and strengths of each pupil are encouraged, developed and celebrated

Successful, confident learners

High expectations, outstanding achievements

Inclusive, caring, Catholic community

Nurturing talent, cultivating ambition

Excellence for all

Date of Approval	
Review Date	

Introduction:

At St Matthew Academy (SMA) we recognise that the personal development of pupils, spiritually, morally, socially and culturally, play a significant role in their ability to learn and achieve. In line with our ethos, we are truly an inclusive caring Catholic community.

We therefore aim to give 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; an appreciation of the diversity; richness of other cultures and a respect for their own faith and other religions.

Context including statutory requirements:

- This policy was developed in response to National guidance – OFSTED Promoting and evaluating pupils’ spiritual, moral, social and cultural development 2004, the Education Reform Act 1988, the Education (Schools) Act 1992 the School Inspections Act 1996, Promoting fundamental British Values as part of SMSC in schools DFE 2014 and the DfE statement on relationships education, relationships and sex education (RSE), and personal, social, health and economic education (PSHE) (March 2017).
- It also refers specifically to the most recent guidance from the Ofsted School inspection handbook (September 2019). It takes into consideration the critical role SMSC has to play in ensuring our young people know how to be safe in an ever-challenging world.
- The statutory requirement that schools should encourage pupils’ SMSC development was first included in the Education Reform Act 1988.

‘The curriculum (must be) a balanced and broadly based curriculum which —

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and*
- (b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.’*

This was followed by the Education (Schools) Act 1992 which stated that:

‘The Chief Inspector for England shall have the general duty of keeping the Secretary of State informed about the spiritual, moral, social and cultural development of pupils at those schools.’

All of the above guidance emphasises the need to establish the values schools should impart to pupils. It was clearly recognised that there is more to life than only achieving high standards in academic subjects. The task was described as: ‘...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible’.

For full definitions of “Spiritual”, “Moral”, “Social” and “Cultural” as they might apply to a school’s delivery please refer to Appendix 1.

The delivery of PSHE is one vehicle used to promote SMSC, however, all subjects will play a role in promoting opportunities to deliver and celebrate its importance.

Process and Practice:

The Academy has appointed a designated Co-ordinator of (PSCHE), who will provide guidance and support for ensuring the below actions take place, working closely with the Assistant Head teachers responsible for Personal Development. In addition, all Heads of Department and Directors of Learning will have responsibility for ensuring that SMSC is regularly promoted throughout the academic and pastoral curriculum and enrichment activities. In order to realise the above aims we will do the following:

- Provide a coherent assembly schedule
- Embed a Personal Development programme (PSCHE programme) which enables all aspects to be delivered at different and appropriate times. The PSCHE programme will cover all statutory aspects of
- Provide opportunities for daily Acts of Collective Worship – See Collective Worship policy for more information.
- Opportunities will also take place in enrichment activities. Those with responsibility for running clubs, trips and other events will develop their awareness of SMSC opportunities their activities have, and maximise the benefits they bring.
- At departmental level, Heads of Department will regularly audit with their teams the opportunities for covering relevant SMSC criteria in their Schemes of Work.
- Promote student voice and the power of democracy
- Those with responsibility for publicising the School or liaising with other schools and organisations should consider the SMSC aspects of their public relations.
- At pastoral level, the Pastoral Team and groups of tutors should regularly discuss SMSC issues and appropriate thought will be given about how aspects of these issues may be best communicated to members of staff, to pupils, parents and carers and to other interested individuals. SMA uses a reward system – generating achievement points and these have been extended to cover all aspects of ethos and values, which reflect SMSC.
- The Deputy Head teacher responsible for Quality of Education should ensure that individual and whole staff SMSC needs are met in the CPD Development Plan.
- All members of staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the Academy. They should feel free to voice related concerns and interests within the normal pattern of departmental, tutorial and staff meetings.

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.

Curriculum, Collective Worship and enrichment activities should provide 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, families and others
- Consider others' needs and behaviour
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging, both within the school and within the wider community
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness

- 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

Practical activities to develop SMSC (not exhaustive):

- Working together in different groupings and situations
- Encouraging the pupils to behave appropriately at meal times
- Taking responsibility e.g. prefects, class monitors, delivering messages, Student Council representatives, reading buddies and looking after younger children
- Encouraging teamwork in PE, games and out of school hours learning
- Showing appreciation of the performances of other children regardless of their ability
- Hearing music from different composers, cultures and genres
- Meeting people from different cultures and countries
- Participate in rich discussions – Debate Mate
- Participation in a variety of different educational visits
- Links with the local community made through the encouragement of parental involvement in school life
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures eg festival days, patron saints and national celebrations
- Studying literature and art from different cultures and religions supported by visits from writers and artists and participating in workshops
- Opportunities for children to hear and see live performances by professional actors, dancers and musicians
- Opportunities to make and evaluate food from other countries
- Opportunities in music to learn songs from different cultures and play a range of instruments
- Studying the contribution made to society that certain famous people have made

Links with the wider community:

- All visitors are welcomed to the school – these include religious figures, authors, sports coaches, specialist teachers, drama companies and a range of different workshops
- Links with local places of worship are fostered through pupils visiting and visitors coming into school
- 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 (newsletters, school website, parent workshops)
- Pupils are taught to appreciate their local environment and to develop a sense of responsibility

Monitoring, Assessment and Evaluation:

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning throughout the curriculum by SLT and subject leaders
- SMSC next steps being part of the school development plan
- Good practice in SMSC being shared with staff regularly

Spiritual Development

Spiritual development is the development of the non-material element of a human being, which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

As children develop physically they do so emotionally and psychologically. In studying at school to gain knowledge and skills their personal beliefs and identities are shaped. The spiritual development of pupils at St Matthew Academy is demonstrated 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 and 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.

Moral Development

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Children enter secondary school with degrees of moral understanding defined by their families and friends and by their previous schooling. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. Pupils should be supported to deal with any moral dilemmas they may face. The moral development of pupils is demonstrated by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues.

Social Development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

As members of the community at St Matthew Academy, pupils learn social skills and values that will determine their future lives as responsible citizens. The social development of pupils is demonstrated by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with the schools' attempts to value cultural diversity and prevent racism.

Pupils discover and develop their aesthetic, creative, intellectual and physical skills. Pupils should develop an awareness of their own cultural roots. They should also be able to appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur, and how they can be reconciled.

The cultural development of pupils is demonstrated by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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
- 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, 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 socio-economic groups in the local, national and global communities.