

Spiritual, Moral, Social, Cultural Policy (SMSC) (Non-Statutory)



**Nunthorpe
Academy**

Ready Respectful Safe

Nunthorpe Academy is committed to our ethos of Ready Respectful Safe. Our aim is to serve all within our community; students, parents, carers, staff and our wider community. At the academy we recognise not only the importance of allowing students to flourish academically but we also embrace our wider role in preparing them for their adult life beyond the formal examined curriculum.

At the academy we recognise the important role we play in nurturing young people alongside a multitude of other influencing factors including family, culture, religion and friendships. By ensuring good lines of communication between home and the academy we strive to strengthen positive influences and values which young people need today to be able to succeed in an ever-changing multi-cultural and multi faith United Kingdom. We believe that we have a responsibility in ensuring that our students understand the rich diversity in culture, religion and ideas which exist in the academy, the wider community, nationally and globally. Our aim is to ensure that our students are well prepared as global citizens.

At the academy we do not consider policies such as Spiritual, Moral, Social and Cultural (SMSC), British Values or Values and Character Education as an add-on to our academic or pastoral curriculum, but an intrinsic part of every student's education at the academy from Year 6 induction through to those leaving in Year 13 to further education, employment, training, travel, or any other of the numerous opportunities available to them on completion of their time spent with us.

The academy encourages all staff to take the opportunity to make explicit the values of equality within all aspects of teaching no matter what the curriculum specialism, throughout registration activities, assemblies, extra-curricular opportunities, the aspirations entitlement of all students, careers guidance and the dedicated LIFE programme which explores all aspects of PSHE, SRE and mental health.

At the academy we teach the values of equal opportunity. There is no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status. The academy endeavours to apply the 'British Values' of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

As set out in the government's definition of British values in the 2011 Prevent Strategy. Whilst applying the Ofsted definitions of SMSC:

Spiritual development:

- Ability to be reflective about one's own beliefs, religious or otherwise, which 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

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- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral development:

- 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:

- Use of a range of social skills in different contexts, including working and socialising with people 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 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.

Cultural development:

- 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 contributing 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 to 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, socio-economic groups in local, national and global communities.

All staff are expected to apply the above when interacting with students. Staff should model academy expectations, encourage open thoughtful questioning by students and challenge statements and/or opinions which do not allow another student's spiritual, moral, social, cultural development, or mental or physical wellbeing to thrive.

In developing schemes of work, pastoral and curriculum progression maps, learner plans, and all other activities staff will audit the quality and nature of opportunities for students to enhance their extended

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skills set across the curriculum through the annual curriculum health checks with senior leaders, half termly quality assurance process led by middle leaders and weekly departmental professional development opportunities alongside 'living and breathing' the academy vision.

Aspects of the Spiritual, Moral, Social and Cultural Policy has several 'cross-overs' with that of the 'Collective Worship' (Non-Statutory) policy, in which the academy promotes students to engage in a daily reflection activity, at the end of their tutorial programme. Such aspects have been deliberately tailored to suit a variety of SMSC areas of modern life in contemporary Britain, contributing significantly to the provision that SMSC has within the academy.

Vision statement:

Students:

All students have an entitlement to be provided with opportunities that allow them to achieve their potential. To ensure that they make a valuable contribution as members of their community.

Staff:

All staff demonstrate high expectations in a climate of challenge and support based upon Quality Assured accountability.



SMSC Silver Charter mark awarded in June 2019

For more information regarding national guidance please see:

Promoting fundamental British values as part of SMSC in schools 2014
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information

https://dera.ioe.ac.uk/21502/1/Improving_the_spiritual_moral_social_and_cultural_SMSC_development_of_pupils_supplementary_information.pdf

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