

THE OXFORD ACADEMY	
<b>Policy Title:</b>	SMSC: Spiritual, Moral, Social and Cultural Development Policy
<b>Policy Reference:</b>	TOA116
<b>Description:</b>	<b>This policy defines the commitment towards the Spiritual, Moral, Social and Cultural development of students within The Oxford Academy</b>
<b>Status:</b>	Recommended
<b>Category:</b>	Student
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<b>Change Record</b>		
<b>Versio n</b>	<b>Date</b>	<b>Description</b>
<b>2.1</b>	<b>July 2013</b>	<b>Reviewed and contact details changed</b>
<b>2.2</b>	<b>May 2015</b>	<b>Contact details changed</b>
<b>2.3</b>	<b>March 2016</b>	<b>Policy re-written</b>
<b>2.4</b>		

## 1. Introduction

At The Oxford Academy we recognise that for students to benefit from their time with us we must ensure that they have the best possible teaching and pastoral care and they must ensure that they try to meet the expectations placed on them in work, conduct and attitude. We believe that the school should actively promote all students' spiritual, moral, social and cultural development by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults and the local community.

The aim of this Policy is to link and strengthen our whole school approach in order that the values are inherent in our “**respect others, work hard and be successful**” ethos and becomes a reality for our students.

The school has a full and comprehensive programme of PSHE and together with a coherent assembly programme; we endeavour to offer an inspiring and holistic experience to enable our young people to be Responsible, Reflective and Active Citizens with a strong awareness of British values.

## 2. Scope 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 and the School Inspections Act 1996.
- It also refers specifically to the most recent guidance from the Ofsted School inspection handbook (January 2015). It also 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.
- It should be read in conjunction with other school policies on Equal Opportunities, SEND, Safeguarding, Child Protection and Promoting Student Welfare Policy, Collective Worship, Religious Education, Curriculum, Teaching and Learning and the PSHE and Citizenship schemes of work.
- 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 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'.

The Oxford Academy aspires to be a school where pupils are encouraged to strive for academic excellence and a spirit of open and shared enquiry whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

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

### 3. Process and Practice

The school has appointed a designated Lead Practitioner of SMSC. A designated Curriculum Lead and the Lead Practitioner for SMSC will provide guidance and support for ensuring the below actions take place, working closely with the Senior Assistant Head for Engagement for Learning.

In order to realise the above aims we will do the following:

- Provide a coherent assembly, PSHE and Citizenship programme which enables all four aspects to be delivered at different and appropriate times. See appropriate policies for more details.
- Provide opportunities for daily Acts of Collective Worship.
- Opportunities will also take place in enrichment activities. Those with responsibility for running clubs, societies, 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 via the School Student Council.
- Those with responsibility for publicising the School or liaising with other schools and organisations should consider the SMSC aspects of their public relations. In addition to being representatives of the School, they should report SMSC matters arising from their links to the School at appropriate occasions.
- At pastoral level, the Pastoral Team and groups of tutors will 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 and parents, and to other interested individuals.
- The CPD Lead will with the Deputy Head teacher responsible for overall delivery ensure that individual and whole staff SMSC, needs are met, in the CPD Development Plan.

- All Members of Staff (including associate staff) should be aware of the importance of SMSC development and the enhancement it brings to the life of the School. They should feel free to voice related concerns and interests within the normal pattern of departmental, tutorial and staff meetings.

#### **4. Monitoring and Evaluation**

The policy will be reviewed regularly through the work of the Student Performance and Curriculum Committee. Information and data will be collected at regular points throughout the year relating to its delivery and practice using a variety of media – interviews; surveys; student council and regular auditing via departmental, pastoral and whole school self-evaluation.

## Appendix 1

### i. Development

The school, incorporating the Ofsted definitions below, link a meaningful and coherent programme of delivery underpinned by our ethos “**respect others, work hard and be successful**”.

### ii. Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

#### **Ofsted Definition of Spiritual Development:**

Pupils’ spiritual development is shown 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.

*School Inspection Handbook from September 2015*

### iii. Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

#### **Ofsted Definition of Moral Development:**

Pupils’ moral development is shown by their:

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

*School Inspection Handbook from September 2015*

**iv. Social**

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '**British values**' of democracy, the rule of law, liberty, respect and tolerance.

**Ofsted Definition of Social Development:**

Pupils' social development is shown by their:

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

*School Inspection Handbook from September 2015*

**v. Cultural**

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

**Ofsted Definition of Cultural Development:**

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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, musical, 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.

*School Inspection Handbook from September 2015*