

1 Introduction

New Charter Academy aims to provide an education that focuses on developing our pupils in all aspects of their lives. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve and to develop their skills to be able to contribute to the community as an active citizen.

2 Policy

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

Pupils will be encouraged to explore and develop their own values and beliefs, spiritual awareness, along with high standards of personal behaviour. New Charter 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 pupils and their families. The school community will be a place where pupils will learn to differentiate between right and wrong in as far as their actions affect other people. 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.

The General Aims of New Charter Academy are to:

- Ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way.
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- Enable pupils to develop an understanding of their individual and group identity.
- Provide pupils 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 pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

3 Spiritual Development

In the Academy we want to ensure that pupils are aware of what it means to be spiritual and support them in their spiritual development. Spirituality is about what it is to be human, to grow as a person, to become self-aware and to develop relationships, with others and – for believers – with God. It does not relate to the

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physical nature or matter and is not synonymous with religious education - although religious education can be a major vehicle for the delivery of spiritual matters. In the academy we aim to provide opportunities that will enable pupils to think, reflect and respond to the spiritual dimensions of life for themselves. Ideas will be based on the 6 world religions as well as those from non-religious and multi-religious accounts.

Our main aims are to:

- Give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.
- Provide pupils with the opportunity for self reflection.
- Give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- Encourage pupils to relate their learning to a wider frame of reference- for example, asking 'why?' 'how?' and 'where?' as well as 'what?'.
- Help pupils on their path of achieving wide spiritual literacy.

4 Moral Development

Moral development is considered as personal development relating to human behaviour, especially the distinction between good and bad or right and wrong. In order to develop a pupil's moral awareness in the academy we aim to:

- Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- Provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.

5 Social Development

Personal development concerned with living in a community rather than alone. In order to develop a pupil's social awareness in the academy we aim to:

- Foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.
- Help pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.
- Provide a conceptual and linguistic framework within which to understand and debate social issues.
- Work together co-operatively.

6 Cultural Development

Cultural development is concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social acceptance. New Charter Academy aims to provide our pupils with the opportunity to:

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- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Provide opportunities for pupils to explore their own cultural assumptions and values.
- Present accounts of the attitudes, values and traditions of diverse cultures.
- Extend pupils' knowledge and use of cultural imagery and language. Recognizing and nurturing particular gifts and talents.
- Provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.

7 SMSC in the Curriculum

All curriculum areas have a contribution to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Below are some examples of how SMSC development has been integrated into the curriculum.

7.1 **English** makes a major contribution to pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping pupils 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 pupils 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.

7.2 **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.

7.3 **Science** provides opportunities for pupils' 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.

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7.4 **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 pupils' awareness through the use of ICT with a focus on disability.

7.5 **History** makes a contribution to SMSC by:

- Looking at the establishment of multi-cultural Britain.
- Enabling pupils 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 Auschwitz to develop moral and social consciousness and empathy skills.

7.6 **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, the impact of 'winners & losers' ethos.
- How different cultures have contributed to technology.
- Developing pupils' skills to be able to work as a team, recognising others' strengths, sharing equipment.
- Providing pupils with the opportunity to make and evaluate food from other countries.

7.7 **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 pupils the chance to reflect on the social and cultural characteristics of society.

7.8 **MFL** contributes to SMSC through:

- Pupils 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.
- Pupil's social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

7.9 **Religious Education** makes a distinctive and substantial contribution to the delivery of SMSC through:

- Assessing what it means to be spiritual/human.
- Exploring spirituality.
- Spiritual listening.

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- 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.

7.10 **Art** may contribute to SMSC by:

- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme.
- Creating pieces of art based on ethical/moral concerns raised by artists i.e.: War/racism/violence.
- Giving pupils the opportunity to reflect on thought provoking questions through guided story expressing answers in an art format (linked to Lat Blaylock)

7.11 **Music** contributes to SMSC through:

- Considering the role of music in society and to see how music can cause conflict and differences of opinion.
- Looking at the way music can change moods and behaviour in different circumstances.
- Encouraging pupils to be open to the music of other cultures.
- Providing pupils with the opportunity to express thoughts and feeling through the use of music.
- Giving pupils the opportunity to hear and see live performances by professional actors, dancers and musicians.

7.12 **Physical Education** – Pupils’ 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 a school in the Czech Republic where pupils embellish the opportunity to take part in social/cultural and sporting events on exchange trips.

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8 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 pupils grow in SMSC and build close relationships with the community we:

- Welcome visitors into the Academy.
- Visits places of worship of other faiths will be arranged to support the understanding of different cultures.
- Support the work of a variety of charities such as Christian Aid and Fair Trade.
- 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 pupils to appreciate and take responsibility for their local environment.
- Liaise with local secondary schools or organisations with regards to the curriculum e.g. modern foreign languages, creative and expressive arts, PE and games.

9 Monitoring and Evaluation

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

- Monitoring of teaching and learning and work scrutiny by RE co-ordinator / senior management / Executive Director/ governors.
- Regular discussions at staff and governors' meetings.
- Audit of policies and units of study including the school's approach to collective worship.
- Development of a subject portfolio
- RE/PSHCE subject development plans
- Subject audits
- Making reference to SMSC in schemes of work and on lesson plans.

It is important to note that other policies directly influence, support and promote SMSC. E.g. our Whole-school Behaviour Policy and Equal Opportunities and these policies form an integral part of daily classroom practice.

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