



# Spiritual, Moral, Social and Cultural Policy

**Bolder Academy**

1 MacFarlane Lane, Isleworth, TW7 5DB.  
Registered in England and Wales No: 08932893  
SMSC Policy V1

<b>This policy is called:</b>	<b>Spiritual, Moral, Social and Cultural Education Policy</b>
<b>It applies to:</b>	All staff, students at Bolder Academy
<b>Person responsible for its revision:</b>	Headteacher
<b>Status:</b>	Statutory
<b>Published on:</b>	The Academy Website
<b>Approval by:</b>	Governing Board or Delegated Committee
<b>Review frequency:</b>	Every three years
<b>Date of approval:</b>	March 2018
<b>Date of next approval:</b>	March 2021

## Introduction and Context

At Bolder Academy, we actively seek to develop the social, moral, spiritual and cultural education (SMSC) of all of our students.

Aspects of each child's education SMSC at Bolder Academy also embraces the universal rights of all children as defined by UN Convention on the Rights of the Child.

The Convention says that every child has:

- The right to a childhood (including protection from harm).
- The right to be educated (including all girls and boys).
- The right to be healthy.
- The right to be treated fairly (including changing laws and practices that are unfair on children).
- The right to be heard.
- Has the right to think and believe what s/he wants, and to practise his/her religion, as long as s/he is not stopping other people from enjoying their rights.

## Aims

We aim to:

- Provide our students with opportunities to explore and develop:
  - Their own values and beliefs.
  - Understand their rights and responsibilities and the need to respect the rights of others.
  - High standards of personal behaviour.
  - A positive caring attitude towards other people.
  - How to differentiate between right and wrong and how their actions affect other people.
  - An understanding of their social and cultural traditions.
  - An appreciation of the diversity and richness of other cultures.
  - An appreciation of public institutions and services in the UK.
  - An understanding of fundamental British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of difference).
  - Students' confidence and ability to express and share their views and beliefs within the Academy community and the wider community.

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- Spiritual awareness.
- Integrate SMSC into all curriculum areas and the extended day offer.
- Promote the concept of SMSC amongst all staff and students so that our entire community is aware of how they are affected by and can influence the ethos of the Academy.
- Ensure that curriculum areas seek to use illustrations and examples drawn from as wide a range of sources.
- Ensure that a coordinated and well-planned approach exists to the delivery of Tutor Time Sessions, PHSCE lessons, Culture and Society lessons, the delivery of assemblies and the extended day, and co-curricular “Being Bold” activity weeks.
- Ensure that our environment and all members of our community are able to make visitors to the Academy aware of our strengths as far as our values, beliefs and ethos are concerned.
- Develop effective links with the wider community (local and global).

## **What is S.M.S.C?**

### **Spiritual**

Beliefs, religious or otherwise, which inform students’ perspective on life, and their interest in and respect for different people’s feelings and values.

A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. The use of imagination and creativity in their learning willingness to reflect on their experiences.

### **Moral**

The ability to recognise the difference between right and wrong and students’ readiness to apply this understanding in their own lives. The understanding of the consequences of their actions.

The promotion of fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Actively promoting the values means challenging opinions or behaviours in the Academy that are contrary to fundamental British values. Attempts to promote

systems that undermine fundamental British values would be completely at odds with all schools' duty to provide SMSC.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

## **Social**

The use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio - economic backgrounds.

Participation in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Students will also develop an interest in, and understanding of, the way communities and societies function at a variety of levels.

## **Cultural**

An understanding and appreciation of the wide range of cultural influences that have shaped students' own heritage, as well as a willingness to participate in and respond to, for example; artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

An interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **The Delivery of SMSC**

There are five main areas in the Academy which are central to SMSC:

- **The Curriculum:** The ways in which lessons should develop various aspects of SMSC (including tutor times, PHSCE, and culture and society.
- **Enrichment / Co-Curricular:** The provision for further development of SMSC in activities which are open to all students outside of their normal lesson times, through the extended day programme, and during Being Bold activity weeks.
- **Assemblies and Thought for the Week:** Year and House.

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- **Community:** Links with local and global communities.
- **Environment:** Displays and the general look of the school and conduct/movement about school should positively reflect and develop SMSC.

## Student Expectations

Every student in the Academy can expect to be given equal opportunities and support to:

- Demonstrate responsibility.
- Share achievement and success with others.
- Talk about personal experiences and feelings.
- Express and clarify ideas and beliefs.
- Speak about difficult events, e.g. bullying, death, issues.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Have a say in some of the decision making within the school community.
- Have time, space and security in which to reflect/worship /seek guidance.
- Make a positive contribution to the school and wider community.
- Visit, experience and engage with aspects of own and others culture (social, spiritual, creative) beyond the use of classroom texts.
- Engage with adults and other children who are not members of the Academy community.
- Reflect on the activities they have completed and skills they have learnt, by creating and regularly updating their student profile, to demonstrate how they have expressed the Bolder values.

## The Curriculum

The curriculum will:

- Develop interpersonal skills, self-esteem and in preparing students for the opportunities, responsibilities and experiences of adult life.
- Develop an understanding of the world, society and the community as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements.
- Foster perception and sensitivity, tolerance and respect for others as individuals and in groups.

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- Develop questioning, enquiring minds and learning how to express ideas appropriately.
- Provide opportunities for all students to discuss issues and to take on responsibility within lessons.
- Maintain standards of conduct and behaviour in line with the Academy's behaviour and Anti-Bullying Policies.
- Teach about leading figures/practitioners (in specific subject areas) from a diversity of backgrounds and how their contributions have shaped our world.

**Some curriculum areas will also have further specific responsibility for:**

- Providing access to and learning from a range of resources/materials from the heritage of our own society's culture and from a wide variety of other cultures.
- Teaching about the values, beliefs, customs, knowledge and skills (including language) of our own society's culture and a wide variety of other cultures.
- Ensuring students consider a range of moral issues and dilemmas.
- Developing links with the wider community including business links.
- Developing those skills needed for students to express their knowledge, ideas and feelings creatively through the arts, crafts and new media technology.
- Allowing time, space and security for reflection.
- Teaching about environmental issues.
- Teaching about current local and global community issues.
- Teaching about key concepts such as: diversity, tolerance, respect, rights and responsibilities, relationships, cooperation.
- Teaching about healthy life styles and wellbeing.
- Actively engaging students in healthy life styles through physical exercise.

**Enrichment and the Extended Day**

Bolder Academy acknowledges the very real impact that enrichment activities can make on a student's attitude and approach to education and his/her capacity to enjoy and make the most of the experience of being at school. We therefore aim to ensure that:

- All students have access to a range of enrichment activities primarily through the extended day curriculum and Being Bold activity weeks.
- All students will be included in activities, experiences no matter race, gender, beliefs, SEND or the ability to pay.

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Staff responsible for delivering any enrichment activity should seek to record evaluation/feedback from those taking part and, where appropriate, from any others beyond the Academy community e.g. visitors working with students to record a comment on how they have found their visit.

Small group fund raising activities and or campaigns are to be encouraged and supported by staff (especially tutors). It is the responsibility of staff involved to ensure that all procedures regarding health, safety and security are followed.

Student led activities are also encouraged.

## **Assemblies**

Each student will have at least one assembly per week with his/her year group. There will also be House Assemblies.

When the Academy grows there may be whole school assemblies.

At Bolder Academy we recognise that assembly time offers all of our students and staff the following:

- A significant opportunity to reflect (sometimes in silence and stillness).
- An opportunity to acknowledge key events from a diversity of cultures and times.
- An opportunity for collective/communal activity (such as singing together).
- An opportunity to listen to the views of others from a wide diversity of backgrounds /cultures.
- An opportunity for acts of collective worship.
- An opportunity for students to express views of a wide diversity of topics.
- An opportunity to celebrate achievements.
- An opportunity to show solidarity and support for others.
- An opportunity to learn.
- An opportunity to consider the beliefs, values and views of others.
- Opportunities to hear important information.

In assemblies during the course of a year there should be:

- Regular contributions from students.
- Regular contributions from members of the wider community.
- Focussed on relevant themes and issues.
- Acknowledgement of significant events and or people from a diversity of times and cultures.

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- Regular acknowledgements of achievements within the Academy.
- Regular acknowledgements of out of Academy achievements.
- Music and communal singing.
- Time to think in silence.

## **Community**

At Bolder Academy we acknowledge the significant impact that engagement with others from outside of the Academy can have. We also recognise that as young citizens our students can make a contribution to the Academy community and the wider community.

Community activities can be devised and developed by:

- Any member or groups of staff, either as part of curriculum time or as an enrichment activity.
- Individual students or groups of students who may wish to organise community activities.
- Outside agencies/organisations. There will be a member of staff within the Academy who ensures the appropriateness of such activities.

### **Community activities will include:**

- Any event in which members of the public are guests of the Academy (productions, concerts, prize - giving, open evenings, home fixtures).
- Any event in which students are engaging with others outside of the Academy (Christmas Concert, visits, sporting events).
- Any event in which contact is made with those outside of the Academy (student correspondence, Academy publications).
- Any event in which a contribution is made to the wider community (fund raising, special performances and or workshops, other voluntary work).

Reference should be made to the Visiting Speaker Policy to ensure partisan political views are not promoted within the Academy.

## **Environment**

At Bolder Academy we recognise that a safe, secure and happy environment which reflects the ethos of the Academy will make a significant contribution to the experience of our community.

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Furthermore, display boards in general areas (corridors and reception areas) should be updated at least annually and should reflect a wide spectrum of events/activities within the Academy.

Media displays should be updated as regularly as possible and should carry information via text / labelling to explain significance of images.

Spaces for students to talk reflect and pray/worship will be made available within the Academy.