



Spiritual, Moral, Social and Cultural Development Policy

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NCU

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Signature of the Chair Of Governors	
Name of the Chair of Governors	Mr John Copping

Spiritual, Moral, Social and Cultural Development Policy

Statement of Aims and Values

At North Shore Academy our aims and values are central to our work with young people and adults. We share with all Northern Education Trust Academies a set of guiding principles and commitments which include the One Academy Rule.

“All students and adults are expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect at all times.”

The statement indicates that the personal development of students spiritually, morally, socially and culturally plays a significant part in their ability to exceed their potential and embrace the adventure of learning.

All students will be encouraged to explore and develop their own values and beliefs, spiritual awareness, have high standards of personal behavior, develop high expectations of themselves and others, develop a positive and caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of cultures in their communities and beyond.

Students are encouraged to have high standards of personal behaviour and develop high expectations of themselves and others by taking responsibility for their own actions. This is encouraged through praise and rewards but also the consequences behaviour system.

Towards Definitions

Through planning work with staff and through our daily interaction with students the following working definitions have emerged. All four aspects involve getting our students to ask questions about their own experiences and the world, together with that of considering the feelings of others.

1. **Spirituality**

Spirituality is concerned with:

Developing personal values and beliefs, students will have an ability to be reflective about their own beliefs, religious or otherwise, that informs their perspective on life and shows a willingness to reflect on their experiences.

Experiencing fascination, awe and wonder, students will develop a sense of fascination in learning about themselves, others and the world around them.

Exploring the values and beliefs of others and understanding human feelings and emotions, students will be interested in and have respect for different people's faiths, feelings and values.

Students will display an ability to use creativity and imagination in their learning. This is encouraged by the use of collaborative techniques

Spiritual development:

At North Shore Academy we aim to provide learning opportunities that enable students to:

- Sustain their self-esteem and learn through failure;
- Reflect on previous learning;
- Develop their capacity for critical and independent thinking;
- Express their feelings with control;
- Experience moments of reflection;
- Discuss their beliefs, feelings, values and responses to personal experience confidently and without fear of judgement or ridicule;
- Form and maintain worthwhile relationships;
- Develop a sense of curiosity, questioning and investigation to foster a growth mind set.
- The use of collaborative teaching techniques

2. **Moral Development**

Morally is concerned with:

Developing and expressing personal views or values. Students will develop a confidence to act consistently in accordance with their own principles. Students will develop a willingness to express their views on ethical issues and personal values.

Investigating moral values and ethical issues students will develop an 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.

Moral codes and models of moral virtue, North Shore Academy will provide a clear moral code as a basis for behavior which is promoted consistently through all aspects of the academy.

Recognising right and wrong and applying it, students will display the ability to recognise the difference between right and wrong, readily applying this understanding in their own lives and, in so doing, respect the civil and criminal law of England.

Students have an understanding of the consequences of their behavior and actions

Students develop an ability to think through the consequences of their own and others' actions. The academy encourages students to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behavior.

Moral development:

At North Shore Academy we aim to provide learning opportunities that enable students to:

- Recognise the unique value of the individual;
- Listen and respond appropriately to the responses and opinions of others;
- Develop emotional resilience and learn from mistakes;
- Take responsibility and consider others in their actions;
- Distinguish between right and wrong;
- Respect the environment;
- Make informed and balanced judgements.
- The apple for the teacher award; students giving recognition to their teachers for the positive impact they have.
- Random acts of kindness; teachers and students recognising acts of kindness and acknowledging it with a nomination

3. Social Development

Socially is concerned with:

Developing personal qualities and using social skills students will develop a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.

Participating, cooperating and resolving conflicts, students will display a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts.

Understanding how communities and societies function, students will display an 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; students will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Social development:

At North Shore Academy we aim to provide learning opportunities that enable students to:

- Develop an understanding of their individual and group identity
- Learn about service within school and in the local community
- Contribute positively towards their local community
- Develop acceptable behaviors within and outside of school
- Develop effective relationships with stakeholders, parents and carers
- Work effectively independently but also as part of a team, developing techniques to be collaborative
- Develop skills in creativity and traits of good character
- Develop leadership qualities
- Develop communication skill and become part of the school community by enrolling in afterschool enrichment
- Develop an understanding of British values through these being highlighted in assemblies, VMG and the thought for the week.

4. Cultural Development

Culturally is concerned with:

Students will display an interest in exploring, improving their 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.

Student's willingness to participate in and respond positively to artistic, sporting and cultural opportunities.

Student's knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

Students understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

Cultural development:

At North Shore Academy we aim to provide learning opportunities that enable students to:

- Recognise and value the richness of cultural diversity in Britain and how this has influenced individuals and society;
- Develop an understanding of their social and cultural environment;
- Develop an understanding of Britain's local, national, European, commonwealth and global dimensions;
- Participate in sport, literature, drama, music, art, crafts and dance

- Develop an understanding of how student's geographic, economic and social context can affect future opportunities.
- Develop respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups.

Teaching and Learning:

SMSC development will take place across all faculty areas of the academy, providing opportunities for students to reflect on the significance of their learning and recognise any challenges there may be to their own attitude and lifestyle.

All faculty areas will use examples drawing from as wide a range of cultural contexts as possible.

Teaching will provide opportunities for students to:

- Talk about feelings and personal experiences;
- Learn to share, work independently and collaboratively;
- Reflect on past learning;
- Treat others as equal despite differences;
- Express and clarify their own ideas and beliefs;
- Speak about difficult events (bullying, death etc);
- Share thoughts and feelings with others;
- Explore relationships with friends, family, staff etc;
- Consider the needs and behaviours of others;
- Show empathy;
- Develop self-esteem and a respect for others;
- Develop a sense of belonging.

Partnerships:

Visitors are welcomed into the academy and follow all safeguarding procedures.

A close community within the Academy and through the use of tutors, heads of year and progress leaders creates regular, effective and purposeful communication between students' homes and the Academy. Systems are such that all students are supported in their development and academic progress.

Partnerships with other schools, local, regional and global businesses, involvements in progress clubs and opportunities to work alongside guest speakers enable students to develop high aspirations and experience a variety of enriching opportunities in the development of SMSC.

Students are taught to respect their school, community and environment and develop a sense of responsibility to it.

Monitoring and Evaluating:

Provision for SMSC development should be monitored and reviewed by:

- SMSC Audit
- Monitoring of progression plans, lesson observations, whole school vertical mentor group planning;
- Quality assurance processes (scrutiny of work, conversations with students etc)
- Parental and student questionnaires;
- Behaviour incidents;
- Audits of schemes of learning;
- Team teaching, lead teaching coaching triads and peer observations;
- Assembly Rota;
- 'Thoughts of the Week' during SMSC allocated time in VMG;
- Number of educational visits, aspirational visits and residential activities.

SMSC in the curriculum:

British Values and SMSC are specifically highlighted within the life curriculum. SMSC however is not a stand-alone subject it runs through the core of every curriculum subject.

ICT

	Opportunities within subject	Additional opportunities
Spiritual	<p>Satellite technology: the wonder and awe of the solar system and viewing earth from space. Use of Second Life and Avatars to create virtual "life"</p> <p>The use of digital technology in the religious sector- looking at religious websites/cable channels and the growth of religion as a "business" particularly in the USA</p>	
Moral	<p>Strong emphasis on helping each other, camaraderie, team work. Also promotion of fairness/fair play, treating people by the same rules. Looking after each other's property – the unacceptability of stealing.</p> <p>Acceptable use of digital media and social networking sites.</p> <p>The morality of digital technology explored through the digital giants: Alan Turing, Steve Jobs, Bill Gates</p>	
Social	<p>Designing for a range of clients from specific backgrounds/professions/age groups e.g. older people, police force, industrial manufacturing.</p> <p>Marketing a product to appeal to a social group.</p> <p>Gender issues in the ICT sector.</p> <p>The growth of social networking sites.</p> <p>Digital technology as a business e.g. iPhone apps.</p> <p>Game creation.</p>	

Cultural	<p>Drawing on historical art movements to stimulate design decisions.</p> <p>Using cultural differences as a stimulus for project work.</p> <p>Reviewing the cultural impact the digital sector has had on society and culture both locally and globally</p> <p>Development of the internet</p> <p>History of computing.</p> <p>Growth of YouTube.</p> <p>Generation of critical judgement as this generation uses digital applications more than previous generations.</p>	

English:

	Opportunities within subject	Additional opportunities
Spiritual	<p>Students are encouraged to express their beliefs and values, and be understanding of others', through moral discussions thematically linked to the texts we study.</p> <p>Through Victorian literature, students learn about poverty, social prejudice and injustice and in Shakespearean texts students analyse the potential consequences for hubris, pride and greed as well as considering gender inequality, human spirits, aspirations and beliefs.</p> <p>Through persuasive writing modules and non-fiction texts, we are able to inform students on a range of topics to help them develop empathy and understanding for others as well as gain a deeper understanding of the world around them.</p> <p>We conduct a lot of discussions and debates within the classrooms where students are expected to value and respect each other's opinions.</p> <p>We also conduct regular peer and self-assessment activities as well as group tasks to build student relationships and help students develop their ability to reflect on their own success and self-improvement.</p>	
Moral	<p>Myths and legends, novels, Shakespeare, morality plays, campaign leaflets, newspapers, travel writing, autobiography, journalism.</p>	
Social	<p>Writing to inform, novel, Shakespeare, newspapers, war</p>	

	poetry, travel writing, autobiography, choice and use of language, social attitudes to language.	
Cultural	Poems from other cultures and traditions, travel writing, cultural influences on language.	

Maths:

	Opportunities within subject	Additional opportunities
Spiritual	<p>Students are encouraged to express beliefs and be understanding of others through topics such as collecting data on moral issues.</p> <p>Staff in the department ensure all questions and answers are respected within classrooms, ensuring the best for students as well as making students feel valued.</p> <p>Collaborative learning structures help students to develop team work and allows them to feel confident when attempting questions.</p>	
Moral	<p>The Academy's behaviour for learning policy is followed consistently in the department.</p> <p>Students are taught data is a form of communicating and the differences in interpretation.</p>	
Social	<p>Internal and external STEM events where students are given the opportunity to experience different social settings.</p> <p>Students are taught data is a form of communicating and the differences in interpretation.</p> <p>Rules and expectations made clear and agreed.</p> <p>Opportunities for students to participate in various University days with different Universities, surrounding STEM subjects</p> <p>G&T students given the opportunity to take part in a UK maths challenge.</p> <p>Variety of collaborative seating plans used.</p> <p>Visiting employers running workshops for students highlighting their value of maths skills in employees.</p> <p>Various projects within lessons relating maths to careers.</p> <p>STEM events internal and external emphasising the relevance of maths in different careers.</p>	
Cultural	<p>Various topics exploring cultural inputs to mathematics such as Pythagoras, exploring Greek Maths, Roman Numerals, Chinese lattice (napiers bones) method of multiplication, symmetry in snowflakes, Rangoli patterns, Islamic geometry patterns and tessellations. Exchange rates and foreign currency.</p>	

	Exploring the origin of mathematics symbols such as Pi and relevance of the Greek alphabet.	
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Science:

	Opportunities within subject	Additional opportunities
Spiritual	<p>In KS3 science, students are encouraged to discuss, reflect and come to their own opinions on issues such as protecting the environment, health and our interdependence with the ecosystems of the planet. The study of ecosystems and the Universe encourages an ability to think in terms of our place in the world and the Universe.</p> <p>In GCSE science, these ideas are expanded on. Different viewpoints, including religious opinions, are considered in the study of the use of embryonic stem cells, contraception and using precious energy resources. In addition, there are many opportunities to appreciate the intangible and find beauty in the world through the interconnectedness of science and the ability to explain our world through basic scientific principles.</p> <p>Displays demonstrate the many backgrounds of scientists and the persistence they needed to achieve their scientific breakthroughs.</p>	
Moral	<p>All science staff follow the school's behaviour policy, which helps to create a safe and open learning environment where pupils can discuss their views with confidence.</p> <p>Many aspects of science encourage a considerate style of life and encourage students to think through the consequences of their actions on the planet. Students are required to appreciate the power and limitations of science and consider any ethical issues that arise. Students evaluate personal, social, economic and environmental implications of scientific advances and make decisions based on the evaluation of evidence and arguments.</p>	
Social	<p>Many aspects of science lessons and science content promote the students' social development. In lessons, students regularly participate in collaborative work in line with the schools' policy. In discussions, students are encouraged to be supportive, positive and listen to different viewpoints.</p> <p>Students are encouraged to exercise responsibility and understand how societies function through the study of</p>	

	<p>scientific advances. Students are also encouraged to show respect for people, living things and the environment both through their behaviour in lessons and through their science studies.</p> <p>Students recognise the importance of peer review of scientific results and of communicating results to a range of audiences. They are required to understand that peer review helps to detect false claims and to establish a consensus and to ascertain which claims should be regarded as valid.</p>	
Cultural	<p>Science teachers reinforce the school's cultural values with regular use of collaborative activities and encouraging participation, development and success of all students.</p> <p>Throughout science, we continually encourage a regard for the heights of human achievement. We share stories from across the globe of scientists from all backgrounds who have achieved historic scientific breakthroughs regardless of their gender, nationality or background.</p>	

Geography:

	Opportunities within subject	Additional opportunities
Spiritual	<p>In all year groups studying Geography we encourage reflection on the earth's origin, fair distribution of earth's resources and reflect on how it would feel to live in various countries (developed or developing) including an empathise with victims of natural disasters. We aim to encourage a sense of awe and wonder with the features of our world and its ecosystems and habitats. A sense of the scale of different locations is constantly referred to in Geography lessons but also when on site during fieldwork. It is covered in covered in all KS4 topics - Human and Physical topics.</p>	
Moral	<p>Moral questions are present in the majority of topics that we study in Geography. They help to form a key part of Geographical Issues that are present within the world today. In Geography we focus on the use of the Earth's resources e.g. exploitation of the rain forest, wind farms, genetically modified crops, coastal management strategies in both KS3 and KS4.</p> <p>In looking at issues e.g. migration we are able to discuss and evaluate world issues such as push and pull factors, poverty, developing countries, war e.g. Syria</p>	
Social	<p>Social issues and the needs of different groups of people are also common themes that are explicitly recognised on a</p>	

	<p>regular basis in Geography, such as the need to create a sustainable society.</p> <p>There are also opportunities within both Key Stages for students to learn about different countries and practices</p> <p>In all classes students are grouped in collaborative working groups, All lessons in the SOW have been re-written to allow for opportunities for students to learn collaboratively.</p> <p>Skills are developed within the classroom, and students also have the opportunity to use these in Fieldwork opportunities.</p>	
Cultural	<p>Understanding different cultures is a key part of Geography. In both Key Stages in Geography, students explore the concept of migration. Lessons are spent discovering why people migrate and why this is necessary for refugees. The topics help to give students a greater awareness of such a current issue. IN other topics students also have opportunities to look at and learn about how practices change dependent on culture (types of farming, housing), learning about international trade, history and patterns of settlements, spatial distribution of ethnic minorities.</p>	

History:

	Opportunities within subject	Additional opportunities
Spiritual	Slavery, holocaust, imperialism, medieval religious beliefs, Henry VIII and the dissolution of monasteries, puritanism.	
Moral	Slavery, holocaust, imperialism, moral implications of the action of historical figures, native American Indians, treatment of black people in American, natives in South Africa, holocaust and atomic bomb, Nazi Germany, Klu Klux Klan.	
Social	Jazz age of America, black people in America.	
Cultural	Development of a multi race and multi-cultural Britain, how other countries' cultures have changed or been brought about e.g. Australia, South Africa, world war I & II, English Civil War, monarchy and its effect on Britain.	

MFL:

	Opportunities within subject	Additional opportunities
Spiritual	Favourite things, family, relationships and hobbies, environmental issues (coursework)	
Moral	Tolerance for others, listening, speaking,	
Social	Nature of subject encourages speaking and listening, team work and pair work. Discussions of health, world of work, hobbies and interests.	
Cultural	Appreciation of the cultures of countries who speak the language and understanding of their traditions. Interaction with pen pals/exchange students.	

Technology, Art and Textiles:

	Opportunities within subject	Additional opportunities
Spiritual	Students are encouraged to investigate different cultures, particularly within art, and further develop their work by exploring their own interests- this can include spirituality/ religion.	Students are encouraged to look at the ethical impact of materials and production methods which supports the ethos of the main religious teachings, however, religion is not specifically addressed.
Moral	Students are also encouraged to investigate ethical choices when considering materials in resistant materials. Although ethics are often discussed, these are not always specific to a given religion or culture. Moral choices with regards to the selection of materials from production to consumer are discussed across the department. This includes fair trade and sustainable sources.	Reflect upon the moral issues regarding fashion and demand for low cost items with a short shelf life. Issues regarding food production and textile production within developing countries and exploitation of labour (fair trade/ sustainability).
Social	Opportunities to work as part of a team and share resources. To consider the target audience of product innovation. Impact of cost and sustainability of materials including	Opportunities to work as part of a team, share resources and develop ideas. Consider the target audience of product innovation and design with customer's needs at the heart

	food miles, fair trade and source materials such as fossil fuels and renewable energies. Opportunities to consider a given demographic and investigate needs and evaluate the impact of products.	of ideas. Reflection of impact of socio-economic status in regards to client profile and needs within all subject areas (food, textiles etc.)
Cultural	Influences on technology and art from different cultures including innovation and invention, food and diet.	Influences on technology from different cultures. Looking at traditional aspects of all subjects within Technology and developing understanding of innovation and invention as pupils develop thoughts and ideas further within a given design brief.

Physical Education and Health and Social care:

	Opportunities within subject	Additional opportunities
Spiritual	Dedication to achieving your best, mental rehearsal, resilience and determination. Self-discipline, self-reflection, self-awareness and self-challenge. Developing relationships with others,	
Moral	Sportsmanship, cheating, team work, communication and fair play, use of drugs in enhancing performance, appreciation own and others' skills and limitations, etiquette, following rules, developing a sense of responsibility for actions.	
Social	Team work, communication and fair play, appreciation own and others' skills and limitations, etiquette, handle and use competition to enhance performance.	
Cultural	Traditional sports native to certain countries and cultures, history of sport development and invention. Comparison of elite sport provision and Olympic and Paralympic Games. Cultural factors affecting performance in sport e.g. religion, stereotypes, provision, race etc	

Life and Citizenship:

	Opportunities within subject	Additional opportunities
Spiritual	Every LIFE lesson includes a slide that students agreed upon, displaying their Rules for LIFE lessons – these are all	

	<p>based around tolerance and respect for the opinions and beliefs of others.</p> <p>In LIFE students learn about the 6 Major World religions, Christianity, the Life of Jesus and Islam in their LIFE curriculum. They also study religious beliefs through themes, e.g. Religion and Morality, Discrimination, Human Rights, Values and Beliefs in Modern Britain, inspirational people etc.</p> <p>All students are given opportunities for reflect on the topics and issues studied and to recognise their part and role within our society.</p> <p>LIFE display in S6 gives a series of reflective questions regarding the LIFE curriculum.</p> <p>In GCSE Citizenship Studies students learn about Global Citizenship and Rights and Responsibilities, as well as threading through aspects of Active Citizenship to reflect on their own role within society.</p>	
Moral	<p>Each aspect of the LIFE curriculum challenges students to reflect, learn about and value moral decisions and issues. Students participate in discussions and activities. Students learn about diversity, discrimination, cohesion and rights within the modern world, e.g. rights and responsibilities, moral dilemmas, tackling Bullying, e-safety, the role of the media in shaping our ideas/beliefs etc. Lessons in each year group have some links to the PREVENT agenda, with a half term programme built into year 8.</p> <p>In GCSE Citizenship Studies students study Rights and Responsibilities, the rule of Law, and Life in Modern Britain – which again looks at issues of identity, diversity and community cohesion.</p> <p>All students also have</p>	
Social	<p>Social issues and the needs of different groups of people are themes that thread through the LIFE curriculum</p> <p>Students learn about Life in Modern Britain through topics such as democracy, the role of Parliament and Local Government. They also study examples of different types on regimes around the world and learn about discrimination in relation to belief, be it religious, political, gender, sexuality etc. This helps to foster an understanding of right and wrong and a greater understanding of world and community issues.</p> <p>All students have a full SRE programme to ensure that they understand how to keep themselves safe and recognise the signs of healthy and unhealthy relationships, including CSE.</p> <p>The curriculum in each year group has an emphasis on valuing difference, e.g. LGBTQ, age, gender, race, disability etc.</p>	

	<p>In GCSE Citizenship Studies students are able to explore politics and participation and how to be an active citizenship in modern Britain.</p> <p>In all classes students are grouped in collaborative working groups, All lessons in the SOW have been re-written to allow for opportunities for students to learn collaboratively.</p>	
Cultural	<p>Understanding different cultures, values and beliefs is a key part of the LIFE curriculum. Through studies about religion students learn about different worship and festivals.</p> <p>Students have opportunities to learn about different cultures and belief and how they shape our modern society, e.g. identity, community cohesion.</p> <p>Students look at the issue of migration and asylum seekers and are encouraged to look at the reasons for this migration from a more personal perspective to foster greater understanding of the dilemmas which some people face in other parts of the world.</p>	