



Spiritual, Moral, Social and Cultural Development Policy

May 2017
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| Signature of the Chair Of Governors | |
| Name of the Chair of Governors | Mr J 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.

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.

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.

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.

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

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.

Improving skills and attitudes that enable students to develop SMSC are at the heart of North Shore and therefore the focus of the Academy is in the development of:

- Respect.
- Responsibility
- Resilience
- Aspirations
- Achievement

Partnerships:

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

A close community within the Academy and through the use of tutors 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, tutorial programme 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;
- Prep time 'Thoughts of the Week';
- Number of educational visits, aspirational visits and residential activities.

SMSC in the curriculum:

PSHE and British Values are taught as part of the academy curriculum with all students assessing 18 periods throughout the academic year. 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> | |

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| | <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>Biography/autobiography, group projects, war poetry, writing to describe. Confidence in use of language to express opinion and feelings.</p> <p>Novel, Shakespeare, newspapers, pre 1914 poetry, newspapers, travel writing.</p> <p>Other culture poems, post 1914, play text, identification with drama, fiction, poetry and television programmes.</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 poetry, travel writing, autobiography, choice and use of language, social attitudes to language.</p> | |
| Cultural | <p>Poems from other cultures and traditions, travel writing, cultural influences on language.</p> | |

Maths:

| | Opportunities within subject | Additional opportunities |
|-----------|---|---|
| Spiritual | Coping with problems and puzzles | Confidence in helping other and asking for support |
| Moral | Hypotheses testing, group work | Investigations & questionnaires and surveys analysing smoking, birth rates, death rates etc |
| Social | Use of math's in the financial industry | Working with others to solve problems |
| Cultural | Influence of other cultures on mathematics eg. Arab societies | Islamic patterns in the history of math's, tessellations |

Science:

| | Opportunities within subject | Additional opportunities |
|-----------|---|--------------------------|
| Spiritual | Contribution to the world we live in and the effect on the environment, where life comes from, awe and wonder of the natural world, complexity of all things and the wonder of how they work together, creation of new life through reproduction, photosynthesis, the purpose of oxygen in maintaining life, carbon and nitrogen cycles, patterns within the periodic table, extent of geological time, our place within the solar system, beauty of natural objects (waterfalls, rainbows, prisms, phenomenon. | |
| Moral | Hypotheses testing, group work, drawing conclusions from fact rather than opinion, benefits and harm of science, ethics, give honest results in experiments where results are not what was expected, caring for the environment, respect for all living things, moral issues such as fertility treatments, cloning, transplants, selective breeding etc. | |
| Social | Respect others ideas and work collaboratively to achieve a goal, take responsibility for their own and others safety, social economic and environmental factors when looking at fuel use and energy production, consider spontaneous creation of life, movement of the earth, plate tectonics, aware of the impact of sexual reproduction smoking, alcohol and drug use. | |
| Cultural | Scientific discoveries e.g. Louis Pasteur, Galileo and Jenner, sound and light discoveries, meaning of star positions for different cultures, selective breeding in ancient cultures, genetic differences dependent upon location and culture, different social and economic factors in different cultures that cause people to exploit or conserve their environment in different ways. | |

Geography:

| | Opportunities within subject | Additional opportunities |
|-----------|---|--------------------------|
| Spiritual | Reflection on the earth's origin, fair distribution of earth's resources, reflect on how it would feel to live in various countries (developed or developing), empathise with victims of natural disasters. | |
| Moral | Exploitation of the rain forest, wind farms, genetically modified crops, coastal management strategies. | |
| Social | Studies of various countries and practices, working in groups and field work experiences. | |
| Cultural | How practices change dependent on culture (types of farming, housing), learning about international trade, history and patterns of settlements, spatial distribution of ethnic minorities. | |

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, Elizabethan beggars, 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:

| | Opportunities within subject | Additional opportunities |
|-----------|---|--|
| Spiritual | Reflect on inventions and ingenuity and the impact on lifestyle and life in general. | |
| Moral | Dilemmas created by development of products and technological advancements in terms of winners and losers. Issues regarding food production in developing countries. | 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. |
| Social | Opportunities to work as part of a team and share resources. To consider the target audience of product innovation. Impact of food and pricing on affluence and socio-economic status | 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 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 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:

| | 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 | |

Religious Education & Learning Guide Programme:

| | Opportunities within subject | Additional opportunities |
|-----------|--|--------------------------|
| Spiritual | Understanding of and reflection of spirituality and religions, develop beliefs and values, reflections on world events (war, murder, natural disasters etc), marriage, divorce, abortion, | |
| Moral | 10 commandments, use of pilgrimages, discussion of right and wrong in treatment of faiths and religions (holocaust), religion and sexual relationships, homosexuality, gender reassignment, discrimination, human and animal rights, life and death, | |
| Social | Develop an understanding and appreciation of how others may hold different beliefs and traditions. Influence of religion on society, religious festivals, | |
| Cultural | Appreciation of different religions, cultures and traditions, different cultures views on marriage, life and death, | |

Art:

| | Opportunities within subject | Additional opportunities |
|-----------|---|--------------------------|
| Spiritual | Reflect on nature, surroundings and beauty, opportunities to study artists with religious or spiritual themes | |
| Moral | Examine pieces of art that address morality (war, racism, sex, violence etc) | |
| Social | Understand and appreciate others' opinions, tastes, talents and interpretations. | |
| Cultural | Influences of cultures on art, traditions depicted, key milestones in a culture's history. | |

Music:

| | Opportunities within subject | Additional opportunities |
|-----------|--|--|
| Spiritual | Empathy with lyrics of music, the effect of music on mood and behavior. | |
| Moral | How music can deliver messages to unite or divide groups, | |
| Social | How music can deliver messages to unite groups or cause conflict. Working in groups to produce melodies, songs etc | Peer assessment of solo and group work develops social and feedback skills along with confidence |
| Cultural | Influences on modern music from different countries, experiences and cultures. How cultures have produced different types of music (jazz, dance, rock etc) | |