



# St. Edward's Church of England Academy

## Spiritual, Moral, Social and Cultural Guidance Policy

Approved by Trustees:  
Last reviewed in: February 2024  
Next review due by: February 2025  
Non-Statutory Policy



St Edward's  
Church of England  
Academy

## The Vision for Education at our Academy

***Jesus says, "I have come that they may have life and have it in all its fullness."***

**John 10:10**

Our school vision is to ensure that God's aspiration for us all, as expressed in Jesus's words from John 10:10, is reflected in our aspiration for all of our children and staff to experience a full and rich life of learning, growing, helping, and caring for each other.

We are an inclusive community where all are welcomed, supported and celebrated for all they are and for all they do. Our Academy is a place of, and a space for, flourishing and fulfilment because here...

**...we are 10:10 people.**

As a Christian Academy, we live and breathe our core values:

- Respect
- Courage
- Hope
- Friendship

***"For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future."***

**Jeremiah 29:11**

***"Be strong and courageous.  
Do not  
be afraid; do not be  
discouraged for  
the Lord your God will be with  
you wherever you go."***

**Deuteronomy 31:6**



***"I no longer call you  
Followers. Instead I call  
you friends."***

**John 15:15**

***"Show proper respect to everyone"***

**1 Peter 2:17**



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## **Spiritual, Moral, Social and Cultural Guidance**

At St Edward's Church of England Academy, we consider the pupil, spiritual, moral, social and cultural development to be the centre of our school ethos and responsibility of the whole curriculum.

We strive to provide and maintain for our pupils an education that provides opportunities so that they can explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

We believe spiritual, moral social and cultural development is promoted through the school ethos, the climate of the school, collective worship, all curriculum areas, behaviour code, extra-curriculum and other activities.

We as a school community have a commitment to promote equality in line with the Equality Act 2010 (see appendix)

## **Aims of Spiritual, Moral, Social and Cultural Developments**

- To encourage pupils to develop their own beliefs and values about life and religion
- To promote an appreciation of alternative individual and shared beliefs
- To develop appropriate personal and social behaviour in response to other cultures and environments
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect
- To recognize and value the worth of all individuals irrespective of gender, ethnicity, sexuality or religion thus developing a sense of community and the ability to build relationships with others
- To promote curiosity in order to make sense of the world
- To live out our ethos of Courage, Hope, Friendship and Respect



## **Responsibility for the policy and procedure**

The trustee body has:

- Delegated powers and responsibilities to the Principal to ensure all school personnel and stakeholders are aware of and comply with this policy
- Responsibility for ensuring that the Academy complies with all equality's regulations
- Responsibility for ensuring this policy and all policies are maintained and updated regularly
- Responsibility for ensuring all policies are made available to parents
- Responsibility of involving the School Council in the development, approval, implementation and review of this policy
- Responsibility for the effective implementation, monitoring and evaluation of this policy

## **Role of the Principal**

The Principal will:

- Ensure all Academy personnel, pupils and parents are aware of and comply with this policy
- Work closely, with the link trustee and coordinator for SMSC
- Provide leadership and vision in respect of equality
- Provide guidance, support and training to all staff
- Monitor the effectiveness of this policy
- Annually report to the Trustee Body on the success and development of this policy

## **Role of the coordinator for SMSC**

The coordinator for SMSC will:

- Lead the development of this policy throughout the school
- Work closely with the Principal and link trustee
- Provide guidance and support to all staff
- Provide training for all staff on induction
- Keep up to date with new developments and resources
- Undertake risk assessment when required
- Review and monitor (SMSC audit)



## **Spiritual development**

We see spiritual development as the way pupils acquire personal beliefs and values, especially on questions about religion, whether life has a purpose, and basic personal and social behaviour.

We try to help pupils make sense of these questions through the curriculum, worship, the school ethos and stilling/mindfulness opportunities within the curriculum. We see spiritual development as an important element of a pupil's education and fundamental to other areas of learning.

We aim to provide learning opportunities that will enable pupils to:

- Enhance their spiritual awareness through quiet/reflection spaces
- Experience stilling/mindfulness through the curriculum
- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Empathise with others
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life
- To live out our ethos of Courage, Hope, Friendship and Respect

## **Moral development**

We believe that pupil's moral development involves:

- Acquiring an understanding of the difference between right and wrong and a moral conflict
- A concern for others and the will to do what is right
- Reflecting on the consequences of their actions
- Learning how to forgive themselves and others
- Developing knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them



We aim to provide learning opportunities that will enable pupils to:

- Tell the truth
- Keep promises
- Respect the rights and property of others
- Act with consideration towards others
- Help those less fortunate than themselves
- Take personal responsibility for their actions
- Have self-discipline
- And be able to: promoting the values of respect, kindness, compassion, fairness, forgiveness, love, honesty and trust (Ephesians 4:2)

### **Social development**

We believe social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.

We aim to provide learning opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity
- Learn about service in the school and wider community
- Begin to understand social justice and a concern for the disadvantaged

### **Cultural development**

We believe pupil's cultural development involves pupils acquiring:

- An understanding of cultural traditions
- And an ability to respond to a variety of aesthetic experiences

We want our pupils to acquire:

- A respect for their own culture and that of others
- An interest in others' ways of doing things and a curiosity about differences

We want our pupils to develop:

- Knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture

We aim to provide learning opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- Develop an understanding of their social and cultural environment



## Organisation

We believe spiritual, moral, social and cultural development takes place across all curriculum areas and within activities that provide opportunities to allow pupils to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events
- Share thoughts and feeling with other people
- Explore relationships with friends, family and others
- Consider others needs and behaviour
- Show empathy
- Develop self-esteem and respect for others
- Develop a sense of belonging
- Develop the skills and attributes that enable them to develop socially, morally, spiritually and culturally

## Role of Academy personnel

Academy personnel will:

- Comply with all aspect of this policy
- Implement the school's equalities policy and schemes
- Report and deal with incidents of discrimination
- Attend appropriate training sessions on equality
- Report any concerns they have on any aspect of the Academy community

## Role of the pupil

Pupils will:

- Be aware of and comply with this policy
- Listen carefully to all instructions given by the teacher
- Ask for further help if they do not understand
- Treat others, their work and equipment with respect
- Support the Academy's Code of Conduct and guidance necessary to ensure the smooth running of the Academy
- Liaise with the Academy's council
- Take part in questionnaires and surveys

## Raising awareness

This will be achieved through:

- The prospectus
- The Academy website
- Academy events





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- Meeting with Academy personnel
- Communications with home
- Acts of collective worship
- Extra-curricular activities

## **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## **Role of parent/carers**

Parents/carers will:

- Be aware of and comply with this policy
- Be ask to take part in periodic surveys conducted by the Academy

## **Monitoring the effective of the policy**

The practical application of this policy will be reviewed annually or when the need arises by the Principal /coordinator of SMSC/Trustee.

Approved and signed off by

Principal: Mrs K Smith

Chair of Trustees : Mrs C Simmonds



## APPENDIX 1

### Equality Act 2010

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

### Ofsted

**“Inspectors’ will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating the extent to which the provision is successfully promoting and supporting children’s and other learners” August 2015**

- Pride in achievement and commitment to learning, supported by a positive culture across the whole provider.
- Self-confidence, self-awareness and understanding of how to be a successful learner
- Choices about their next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance.
- Where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training.
- Prompt and regular attendance
- Following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others.
- Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media.
- Knowledge of how to keep themselves healthy, both emotionally and physically, including through exercise and healthy eating.
- Personal development, so that they are well prepared to respect others and contribute to wider society and life of Britain.



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There needs to be a whole school approach to personal development, behaviour and welfare.

## **SIAMS (Statutory Inspection of Anglican and Methodist Schools)**

All church schools will have a SIAMS inspection. SMSC comes under Core Question 1: Christian Character which states,

### **Spiritual, moral, social and cultural development**

- The breadth of experiences available to all learners through curricular and extra-curricular activities.
- How well the school offers opportunities for learners to reflect on and respond to beliefs, values and profound human experiences from a range of faith perspectives.
- The extent to which the opportunities for spiritual, moral, social and cultural development are characterized by distinctively Christian values.
- How well daily collective worship, religious education and other aspects of the curriculum enable learners to make informed choices which are based on Christian values i.e.; the extent to which the school operates as a distinctively Christian community.

### **SIAMS Evaluation Schedule September 2018**

The full link for the SIAMS evaluation schedule is:

[https://www.churchofengland.org/sites/default/files/201804/SIAMS%20Evaluation%20Schedule%202018\\_0.pdf](https://www.churchofengland.org/sites/default/files/201804/SIAMS%20Evaluation%20Schedule%202018_0.pdf)