



NATIONAL CHURCH OF ENGLAND ACADEMY

SMSC Policy



Process:

Presented by	Kelly Wall	
Approved by:	Standards and Outcomes Portfolio Team – Sept 17	
Ratified	Governing Body	

To be reviewed annually

Policy date: July 2018

Next review date: July 2019

Introduction

The National Church of England Academy's mission statement is 'Life in all its fullness' and as a result we place great importance on developing the whole student, not just focusing on academic excellence. Therefore, we aim to promote SMSC throughout all aspects of academy life. This goes hand in hand with our Christian Distinctiveness lived out through our ARCH values.

Defining SMSC

We use the definitions set out in the OFSTED framework (2016) to define SMSC throughout the academy.

The spiritual development of students is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of students is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England (*or any country they are in*)
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of students is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of students is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving 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.

The delivery of SMSC

In the classroom

SMSC is developed across the curriculum. This is expected to be a routine part of lessons and is tracked using the SMSC database. A planning sheet is provided to help teachers to explicitly promote SMSC within their classrooms.

The 'What If' Learning Project was trialed within the academy and parts of this are now embedded into faculty schemes of work.

In addition SMSC is developed throughout the Religious Studies and Personal Development schemes of work:

- RS KS3 - A variety of topics are covered where students explicitly look at different faiths and all students complete a self-supported study called 'ultimate questions' in year 9 where they are encouraged to look at their own view plus two different faith views about a philosophical question of their choice. The programme of study also includes understanding how values are important to other faith traditions.
- RS KS4 and 5 - Students look at a variety of viewpoints to enable them to respond to the evaluation questions.
- PD KS3 and 4 - Students study topics such as the world of work, stress, personal wellbeing, conflict, race and culture, crime and consequence, democracy, and media and the news.

A reflective approach to AfL is also used throughout the academy.

Outside of the classroom

SMSC is developed through:

- Extra-curricular activities
- Educational visits
- Enrichment Day
- Enrichment sessions for Post 16
- Tutor Package, including Thought for the Day
- Investors in Pupils
- ARCH values and Mission Statement
- Community Projects
- Displays to promote SMSC
- Student PIPs
- Themes for the week
- Student support structure
- IAG

In addition, the following support the individual strands of SMSC.

Spiritual

1. Acts of Worship – these are based around Christian values, themes and events
2. Thought for the Day
3. Encounter services
4. End of term services
5. Mission Week
6. Chaplaincy Team work within the academy

Moral

1. The use of restorative practice
2. A clear behaviour ladder used by all staff
3. We Act Group
4. Big Debate
5. Head Boy and Head Girl
6. Peer Mentors
7. Reward System

Social

1. Charity work across the academy
2. Hucknall Partnership Group

Cultural

1. Educational visits to other countries.
2. Educational visits to places of interest such as museums, theatres and other educational establishments.
3. Extra-curricular opportunities within PACE

Monitoring and Evaluation

SMSC throughout the academy is tracked using the SMSC database.

The monitoring and evaluation of SMSC will be subject to the established QA practices operating within the academy.

SMSC in the curriculum is developed through HOF meetings and faculty meetings.

SMSC within lessons is a focus during lesson observations.

Review

The SMSC policy will be reviewed annually



Planning for SMSC

Spiritual	
ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	
sense of enjoyment and fascination in learning about themselves, others and the world around them	
use of imagination and creativity in their learning	
willingness to reflect on their experiences	
Moral	
ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England	
understanding of the consequences of their behaviour and actions	
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.	

Social	
use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds	
willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	
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; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	
Cultural	
understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	
understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	
knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	
willingness to participate in and respond positively to artistic, sporting and cultural opportunities	
interest in exploring, improving 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.	