



St Edward's  
Church of England  
Academy

## Spiritual, Moral, Social and Cultural Guidance:

Approved by Governors:

Date of Review:

Non Statutory

RECOGNISE • ENCOURAGE • STRIVE • PREPARE • EMPATHISE • CHRISTIAN • TEAMWORK



St Edward's  
Church of England  
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## Table of Contents

<b>The Vision for Education within a Church of England Academy .....</b>	<b>3</b>
<b>St Edward's Church of England Academy Ethos and Values.....</b>	<b>4</b>
<b>Spiritual, Moral, Social and Cultural Guidance .....</b>	<b>5</b>
<b>Responsibility for the policy and procedure .....</b>	<b>6</b>
<b>Appendix .....</b>	<b>12</b>



St Edward's  
Church of England  
Academy

## The Vision for Education within a Church of England Academy

There are fundamental reasons, rooted in the Bible, which have motivated centuries of Christian involvement in schooling in this country and around the world. The God of all creation is concerned with everything related to education.

There is a fresh articulation of the Church of England's vision for education as we meet the challenges and take the opportunities offered by the present situation. It is not simply for Church schools but, recognising the Church of England's involvement in education over many centuries, seeks to promote educational excellence everywhere, for everyone. In Church schools like St Edward's Church of England Academy, the deeply Christian foundation for this vision will be seen explicitly in teaching and learning both in RE and across the curriculum, and also in the authentically Christian worship and ethos. The Church's vision for education can be expressed and promoted as one of human flourishing that inspires what the school is and does.

The vision is deeply Christian, with the promise by Jesus of 'life in all its fullness' at its heart. This vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but set them in a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education:

- Wisdom
- Hope
- Community
- Dignity

The vision, in line with the Church of England's role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system.



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## St Edward's Church of England Academy Ethos and Values

The ethos and values of St Edward's Church of England Academy are based on the teachings of Jesus Christ and underpin everything that we are and do, which is encompassed in the word 'RESPECT'.

Each letter links to the Academy motto – *Learn for Life*

### ***'Learn for Life'***

- **R**ecognise and **E**ncourage - everyone's potential, individual skills and talents
- **S**trive to be the best we can be
- **P**repare for the challenges of life
- **E**mpathise - promoting the values of respect, kindness, compassion, fairness, forgiveness, love, honesty and trust
- **C**hristian – a community where we learn from the teachings of Jesus so that we can contribute to the family of St Edward's and beyond
- **T**eamwork – an environment where we work together so we can all achieve our potential



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Academy

## **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 center 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 behavior, 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, behavior 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 behavior 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



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

The governing 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 equalities regulations
- Responsibility for ensuring this policy and all policies are maintained and updated regularly
- Responsibility for ensuring all policies are made available to parents
- The 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 governor 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 Governing 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 governor
- 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



## St Edward's Church of England Academy

- 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 behavior.

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

### **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



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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

### **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





## St Edward's Church of England Academy

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 behavior
- 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 an comply with this policy
- Listen carefully to all instructions given by the teacher



## St Edward's Church of England Academy

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



St Edward's  
Church of England  
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/governors.

### **Approved and signed off by**

Principal .....

Chair of Governors .....



St Edward's  
Church of England  
Academy

## **Appendix**

### **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 personnel development, behavior 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 behavior, 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.



St Edward's  
Church of England  
Academy

There needs to be a whole school approach to personal development, behavior 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,

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

- a. The breadth of experiences available to all learners through curricular and extra-curricular activities.
- b. 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.
- c. The extent to which the opportunities for spiritual, moral, social and cultural development are characterized by distinctively Christian values.
- d. 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 2013**

The full link for the SIAMS evaluation schedule is:

[http://www.churchofengland.org/media/2554726/siams\\_evaluation\\_schedule\\_revised\\_September\\_2013.pdf](http://www.churchofengland.org/media/2554726/siams_evaluation_schedule_revised_September_2013.pdf)

**NB: The SIAMS evaluation schedule is currently under review and may change for January 2018**