




SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

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SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Spiritual, Moral, Social and Cultural Developments within the taught Curriculum

The Academy seeks to enhance the spiritual, moral, social and cultural development of students both within

- the formal curriculum and;
- extra-curricular activities.

Aims for Spiritual, Moral, Social and Cultural Development:

In accordance with the Education Reform Act 1988, Red House Academy aims to ensure a broad and balanced curriculum in order:

- To promote the spiritual, moral, cultural, mental and physical development of students at the Academy and in society
- To prepare students for the opportunities, responsibilities and experiences of adult life
- To promote respect and consideration for differences in gender, race and religion
- To help each student achieve their full potential across all areas of the curriculum
- To develop the individual strengths of all students and to help and provide support in areas for development
- To inspire and stimulate the students in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- To help our students towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- To develop respect for religious and moral values and understanding of other races, religions and ways of life
- To help the students understand the world in which they live
- To develop a sense of responsibility, consideration for others, self-respect and self confidence
- To promote good relationships between the Academy, home, the local and wider communities

Spiritual Development and Collective Worship

Spiritual development is relevant to all students, not only those who come from faith backgrounds. The Academy does not have a daily act of collective worship, but all students will attend a weekly assembly during which there will be time for stillness and reflection. This may lead to a student coming to the threshold of faith.

The Academy will promote spiritual development through:

- Fostering high self-esteem by encouraging children to take risks or face challenges in all curriculum subjects within a secure and positive environment.
- Demonstrating its appreciation for work of the student imagination and provide opportunities for all students to become independent learners and reflective practitioners.

Offering opportunities for aesthetic experience in art, musical theatre and literature.

- Posing questions that encourage children to consider issues of meaning and purpose both in the taught curriculum and assemblies.
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses.
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour.
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface.

These opportunities appear across the curriculum although are clearly scheduled in Religious Education, assemblies and the creative arts. As an Academy, we value opportunities presented within our specialist area.

Spiritual Development at Red House Academy is specially provided for in the Religious Education curriculum. The following are examples and are not exclusively the only areas in which such provision is made:

- Students will be able to express insights into the meaning and importance of symbols and symbolic actions for religious people in the bridging unit between feeder schools and the academy.
- Students will explore Christian beliefs and concepts: the key ideas and questions of meaning in Christian beliefs, including issues related to God, truth and the world in the year 7 study of Christianity.
- Students will be able to reflect on the relationship between Christian beliefs and biblical teachings and how these effect and answer ultimate questions in year 7.
- Students will be able to express their own beliefs and ideas about the importance of Rites of Passage using a variety of forms of expression, including the creative art forms and reasoned arguments in the year 8 scheme of work.
- Students will be able to evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues while at the same time realizing that it is not possible to provide an absolute answer during the year 10 study of moral issues.
- Students will consider reasons for belief in God and issues surrounding the meaning and purpose of life in the Key Stage 4 carousel lessons.

Moral Development

This relates to the student's developing an understanding of what is "right", "wrong" and "fair". The academy will try to build on the moral guidelines given at home, while accepting that there might be different approaches between home and the Academy.

Moral development is concerned with:

- Helping the student to realise that to enjoy rights we have to accept responsibilities.
- Developing student understanding of why rules are necessary.
- Developing student self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions.
- Giving the student the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action.
- Value the physical well being, privacy, feelings, beliefs and rights of others.

The Academy will promote the moral development of the student by:

Implementing a behaviour and reward policy, which explains to students the consequences and rewards for their behaviour and actions. This will be displayed in each learning area.

- Showing respect to all adults in the academy e.g. teachers, LSA'S Dinner Ladies and Parent Helpers.
- Having a series of expectations and values that are stated clearly and owned by everyone, especially the student. These will be clearly displayed in each learning area.
- Building up the self- esteem of the child.
- Encouraging everyone within the academy to behave in an acceptable way towards one another.
- Enabling students to understand the consequences of their actions.
- Opportunities to promote moral development will be provided during lessons (specifically Religious Education and PSD) and in collective acts of worship.

Social Development

The Academy enables students to acquire the skills and personal qualities to become conscientious participants in their school, family and the local and wider community. This requires an understanding of society in all aspects, its structures and principles and life as a citizen.

Social development is the growing ability to consider the needs of others in relation to one's own and to take on responsibility. It is also to do with students growing in confidence and independence.

Students in the Academy are members of the Academy's Community; this involves an increasing awareness of their own identity as individuals and a need to work with the feelings and wishes of others. Both the formal curriculum and extra-curricular promote team work and co-operation.

The development of social skills is monitored both formally in assessments, and informally, by staff. Supportive measures are available where they may be needed.

In tutor groups throughout the Academy, students are in mixed gender vertical tutor groups across the two key stages (years 7, 8 and 9 together and years 10 and 11 together). These will be mixed ability groups. Previous school and ethnic groups will also be mixed together. This fosters positive interaction between students of different backgrounds and enables all students to be exposed to a wide variety of experiences. Teachers will actively guide students to work in groups outside of friendship groups across the tutor group and curriculum.

There are planned programmes of PSD Developmental and Applications including community cohesion, which aims to develop student awareness or social and cultural issues as well as fostering a sense of responsibility and community values.

All students will be interviewed regularly by staff, both individually and in groups, in order that their full potential is reached. Records are kept of positive achievement, behaviour and effort. Concerns are regularly monitored and prompt action is taken when required.

Codes of conduct and expected standards of behaviour are discussed by students and all staff, including administration staff. Effective communication through all sections of the Academy is maintained by an active Academy Student Council. All students are given the

opportunity and responsibility of acting in a supporting role in various Academy initiatives, e.g. assistance with visitors, library duties, parents evening, community activities. Individuals are encouraged to participate in extra-curricular activities outside of normal Academy timetable – these activities range from music lessons, extra sports, and extra IT. The needs of the individual on an international basis are highlighted by the students' and the Academy's active support of a variety of charitable organisations both at home and overseas.

Parental Contact

Effective communication is maintained between the Academy and parents to ensure students maximise their potential. Parental contact is made during form tutor surgeries, termly diaries, interim and full reports, parents' evening, information evening, letters and the active participation in the parents group. All parents know that they are welcome to come to the Academy once an appointment has been made with the relevant member(s) of staff.

Social Development

The aim of social development is for students:

- To relate positively to others
- To participate fully and take responsibility in and around the Academy
- To use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibility
- To understand our place in our place in our family, school and society

The objectives for Social Development are:

- To share emotions such as love, joy, hope, anguish, fear and reverence
- To be sensitive to the needs and feelings of others
- To work as part of a group
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, music festivals etc.
- To develop an understanding of community cohesion and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual can do something well and have something to offer

Strategies for developing appropriate social behavior include, but are not exclusive to the following areas:

- Through discussion, group work and games.
- Providing choices.
- Through whole school events.
- Through extra-curricular activities.
- Giving opportunities for students to take on responsibilities.

Social Development at Red House Academy is specially provided for in the following activities:

- The Academies Specialism of Engineering Activities.
- Transition Group in Year 7 for SEN students.

- Horizontal tutor groups.
- Paired, small group and whole class activities in all lessons.
- Consideration of relationships and communities in lessons such as English, Geography, History and RE.
- Active citizenship activities such as, Academy Student Council, Charity work/fundraising, etc.
- Supportive activities for more vulnerable students -clubs for invited students.
- Visits locally, regionally, nationally and abroad.

5. Cultural Development

Cultural development relates to the children recognising and celebrating their own culture and broadening their aspirations and horizons whilst maintaining the balance between the two so as not to enforce stereotypes. It is also to do with valuing and celebrating the diversity of beliefs, other systems of social values and aesthetic experiences.

The Academy reinforces the values and customs of society as a whole and celebrates diversity and multi-culture particularly within Sunderland.

The cultural influences of home, community and religion are explored in order to extend the students' awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the students' own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture (aesthetic, mathematical, literary, technological, etc.)

Our definition of Cultural Development: 'Cultural Development refers to students' increasing understanding and command of those beliefs, values, customs, knowledge and skills, which, taken together, form the basis of identity and cohesion in societies and groups.' Framework for Inspection, February 1994

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others. The Academy emphasises the importance of understanding those beliefs, values, customs, knowledge and skills that bond together to form cultures.

Aims for Cultural Development:

- To develop a sense of belonging to students' own culture and being proud of their cultural background.
- To respond to cultural events.
- To share different cultural experiences.
- To respect different cultural traditions.
- To understand codes of behaviour, fitting to cultural tradition.

Strategies for developing Cultural Awareness are provided for:

- Through planned units of RE and the National Curriculum, e.g. of places of worship/local environment study/other areas study, e.g. Mexico.
- Through interaction with the local community.
- Through shared cluster school activities.

- Through educational visits to concerts, theatres, museums.
- Through sporting fixtures with other schools.
- Through exploring other cultures through musical theatre, art, drama, dance and religion.
- The International School Award.

Cultural Development at Red House Academy is specially provided for in the following activities:

- Finding out about our partner school in Harbin, China.
- Through planned activities within the Academy's Specialism of Engineering.
- A whole school commitment to challenging racism and promoting race equality.
- Visits and residentials abroad.
- Assemblies.
- PSD, Languages, RE, History, Geography, Music, Art and English lessons.
- Fundraising for local, regional, national and international charities.
- Through interaction with the local community.
- Through sporting fixtures with other schools.
- Through exploring other cultures through musical theatre, art, drama and dance.
- Through fostering cultural development and awareness through issues discussed in various areas of the curriculum, e.g. Design/Technology/Humanities/English, Religious Studies, Enterprise and Citizenship.
- In organised visits which explore and investigate sites of contrasting cultural backgrounds, e.g. excursions to religious buildings such as mosques, synagogues and churches, and heritage sites, and sites of historical interest.
- In mixed cultural groupings, both in tutorial bases and teaching sets;
- Through the use of visiting speakers and members of the wider cultural community; extra-curricular activities which empathise with individuals, communities and cultures throughout the world.

Red House Academy uses a whole school approach for the delivery of SMSC development by the use of four quite different platforms:

1. Timetable suspension for special activities
 - At Christmas pupils entertain the senior citizens.
 - At various times there are organised visits into the school by local community groups.
2. Planned opportunities which permeate the whole curriculum, e.g.
 - large group events such as assemblies. This is used to address all areas of SMSC, e.g. themes may be concerned with moral issues or right and wrong. Assemblies also offers opportunities for pupils and others to present dance and music or art and literature from a variety of cultures including their own.
 - Class events which may be part of a specific subject's scheme of work. Design and Technology, Mathematics and Science are suitable vehicles for the recognition of the contributions that different cultures and societies have made to humankind's current knowledge.
3. Additional opportunities arising from other initiatives/activities, e.g. trips to museums and art galleries.
4. Using visiting speakers from both the local and wider communities.

Using Visiting Speakers and others:

In any aspect of the curriculum, external speakers are used to expose the students to a variety of viewpoints and opinions. The emphasis in this Academy is to allow students to take responsibility for their own actions and provide them with a solid base of information on which to build the kind of self-confidence and self-control expected from our students. Visitors greatly enhance the quality of the provision from SMSC and are used in addition to, not instead of a planned programme of education.

Assessment

Informal assessment is primarily through observation of pupil behaviour, the views pupils express and through discussion amongst staff.

Spiritual, Moral, Social and Cultural Development is also assessed through Individual Curriculum Plans. These are reviewed half termly.

Monitoring, Evaluating and Reviewing the SMSC Provision

Criteria by which the monitoring and evaluation of provision is undertaken are described below:

Parents

- The number of parents who request that their child be educated at our Academy;
- The number of parents who remove their child from our Academy;
- Any pertinent feedback from pupils and parents;
- Regular updating of the information for parents in the Academy prospectus.

Students

- The number of students on detention, suspension (temporary or permanent);
- The number of individuals who have given up their time to help others;
- The quality and quantity of student feedback after specific events or lessons;
- The number of incidents of reported racist, sexist and bullying incidents;
- An analysis of which groups of students have attended relevant trips or presentations/workshops by guests/visitors/school staff.

Staff

- The Academy will keep a Spiritual, Moral, Social and Cultural Handbook, Audit and Project Database.
- Staff planning visiting speakers/visits/projects/activities/events need to complete the Every Learner Matters Academy Audit {ELMA} Proposal Form and discuss with the Finance and Operations Director prior to any visiting speaker / visit / project / activity / event taking place. A unique reference number will be given to the activity. A staff/student review of the project will need to be completed following the activity and the form and any additional supporting evidence returned to the Communities Director within one week of the activity taking place.

Visitors

- How visitors have contributed to the SMSC provision.

Trips

- How trips have contributed this year to the SMSC provision.

Finding supporting Documents and Other Guidance

These are all stored on the staff shared area in the 'Spiritual, Moral, Social and Cultural' File.

For EVC Use	
URN assigned	
Initial proposal presented to and approved by Communities Director	
Date proposal completed, planning checklist and evidence submitted to EVC	
Date proposal, planning checklist and evidence submitted to Communities Director	
Date approved by Communities Director	
Date entered onto EVOLVE System	
Date approved by EVAS for category B visits only	
Date Group Leader notified of approval.	