



SOCIAL, MORAL, SPIRITUAL AND CULTURAL (SMSC) EDUCATION POLICY

REVIEWED: SUMMER 2022

Policy approved by Shadow Governing Committee
on 13th July 2022

Signed by the Chair:

A handwritten signature in black ink, appearing to read 'Sean Curley', written over a light grey rectangular background.

Dr Sean Curley

NEXT REVIEW SUMMER 2025

THE BRIAN CLARKE CE ACADEMY
C/O THE BLUE COAT SCHOOL, EGERTON STREET, OLDHAM, OL1 3SQ

Contents

1. Policy Statement	2
2. Policy Objectives	2
3. Definitions of SMSC.....	2
4. The Delivery of SMSC.....	3
5. Evaluating the Effectiveness of SMSC Provision	4

1. Policy Statement

We want all our students to be everything they can be and everything they are meant to be – to be able to live life in all its fullness (John 10.10).

The promotion of student's spiritual, moral, social and cultural (SMSC) development is central to our aim. SMSC is the golden thread running through all aspects of provision, academic, pastoral, co-curricular and extracurricular at The Brian Clarke Church of England Academy.

This policy should be read in conjunction with our:

- Curriculum Policy.
- Worship Policy.
- SRE Policy.
- Behaviour Policy.
- Anti-bullying Policy.

2. Policy Objectives

- To define what constitutes social, moral, spiritual, and cultural development (SMSC) at The Brian Clarke Academy.
- To outline how SMSC is delivered.
- To document how the school evaluates the effectiveness of its SMSC provision.

3. Definitions of SMSC

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- knowledge of, 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 pupils 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.
- 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 pupils 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 pupils is shown by their:

- 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 in the school and further afield as an essential element of their preparation for life in modern Britain.
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

4. The Delivery of SMSC

SMSC and Character Development are the golden threads running through our ethos and all aspects of provision at Brian Clarke:

- The school ethos, academic and pastoral curriculum directly address faith and shared values to build mutual understanding and respect.
- An extended school day, builds in rich co-curricular provision, ensuring structured opportunities outside of the classroom to work in wider groupings of students and to foster social cohesion and integration, alongside the personal qualities of creativity, resilience and leadership.
- Grouping arrangements, seating plans and learning strategies ensure that students from all backgrounds work together authentically.

Spiritual development is at the heart of Religious Studies and worship/assembly. Our aim is to develop a mature spirituality which sees the commonalities in values across all the great faiths - loving your neighbour and becoming a responsible steward of the world given to us.

The broad taught curriculum aims to build a love of learning and develop awe and wonder in learning about the world and how humanity has sought to understand and make meaning.

Assembly and form reflection provide the opportunities for students to reflect on key themes provides the opportunity for staff and students to explore what it means to have faith in themselves, the world around them and faith in God.

Students' moral education is developed through the practices and behaviours of the school – the emphasis on personal responsibility, kindness and generosity of spirit, mutual respect and active citizenship, all modelled by staff, by the ethos of the school and by the emphasis we place on community at a local, national and international level.

We commit to charitable endeavour and doing good as we go.

Students' social education comes through the emphasis on active and collaborative learning; the centrality of oracy and communication; the investment in a wide co-curricular provision and ensuring that students take part, try new things, meet new people.

This is reinforced by student representation through a Student Leadership Team drawn from each year group with formal termly meetings with senior staff and consultations on school policy development, and our commitment to active citizenship in school and in the wider community. All these behaviours embed British Values of democracy, mutual respect and the rule of law.

Students' cultural education comes through the breadth and richness of the curriculum and co-curricular provision; the exposure to resources in school, both in the library and on-line; living and learning in a well ordered, light, vibrant environment, which celebrates the arts and creativity; the diversity of the school population and how that is celebrated in school; the opportunities and encouragement and (where necessary) the financial support provided by the school to enable all students to visit museums, galleries, cities, the theatre, universities, different places including a residential.

Our approach to SMSC permeates everything we do and ensures pupils leave Brian Clarke as well rounded, informed and resilient young people ready to take their place in the world.

5. Evaluating the Effectiveness of SMSC Provision

SMSC provision is evaluated through whole school systems that monitor the quality of education, personal development and behaviour and attitudes. Examples include but are not limited to:

- Learning walks to cover all aspects of school life.
- Book scrutiny.
- Student voice feedback.
- Analysis of participation in the co-curricular and extra-curricular activities.
- Analysis of rewards.
- Analysis of behaviour incidents.
- Analysis of engagement/participation in community projects and charity.