



SMSC Policy

November 2024

INTRODUCTION

This policy is carried out within the context and spirit of the Trust's vision for Education, Care, and Opportunity. It supports and reinforces the aims of Watling Academy, valuing all students equally and as individuals, through **Respect, Responsibility, and Kindness**. All staff will work together to create an inspiring, challenging, stimulating, and caring environment in which students can enjoy their time at our Academy and celebrate their achievement.

Watling Academy strives to build a community which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating, and caring environment where there are opportunities, encouragement, and stimuli to develop each student to their full potential.

This policy relates to the whole life of the Academy and its role in promoting spiritual, moral, social, and cultural development (SMSC) by the example set by adults in the Academy and the quality of relationships they espouse.

1. Spiritual Development

Aim

This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, Academy experiences can make a significant contribution to spiritual development.

Objectives

At Watling Academy, the students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their **RESPECT** for themselves through their own self-esteem, self-knowledge and belief;
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values of others through stories, drama, music, art and religious education to name just a few;
- Allow them to take **RESPONSIBILITY** for their actions through expressing themselves in a variety of ways and giving them time to reflect on their own experiences and actions;
- Show **KINDNESS** by allowing them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others;

In Practice at Watling Academy, this will be delivered through:

1. Religious Education lessons which will develop self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values.
2. A PSHE programme which utilises tutoring to involve all students in opportunities for themed discussion, reading (both fiction and non-fiction) and competitive quizzes to encourage learning and develop an awareness of our core values as soon as students arrive.
3. An assembly programme to address the spiritual aspect of quiet and reflection – in particular, using past and present role models from both MK and indeed, the world, and encouraging community participation.
4. A student support structure that is focused on learning and providing appropriate information advice and guidance for students as well as opportunities to explore pathways of development.
5. Educational enrichment trips, creative partnerships and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world.

6. A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it.
7. A rewards system developing student self-esteem through certificates, postcards home, reward stamps and awards at all levels.
8. Displays of student work will bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual.
9. The use of our student council to involve students in the life of the Academy.
10. PSHE programme for all students

Moral Development

Aim

Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. Watling Academy has a clear Behaviour Policy that encourages staff to have a supportive and systematic approach to the management of challenging behaviour.

Objectives of the code of conduct are to promote the concept of excellent behaviour by being:

- **Responsible**
- **Respectful**
- **Kind**

In practice – at Watling Academy this will be delivered through:

- Clear models of outstanding behaviour from staff and students and reinforcement of Academy and classroom rules both inside and outside of lessons
- A student support structure used by all staff that is focused on conflict resolution and restorative justice.
- Themed tutor time and discussions based on moral issues, where appropriate, across the Academy community from the start of the day in tutor time, during wellbeing lessons and across all lessons.
- PSHE programme for all students.
- Assembly themes on moral issues, developed and reinforced during tutor time.
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- The use of students in teams across the Academy: Student council; Eco-team;
- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues.
- Local, national and global incidents, in addition to programmes of study, will give an opportunity for teaching about morality and behaviour during deep learning weeks across the Academy and will demonstrate the flexibility of our teaching programme.

Social Development

Aim

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

Objectives

Students will be encouraged to:

- Maintain and develop **RESPECTFUL** relationships within the Academy, working successfully with other students and adults in our community;
- Respond to the opportunities being offered, to show initiative and to take **RESPONSIBILITY** for their own learning in our community;
- Gain an understanding of the wider society through their family and carers, the Academy, local and wider communities;
- Actively participate and show **KINDNESS** in the Academy community and beyond into the wider community outside of the Academy.

In Practice, at Watling Academy we will provide opportunities for students in the following ways:

- Interact with all staff and with external partners of the Academy in an appropriate and outstanding manner
- The use of students in teams across the Academy: Student council; Eco-team; Sports teams; House teams and other clubs and societies.
- Elected Academy and House council representative to feedback views, ideas, and concerns to their tutor groups and to the senior leadership team.
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where students can learn both with teacher interaction and support, but increasingly with more independent study.
- PSHE programme for all students.
- Experience excellent pastoral and career advice in which all staff are involved throughout the year. Subject specific advice is given at certain milestones of a student's life at the Academy.
- Participate in the wider community through work experience in year 10 and volunteer support work in the local community. This will be tracked through Academy on a database of student activity both in Academy and in the wider community and will rely initially on the tutor and then other staff.

Cultural Development

Aim

Cultural development refers to students increasing understanding and response to those elements, which give societies, and groups their unique character. The Academy will promote **RESPECT** for the cultural traditions of our own area and the ethnic and cultural diversity of the wider world.

Objectives

The students will be encouraged to:

- Appreciate, understand and **RESPECT** aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the Academy and the wider community provides.

In Practice at Watling Academy we will encourage:

- Educational visits at home and abroad to experience other cultures and ways of life.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – Academies, schools, colleges and universities – in order to better understand other cultures and ways of life.

- PSHE programme for all students
- Collective assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events will also be celebrated with drama, art, dance and presentations.
- Topic work across the Academy which explores “culture” in all its various forms in relation to specific subject areas.
- Access to the Internet in order to explore cultures and activities as extension learning

British Values at Watling

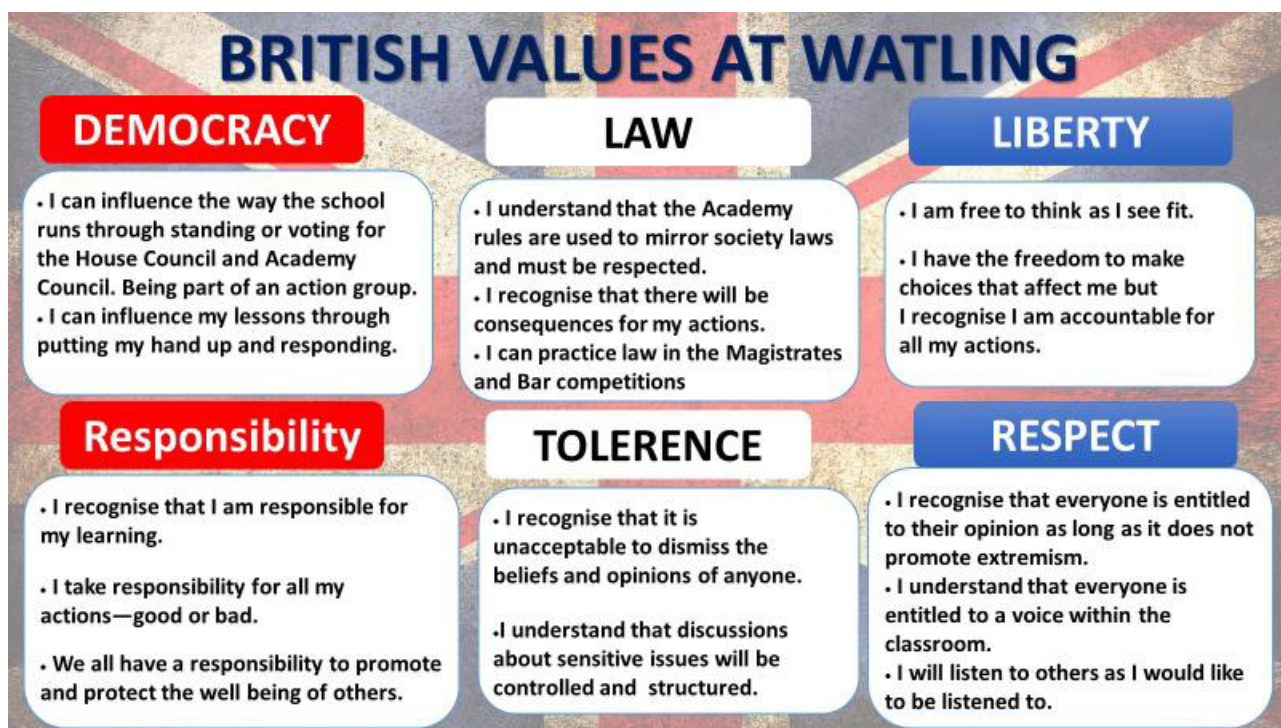
Aims

To actively promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Objectives

To achieve statements as shown in poster below.

To ensure opportunities are created for students to hear and discuss different political issues that strike a balance between the opinions and beliefs discussed. (This will include preventing the political indoctrination of students through the curriculum).



In Practice at Watling Academy we will:

Have posters above in every classroom, helping to embed the fundamental British Values

Encourage debate in the delivery of our PSHE curriculum during tutorials, in any work associated in promoting British Values.

Continually demonstrate our Core values of **RESPECT, RESPONSIBILITY, and KINDNESS** in all behaviour and communications

Have assemblies that will promote British Values at Watling using poster shown.

Have democratic elections for House and Academy elections that follow our election procedures in the UK.

Provide extra curricula opportunities such as the Magistrates and Bar Competition to support the promotion of fundamental British Values.

Have restorative justice conversations that will support students in understanding the consequences of their actions, and to accept responsibility for their behaviour

Ensure that political views and issues shall be discussed in the Academy without any active encouragement by teachers or others to support particular political viewpoints.

Ensure that visiting speakers will not be chosen individually, but as a group invited whereby a balance of opposing views will be achieved over a period of time. Content will be reviewed prior to delivery.

Radicalisation

Watling Academy will build pupils' resilience to extremism and radicalisation by supporting inclusion and a sense of belonging in the community and by providing a safe environment for debating emotive issues. As part of this whole school approach, PSHE education lessons will develop knowledge and understanding of the factors that lead to extremism, and skills such as critically evaluating the media and the messages of charismatic speakers and groups, as well as developing attributes such as resilience, empathy and respect for others. These lessons will not be taught in isolation, but will form part of our planned, developmental PSHE education programme.

Role of Senior Leaders and Key Staff

- To undertake audits and observations of department developments in SMSC provision.
- To promote and facilitate enrichment events in Academy.
- To organise themes for the weekly focus in tutor group time linked to an assembly programme.
- To promote student "voice" opportunities and the related teams in order to maximise student participation.
- To compile and update a portfolio (photographs and programmes) to record the Academy's support for S.M.S.C.
- To oversee a database of student involvement both inside and outside of Academy
- To encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially, and culturally engaging both inside and outside the classroom.

Expectations of stakeholders

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time, assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the Academy community.