



**Amber Valley  
& Erewash  
Support Centre**

## **SMSC Policy**

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## **Introduction**

This policy is carried out within the context and spirit of the Academy's vision to deliver the best education possible. It supports and reinforces the aims of Amber Valley and Erewash Support Centres aim of our pupils being positive about themselves & their future. All staff work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at the school and celebrate their achievements.

The academy strives to continue 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 (S.M.S.C.) by the example set by adults in the academy and the quality of relationships they have.

## **1. Spiritual Development**

### **Aim**

This area relates to the beliefs, feelings and emotions through which pupils 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**

The pupils will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves
- 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 express themselves in a variety of ways and give them time to reflect on their own experiences
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others

**In Practice** at AVESC this is delivered through:

- Religious Education programme in line with statutory requirements which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values
- A PSHE programme which utilises tutoring to involve all years in opportunities for themed discussion and reflection activities, debate, and reading (both fiction and non-fiction) to encourage learning and to develop an awareness of core values as soon as pupils arrive
- Opportunities are provided during assemblies, tutor time and reflection to address.
- A pupil support structure that is focused on learning and providing appropriate information advice and guidance for pupils as well as opportunities to explore pathways of development
- Educational enrichment trips, creative partnerships and visiting speakers provide pupils with a range of experiences, which may promote a sense of awe and wonder about the world
- A reflective approach to learning through formative assessment techniques – pupils having ownership and understanding of where they are, where they need to get to and how they are to do it
- A rewards system developing student self-esteem through certificates, postcards home, merits and awards at all levels
- Displays of pupil work bring a sense of pride in the work pupils produce and therefore a sense of expressing the talents of the individual
- Topic work across the school which explores “spiritual ideologies and ideals” in all their various forms in relation to specific subject areas through the Academy’s SMSC Calendar.
- The use of the academy council to involve pupils in the life of the academy
- Time tabled PSHE lessons that follow the PHSE programme of study for all key stages.
- GCSE Citizenship, ASDAN PSHE Short courses and AQA PSE units.

## **2. Moral Development**

### **Aim**

Moral development refers to the pupils’ knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The academy has a Rewards and Behaviour Policy that allows staff to promote a supportive approach to the management of challenging behaviour where opportunities to work restoratively with staff and pupils are identified and underpinned within it.

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

- Kind and considerate
- Helpful to others and listening to what they have to say
- Calmly and quietly moving around the school holding appropriate conversations
- Committed to academy and classroom expectations.
- Committed to a healthy, safe and environmentally friendly academy
- Committed to high levels of presentation in the academy uniform
- Equipped and ready to learn.

**In practice** – at AVESC this is delivered through:

- Clear models of good behaviour from staff and pupils and reinforcement of academy and classroom expectations both inside and outside of lessons and in structured and unstructured time
- A Senior team and structure accessible to all that is focused on conflict resolution and restorative justice
- Themed tutor time and discussions based on moral issues that link with assemblies and British Values, where appropriate, across the academy community from the start of the day in tutor time and across all lesson
- Time tabled PSHE lessons that follow the PSE programme of study for all key stages.
  
- 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 pupils in teams across the academy: pupil council
- Topic work across the academy which explores “moral issues” in all its various forms in relation to specific subject areas through the Academy’s SMSC Calendar.
- Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour during deep learning weeks across the academy and demonstrates the flexibility of our teaching programme
- Supervised and filtered access to the Internet together with E-Safety Curriculum links and addressing the dangers of the internet and related issues as part of assemblies, tutor time and reflection.

### **3. Social Development**

#### **Aim**

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

#### **Objectives**

Pupils will be encouraged to:

- Maintain and develop relationships within the academy working successfully with other pupils and adults in the academy community
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the academy community
- Gain an understanding of the wider society through their family and carers, the academy, local and wider communities
- Actively participate in the academy community and beyond into the wider community outside of AVESC.

**In Practice**, at AVESC we provide opportunities for pupils to:

- Interact with all staff and with external partners of the academy in an appropriate manner
- The use of pupils in teams across the academy: pupil council
- Elected pupil 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 pupils can learn both with teacher interaction and support, but increasingly with more independent study
- Time tabled PSHE lessons that follow the PHSE programme of study.
- Topic work across the academy which explores “social development” in all its various forms in relation to specific subject areas through the Academy’s SMSC Calendar.
- Experience excellent information and guidance through pastoral and career advice in which all staff are involved throughout the year. Subject specific advice is given at certain milestones of a pupil’s life at the academy.
- Participate in the wider community through work experience and volunteer support work in the local community. This is tracked through AVESC on a database of pupil activity both in the academy and in the wider community and relies initially on the tutor via the ‘Me on a Page’ and then other staff.

#### **4. Cultural Development**

##### **Aim**

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

##### **Objectives**

The pupils 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 school and the wider community provides

**In Practice** at AVESC we encourage:

- Educational visits in order 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 colleges and universities – in order to better understand other cultures and ways of life
- Time tabled PSHE lessons that follow the PSHE programme of study.
- Assemblies, dedicated lessons, tutor time and reflection through a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with Art, Media and Religious Education and presentations along with specific services such as Remembrance and celebrations of Easter and other religious festivals: Divali, Hannukah, Ramadan etc...
- Topic work across the academy which explores “culture” in all its various forms in relation to specific subject areas through the Academy’s SMSC Calendar.
- Access to the Internet in order to explore cultures and activities as extension learning.

### **The Enrichment and Pastoral Lead**

- To undertake audits and observations of faculty developments in SMSC provision
- To promote and facilitate enrichment and deep learning events in the academy
- To organise themes for the weekly focus in tutor group time linked to an assembly programme
- To organise debate themes to build confidence and oracy
- To promote pupil voice opportunities and the related teams in order to maximise pupil 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 pupil involvement both inside and outside of AVESC
- To encourage staff and pupils 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 are expected to support the implementation of this policy through every engagement that they have with each other; in tutor time, assemblies and during daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the academy community.