

Saltley Academy: Spiritual, Moral, Social and Cultural Development Policy (including Collective Worship).

Reviewed and adopted by the Local Governing Body on 12th July 2016.

To be reviewed after one year or at the end of the process of application for a determination re: collective worship, whichever is sooner.

Purpose and principles:

Spiritual, Moral, Social and Cultural (SMSC) Development underpins our Academy's values and ethos. It is promoted across the entire curriculum and in all aspects of school life with academic and pastoral teams working together to secure success.

This policy supports the Academy's vision for outstanding teaching and excellence in achievement. It is expected that all students will take part in a wide range of opportunities within and outside the classroom. These will prepare our young people for adult life as respectful and responsible global citizens in modern Britain, with the skills, personal qualities and academic qualifications required for a happy, successful life and career. This policy will ensure that **all** students are treated equally and as individuals in accordance with the equality policy. All stakeholders will work together to create a happy, challenging, stimulating and caring environment where students can enjoy their time at school and celebrate their many achievements. As such, this policy is underpinned by and contributes to our commitment to being a UNICEF 'Rights Respecting School', with particular reference to Articles 12, 13, 28, 29 and 31.

The role of collective worship is covered in the section on assemblies below. *Please note: collective worship goes beyond the content of assemblies. This section is provisional while the Academy consults over its desire to apply for a determination not to be required to fulfill the legal requirement re: an act of Christian worship. However, the basis of this policy, including assemblies and form time, is rooted in the moral framework of the Christian heritage of the country.*

SMSC education will be delivered through all aspects of Academy life; curriculum, extra-curricular activities, the pastoral system, assembly and Thought for the Week (which gives additional ideas related to the assembly theme for form time and displays, see appendix 2) programme. This will be done in partnership with all stakeholders. SMSC is promoted across the entire school curriculum and all aspects of school life. Our policy sets out our vision and practice so all students have the opportunity to develop an understanding of right and wrong; are tolerant and respectful of all peoples; have an appreciation of the arts and sport in all their forms and practise the skills and develop the attitudes required for them to participate fully in a democratic society.

The Saltley Guarantee (appendix 1) is the Academy's promise to provide experiences which will contribute significantly to the aims of this policy, including those for whom the Academy receives additional funding. This will be done by giving all students the opportunity to experience and to learn about different aspects of modern British life which they would not ordinarily come into contact with in their day to day lives. It is a commitment to all our students that we will provide a range of opportunities to enhance their education through enjoyable life experiences that allow them to grow, develop and flourish.

Aims of the SMSC policy at Saltley School

- To ensure that all stakeholders in school are aware of shared values.

- To ensure a consistent approach to SMSC issues.
- To make a reality, along with other policies, our commitment to being a UNICEF 'Rights Respecting School.'
- To give each child a range of opportunities outside the day to day curriculum.
- To enable each child to develop an understanding of their own identity.
- To enable children to develop an understanding of their cultural and social environment and an appreciation of the many cultures in our society.
- To ensure that students know how they contribute to life in modern Britain and feel that they belong.
- To prepare students for life in modern Britain and can reflect and appreciate British values
- To give each child an opportunity to explore social and moral issues and develop a sense of social and moral responsibility.
- To ensure that all staff understand their role in SMSC development.

Definition of SMSC at Saltley Academy:

The foundation of SMSC development is built on nurturing respect: respect for one's self; respect for all other people; respect for the environment in school, in the local community and globally. It is directly linked to our commitment to being a UNICEF 'Rights Respecting School'.

Spiritual Development

This area relates to the beliefs, feelings and emotions through which students are able to gain insight to their into their own lives e.g.where students

- are able to reflect on their own beliefs, and those from other religions. Students are encouraged to learn about other religions, respect different people's faiths, feelings and values
- enjoy learning about themselves, others and the world around them
- use and show imagination and creativity in their learning
- develop their joy and fascination in learning
- show a willingness to reflect on their experiences.

Moral Development

This is underpinned not only by students knowing the difference between right and wrong but by putting this into practice. This not only applies to the Behaviour Policy in school but also the laws in Britain. This enables students

- to recognise the difference between right and wrong, be able to apply this understanding to their own lives
- to understand the consequences of their behaviour and actions
- to respect the civil and criminal law of England
- to be able to offer reasoned views about moral and ethical issues. Students will be able to understand and appreciate the viewpoints of others on these issues.

Social Development

This is about improving the well-being of every student in Saltley School so they can reach their full potential academically and in a vocational context. Students will show respect to

each other, equipment, resources and understand how to deal with conflict. This will enable students to contribute to life in Britain by

- using a range of social skills in different contexts, including working with and socialising with students from different religious, ethnic and socio-economic backgrounds.
- taking part in a variety of activities within the school and wider community.
- working positively with their peers to resolve conflict.
- understanding the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- showing respect and tolerance in a context where derogatory language and stereotypes are challenged
- developing and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development

This emphasises the importance of students' taking pride not only in their own cultural identity and that of other students in Saltley Academy but understanding the culture of Britain. Students will experience a range of different cultural events which will focus students to

- understand and appreciate the range of cultural influences that have shaped their own heritage as well as that of others
- understand and appreciate the different cultures within school and how these contribute to life in modern Britain
- have knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- take part in different artistic, sporting and cultural opportunities
- develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. This will include the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

How SMSC is delivered at Saltley Academy

SMSC development is promoted through our daily form time, all lessons, Enrichment Days, Thoughts for the week, Assembly Programme and embedded within the general ethos of our school community. It should also be noted that cultural events are also shared with our MAT partners, which covers a range of demographics.

In lessons, students will develop in terms of SMSC both through subject content and also through the way in which lessons enable them to learn. In all subject areas students will:

- have the opportunity to reflect on the relevance of their learning to their lives and appreciate a sense of themselves, their feelings and those of others;
- will have opportunities to explore and develop their creativity and appreciate the creativity of others;
- they will develop their sense of right and wrong and be able to empathise and show respect;

- they will learn to work with other people effectively and respectfully and develop collaborative and team skills;
- they will learn about a variety of cultures and how all cultures enrich modern Britain and the wider world.

All subject areas have a clear responsibility to cover all of these areas. Further responsibility for SMSC lies within the teaching of Religious Education and Citizenship (See Appendix 3).

The role of assemblies : The Academy has applied for a determination to be exempt from the legal requirement not to have daily acts of Christian worship. However, form time and weekly assemblies are used to reflect upon the key festivals of the world's major faiths, within a programme of SMSC-related themes and are the opportunity for the aims and principles of this policy to be put into practice collectively. The spiritual and cultural significance of Christmas and Easter are reflected in the programme. The Christmas Assembly is a significant event in the Academy year for both performance and reflection. Leaders from both the Christian and Islamic faiths co-present, focussing on what is shared and what is different, modelling a spirit of community cohesion. Achievement Assemblies, focussing on the joy of learning, are also an important occasion to celebrate success collectively.

Assemblies are led by a range of staff and outside speakers. These are vetted as per our safeguarding procedures. At least one member of senior staff is present at every assembly. Members of senior leadership attend the assemblies of the Houses which they line manage. Increasingly, under staff guidance, students will lead assemblies as part of our Literacy Strategy. A subject leader leads prayers on Friday for Muslim students and staff; there is a multi-faith prayer room available at all breaks.

A range of workshops and enrichment experiences for all students will develop them as outstanding learners as defined in the school's *Teaching and Learning Policy* and prepare them to become happy and successful citizens of local, national and global communities.

These events will develop their awareness of:

- social and political issues;
- the importance of respect to all irrespective of gender, race, ethnicity, sexuality, religion, nationality or background.
- health and safeguarding issues to include: forced marriage, FGM, anti-extremism, anti-social behaviour including 'gang culture' and e-safety;
- their own mental well-being and resilience; attitudes to mental health.
- the city they live in and the surrounding countryside;
- the role of the arts, sport, culture and creativity in our lives;
- meeting people from different backgrounds; regular opportunities to work with them in meaningful contexts;
- the world of work, different career paths and how to pursue them;
- environmental and global issues;
- how they can respond to local, national and international events;
- events based in the local community;
- ensuring all young people learn to be open minded, tolerant and fair.

Each year a programme of events will be planned, delivered and reviewed. While many events will become annual, the Academy is committed to reflect important, one-off events

such as elections, royal weddings/jubilees, historical anniversaries in which students will understand, share in and feel part of national events, which the Academy sees as crucial to the successful implementation of this policy.

The Academy believes that charity events, in addition to their intrinsic value, support many aspects of this policy and will annually review a programme of charity events to ensure a developing awareness of local, national and international issues and responses to them, as well as participating in activities which develop community spirit in addition to national events, such as *Children in Need* and Remembrance. Saltley Academy not only supports national charities but also will raise monies for victims of international disasters.

Monitoring and Evaluation:

In lessons:

Examples of SMSC are collated from lessons observations and learning walks and are noted on the monitoring proformas. SLT will then review and action plan on the basis of strengths and areas for development these reveal alongside the other findings of these events.

In the curriculum planning:

Each subject area will record where each aspect of SMSC is covered **by all students**, with a focus on the UNICEF articles.

In enrichment activities, workshops and the Saltley Guarantee:

Each event will be reviewed by an online student survey and, where appropriate, by staff and parents, which will reflect the aims of this policy. These will be reviewed by SLT within a month of the event.

Events which form part of the Saltley Guarantee will be reviewed with a particular focus on the impact on 'Pupil Premium' students.

The Local Governing Body will receive a SMSC impact report once per year. One member will be nominated as the link for this area.

Leadership:

The leadership of SMSC lies with the Assistant Headteacher for Student Experience, who leads a group of staff who contribute to the formation of the strategic direction of SMSC through proposals to the SLT. The group is open to volunteers, but the Heads of MFL, PE, Citizenship/RE Faculty and the student voice co-ordinator are standing members.

The school is committed to the role of student voice within SMSC development, including the co-planning of events and experiences.

Appendix 1 The Saltley Guarantee

The Saltley Guarantee
widening horizons for pupils.

Education is about learning which leads to Saltley pupils

- having exam success
- building life skills
- gaining life experiences

These will enable Saltley pupils to take their place in the world as knowledgeable rounded citizens.



What is the Saltley Guarantee?

It is our promise to educate our young people so they will be prepared for adult life as respectful, responsible and able global citizens in modern Britain, with the skills, personal qualities and academic qualifications required for a happy, successful life and career. It is part of our commitment to being a Rights Respecting School.

 SALTLEY ACADEMY

The Saltley Guarantee

Year 7 Know your city

Birmingham is the 2nd largest city and has museums, art galleries, libraries and theatres to rival London.

All pupils will be given the opportunity to

- Visit a number of cultural and religious venues and buildings of architectural significance
- Experience a live artistic performance

Year 8 Experience the countryside

Birmingham is close to wonderful countryside

- All pupils will be given the opportunity to spend a day in countryside close to Birmingham and participate in a variety of activities.

Year 9 Watch a live sporting event

By the end of Year 9 all students will have had the opportunity to watch a live sporting event.

The Saltley Guarantee will

<ul style="list-style-type: none"> • Celebrate religious festivals through • Assemblies • Thought for the Week 	<ul style="list-style-type: none"> • Provide students with opportunities to develop their skills and talents e.g. Year 8 students complete the Bronze Arts Award • STEM Clubs and whole school activities
<ul style="list-style-type: none"> • Develop entrepreneurial skills through • Enterprise Events • Mock Business Challenge • Dimension Day Activities 	<ul style="list-style-type: none"> • Develop links with local employers • Link OJCs with Employability Skills through employer visits • Guarantee careers education to all year groups • Provide an Annual Year 10 Work Experience Programme • Highlight job opportunities in the largest employer sectors locally • Provide JAG to all Year 11 students
<ul style="list-style-type: none"> • Support charities • Children in Need • British Legion • Comic / Sports Relief • Shoebox Appeal and others 	<ul style="list-style-type: none"> • Visit universities and colleges for taster sessions. • Provide CEIAG to all students Years 7-11
<ul style="list-style-type: none"> • Develop student leadership • Student Voice • PALS • MYP • Senior Prefects 	<ul style="list-style-type: none"> • Provide additional opportunities • The Am Higher Programme • Support Unifast • Support the NCS Challenge
<ul style="list-style-type: none"> • Develop links and visits with • Partner schools • Colleges • Universities 	

Appendix 2 Thought for the Week and Assembly Themes:

The following are generic assembly themes covered each year. Assemblies on Eid and Ramadan are timed appropriately in the academic year. Also, topics relating to school, local, national and international events are held as appropriate.

Autumn Term:

Welcome, Celebration, Standards and Expectations, Rights and Responsibilities: Be an outstanding learner.

Sacrifice

European Languages Week

Staying Safe

Diwali

Charity (Children in Need; Shoebox Appeal)

Remembrance

Anti-bullying

Giving Thanks

Collaboration

Advent and Christmas Assembly

Spring Term:

New Year New Beginnings

Martin Luther King

The Holocaust and Injustice

Safeguarding – Internet Safety Day

Fairtrade Fortnight

Healthy Eating / Lifestyles

Charity Sports Relief

The Passover

Holy Week and Easter

Summer term (some items dependent on the date of Easter):

Visaki

St George's Day; British Values

Rights and Responsibilities: Unicef Day

Freedom of Expression

Raising Aspirations

Mental Health Awareness Week

National Refugee Week

Tolerance

Appendix 3: Religious Education and Citizenship Curriculum Overview at Saltley School.

RE department – Curriculum overview

Year 7	Religious Founders
Aut 1	Muhammad
Aut 2	The 5 Pillars of Islam
Spr 1	Jesus of Nazareth
Spr 2	Life of a Christian
Sum 1	Guru Nanak
Sum 2	Life of a Sikh

Year 8	Living faiths
Aut 1	Who am I?
Aut 2	Roots
Spr 1	Evil and suffering
Spr 2	Poverty
Sum 1	Pilgrimage
Sum 2	Scripture

Year 9	GCSE Religious studies
Aut 1	Key beliefs and teachings - Islam
Aut 2	Key beliefs and teachings - Christianity
Spr 1	Religion, peace and conflict
Spr 2	Authority - the concept of Risalah
Sum 1	Jesus Christ and Salvation
Sum 2	Crime and punishment

Year 10	GCSE Religious studies
Aut 1	Worship - Islam
Aut 2	Festivals / practice - Islam
Spr 1	Festivals / practice - Christianity
Spr 2	Role of the Church in the local and worldwide community
Sum 1	Relationships and families
Sum 2	Relationships and families

Year 11	GCSE Christianity: Ethics	Islam: Ethics
Aut 1		Religion and life
Aut 2		Religion and life
Spr 1		Catch up / revision
Spr 2		Revision
Sum 1		Exams
Sum 2		Exams

Citizenship SOW Overview Years 7 - 11

Year 7:

Unit 1: Human Rights and Responsibilities

Unit 2: Friends, friendship and bullying (Anti-bullying week) PSHE

Unit 4: News and current events

Unit 3: The media

Unit 6: Prevent and Staying Safe Online / FGM and CSE

Unit 5: Charity and voluntary organisations

Year 8:

Unit 4: Active Citizenship - St Basils

Unit 2: Crime and the law

Unit 3: Financial capability

Unit 6: Healthy Relationships

Unit 5: Global Issues:

Unit 1: Democracy, voting and elections

Year 9

Unit 1: Human Rights and Responsibilities

Unit 2: Diversity, identity and multiculturalism

Unit 3: The Economy and the world of work

Unit 4: The Media

Unit 5: Democracy, voting and elections

Year 10

Unit 1: Human Rights and Responsibilities

Unit 2: Diversity, identity and multiculturalism

Unit 3: The Economy and the world of work

Unit 4: The Media

Unit 5: Democracy, voting and elections

Year 11

People power in the UK

Democracy at work

Law and Justice

Rights for education campaign