



# Sporting Stars Academy

## Social, Moral, Spiritual and Cultural (SMSC) Policy

<u>Agreed by the Directors:</u>	<u>28</u>	<u>04</u>	<u>2014</u>
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<u>Reviewed:</u>	<u>06</u>	<u>09</u>	<u>2016</u>
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<u>Review Date:</u>	<u>January 2024</u>		
<p><u>Signed:</u></p> <p>Signed..... (Director of Premises, Recruitment &amp; Public Relations)</p> <p>Signed..... (Director of Business, Finance &amp; Enterprise)</p> <p>Signed..... (Headteacher/Director of Curriculum and SENCO)</p>			

## **Introduction**

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. Closely to our school values and ethos at Sporting Stars Academy, we seek to develop these qualities through appropriate teaching and learning across the curriculum and throughout school life.

## **Sporting Stars Academy Ethos**

We are committed to providing each student with a diverse education in a safe and supportive environment that promotes respect, motivation and excellence in learning for today and the future.

Our school vision is to improve the intellectual and emotional well-being of our students through academic success, enjoyment of sport and holistic pastoral care in a bespoke learning environment that celebrates diversity by actively practising and promoting dignity, respect and inclusiveness.

In addition, we aim to instil in our students the following principles:

- a passion to include everyone
- a desire to treat everyone equally
- to respect differences
- a commitment to healthy and open relationships
- a deep sense of purpose that things can change and be transformed
- a sense of perseverance to achieve personal goals.

## **Definitions**

Sporting Stars Academy uses the following definitions of Spiritual, Moral, Social and Cultural:

### **SPIRITUAL**

Beliefs; religious or otherwise, which inform students' perspective on life and their interest in, and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in their learning and willingness to reflect on their own experiences.

### **MORAL**

The ability to recognise the difference between right and wrong and students' readiness to apply this understanding in their own lives. Understanding of the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues.

### **SOCIAL**

Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperate well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels.

### **CULTURAL**

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

## **Aims of SMSC**

At Sporting Stars Academy we share, support and strive to achieve the following aims for SMSC:

- Being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- Developing and applying an understanding of right and wrong in their school life and life outside school.
- Taking part in a range of activities requiring social skills.
- Developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.
- Gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.

- Overcoming barriers to their learning.
- Responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including for example developing an appreciation of theatre, music and literature.
- Developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain.
- Understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for adult life.
- Actively promote Fundamental British values and the various principles within the SMSC standard; a new requirement for encouraging respect for democracy; and a requirement to encourage respect for other people, paying particular regard to protected characteristics as set out in the Equality Act 2010.

### **How the curriculum contributes to SMSC:**

#### **Maths**

#### **Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers:**

Mathematics, alongside fellow STEM subject Science, allows all our students to work collaboratively to overcome a range of problems, both theoretical and practical/real world.

Our Mathematics curriculum ensures that students have the opportunities to develop their SMSC through:

#### **Spiritual Education**

- The awe and wonder of mathematics is shared with the students and helps to explain the world and the mathematical patterns that occur.

#### **Moral Education**

- Pupils to become increasingly curious
- Development of open mindedness to the suggestions of others
- Mathematical developments may give rise to moral dilemmas
- Considering the environment

#### **Social Education**

- Team working skills when problem-solving
- Taking responsibility for their own and other people's safety
- Understanding that Mathematics has a major effect on the quality of our lives
- Consider the benefits of Mathematical developments and the social responsibility involved

#### **Cultural Education**

- Mathematical discoveries as a part of our culture
- Mathematical discoveries of other cultures
- Mathematical discoveries by a wide range of men and women in many different cultures
- Environmental issues are central to Mathematics.

#### **English**

- **Spiritual development** - The English department teaches a range of literature that develops spiritual development through discussion and debate. Creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment.
- **Moral development** - During the study of fiction, students are given the opportunity to consider different perspectives and empathise with other characters. For instance, the study of Shakespeare's 'Macbeth' poses a range of topics and themes for debate, such as the dangers of power and ambition. Non-fiction articles deal with moral questions, such as race, homelessness, alcoholism, sexism, giving students the opportunity to consider their own moral values. Writing non-fiction texts such as newspaper articles, leaflets, reports and reviews help to develop students' ability to apply fiction to real life scenarios.
- **Social development** - English lessons promote cooperation and teamwork through being able to work in groups, listening to presentations and asking questions. Real issues encourage students to think about the world outside of school and give opinions on topics that may affect them in the future. Students are given the opportunity to speak in different contexts regarding a range of different real-life issues, applying learning to careers and life after school. Students are all given the opportunity to be independent, self-reliant and responsible for their own learning. Debate is an important aspect of the subject, giving logical arguments with respect, rationality and thoughtfulness.

- **Cultural development** - Students learn about respecting others through the study of texts from different cultures and can appreciate different cultures and empathise. Speaking and listening activities promote the opportunity to share their own experiences and appreciate other students' perspectives and experiences. Our cohort predominately is built up of students from the same socio-economic background, so we attempt to explore a range of cultures in order to develop them as global citizens.

## Science

- **Spiritual development** - The Science curriculum offers the opportunity for students to reflect on their own beliefs and understanding of the world. It allows them the opportunity to consider their place within humanity and it's scientific components.  
**Moral development** - Science affords students to consider the moral implications and effects that their actions have on others and the wider world around them. For example, when studying vaccines, a particularly interesting topic at the moment. Students are asked to consider what the implications of an unvaccinated group has on a community.
- **Social development** - Science lessons promote cooperation and teamwork through working in groups, listening to presentations and asking questions.
- **Cultural development** - The Science curriculum affords students the opportunities to consider the way in which people from other cultures live and the impact that, that has globally. For example, studying the impact that other nations have on global emissions and why certain nations produce more.

## Sport

- **Spiritual development** - Students reflecting on values surrounding competition which includes 'winning at all costs' as well as sportsmanship and fair play.
- **Moral development** - Students developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules
- **Cultural development** - Students becoming aware of different cultural attitudes towards aspects of sport.
- **Social development** - Students learn that sport has rules to keep people safe as does society for the same reason. Learn team working and communication skills.

## PSHRE

- **Spiritual development** -Students are encouraged to reflect on their beliefs, develop a respect for and understanding of others' faiths, feelings and values. Through discussion we explore and develop an ability to empathise with others and connect with the world around them, using their imagination and creativity to expand their own learning opportunities.
- **Social development** -Social development is integral to the PRSHE curriculum as it explores their place in society both now and as they transition into adulthood and towards greater independence. It explores the social elements associated with a range of relationships, including personal and intimate relationships and how they can maintain their health and safety.
- **Moral development** -Through the PRSHE curriculum, students are supported to explore their own beliefs and values regarding what is right and wrong. It affords them with opportunities to consider how these will inform their intentions, attitudes and behaviour towards themselves, others, their environment and society in numerous situations and allow them to reflect on how they should behave and the sort of person they should be if they are to contribute positively to society.
- **Cultural development** - PRSHE enables our students to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults. Students are provided with opportunities to learn about rights and responsibilities and to appreciate what it means to be a member of a diverse society. They are encouraged and supported to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community. For example, they learn about a variety of current issues within PRSHE that are present in both the school's locality and their communities and have an impact on their day to day lives and the lives of those that live alongside them. Students are able to develop their understanding of their world and the impact that personal decisions can make on their lives as well as developing critical thinking skills.

### **Beyond the Curriculum**

We deliver SMSC through a variety of ways beyond the curriculum:

- The staff leads on SMSC embedding the school ethos and values throughout the Academy.
- Through community projects
- Personal Development days
- Our extensive Enrichment Programme.

### **MONITORING AND IMPLEMENTATION OF THE POLICY**

- Provision for SMSC is monitored and reviewed by the Directors, teachers, students, and via our partnerships with other schools and the local authority.
- Delivery of a bespoke tailored personal and social education course to small groups of students focusing on SMSC.
- Regular discussions are held at staff meetings.
- Staff share classroom work and practice.
- The implementation of this policy is the responsibility of all staff.

**This policy should be read in conjunction with all other policies and will be reviewed annually.**