CASTLE MEAD ACADEMY

Growing a Community of Excellence

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT
Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Local Governing Body will review the policy, unless there are significant changes in the interim period.

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Revision History:

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At Castle Mead Academy our aim is to equip every pupil with the knowledge, learning power and character necessary for success in their futures. A key aspect of this is the promotion of pupils’ spiritual, moral, social and cultural development which provides a vital foundation for life. Spiritual, moral, social and cultural development is an integral part of both the taught curriculum and enrichment opportunities at Castle Mead Academy. It is woven into our Castle Credo and hence a daily priority for us.

**Our planned, coherent approach to the delivery of SMSCD includes:**
- Providing opportunities for the development of SMSCD in every scheme of work.
- SMSCD forming an integral part of the tutor and assembly programme.
- Emphasis on the vital importance of enrichment through our Castle Character Time.
- Teaching that encourages participation, creativity, reflection and independence.
- Quality assessment and feedback that places value on pupils’ effort.
- Opportunities to develop teamwork, leadership skills and self-reliance.
- Opportunities for pupils to participate in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific and technological events that promote aspects of SMSCD.
- Opportunities for reflection and feedback across the curriculum.
- A range of opportunities for pupils to be involved in active citizenship.
- Preparing pupils to live and work in a diverse society, to understand and respect the cultures, faith and backgrounds of others.

**Defining spiritual, moral, social and cultural development**

**Spiritual Development:**

Pupils’ spiritual development is shown by their:
- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s 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.

**Moral Development:**

Pupils’ moral development is shown by their:
- Ability to recognise the difference between right and wrong, their readiness to apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Understanding of the consequences of their actions.
- Interest in investigating, and offering reasoned views about, moral and ethical issues, and being able to appreciate the viewpoints of others on these issues.

**Social Development:**

Pupils’ social development is shown by their:
- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, 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.
- Skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

**Cultural Development:**
Pupils’ cultural development 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 within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continue to develop Britain.
- Willingness to participate in, and respond positively 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 tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Curriculum:
We deliver a challenging, academic, creative, interesting and inspiring curriculum, with all subjects contributing to SMSCD.

At Castle Mead Academy the curriculum provides:
- **Depth**: So that pupils become proficient in Literacy and Maths skills and core academic subjects quickly, so that pupils develop the depth of learning required for success at the highest grades and to progress to more advanced levels.
- **Breadth**: So that, building upon that foundation, pupils gain knowledge, skills, understanding and qualifications that demonstrate academic, aesthetic, creative, human, social, political, physical, manipulate, linguistic, literary, mathematical, moral, ethical, scientific, spiritual and technological qualities and awareness.
- **Academic rigour and knowledge acquisition**: Preparing pupils to compete successfully against their peers.
- **Skills and Character development**: So that pupils leave the Academy with the learning dispositions and character traits necessary for success in life.

Religious Education:
At Castle Mead Academy, religious education is taught as a discrete subject for one hour per week. During Key Stage 3, pupils’ knowledge and understanding of the religions and beliefs in contemporary society and the significance of religion in the life of others are explored. At Key Stage 4 all pupils will study RE to GCSE.

Positive Behaviour for Learning:
High standards of behaviour, self-discipline, self-control and personal accountability are expected of all adults by society in general. At Castle Mead Academy we prepare pupils for a successful life in the wider society by supporting them in developing respect and consideration for others. We form strong relationships with parents/carers from the point of transition to the Academy.

Reading and Literature:
At Castle Mead Academy we aim to systematically cultivate in our pupils the habit of reading, to develop pupils’ confidence in reading, and to ensure that they acquire a love of reading that will last a lifetime. All pupils are challenged to be adventurous in their choice of reading materials and to experiment by reading a range of genre. In Key Stage 3, reading for pleasure is integrated into the English curriculum. Ensuring that pupils have access to a wide range of challenging and engaging books and other reading materials is a priority for the Academy. The Library stocks a diverse range of fiction and non-fiction texts and is seen as the heart of the school. All adults in the Academy are seen as readers and teachers of reading.

Pupil Leadership:
We provide a wide range of opportunities for pupils to actively develop their leadership skills. In addition to planned opportunities for pupils to demonstrate and develop leadership skills in lessons, there are numerous opportunities outside of the formal curriculum. These opportunities also ensure the pupils have a voice that is listened to. This includes pupils taking on the role of:
- Pupil Councillors
- Pupil Ambassadors.
- Inducting new pupils.
- Sports team leaders.
- Charity Council reps.
- Castle Character Time activity leaders.
- Academy Open Evenings and events guides/leaders.
- Pupil panel members in the staff recruitment process
- Prefects and Head Boy and Head Girl.

**Tutorial time/ Assemblies:**

Tutorial time plays a crucial role in supporting pupils to develop habits of mind, learning dispositions and positive character traits. Tutorial sessions regularly involve pupils investigating, discussing and debating moral and ethical issues.

Assemblies are used to reinforce the Academy’s ethos and values. The assembly themes are calendared to ensure an appropriate range of SMSCD themes are covered during the year. Pupil-led assemblies are also built into the assembly cycle, providing pupils with leadership responsibility and the opportunity to explore topics and issues they find of interest and relevance.

**Cultural Activities:**

At Castle Mead Academy we aim to develop pupils’ love of taking part in cultural activities. Pupils are encouraged to participate in cultural activities on a regular basis, both in lessons and in enrichment activities. This includes reading books, writing stories, designing products, drawing and painting, composing music, choreographing a dance or performance and making films. Cultural practitioners, such as artists, authors, poets, actors, musicians, dancers, librarians and historians are invited into the Academy to share their knowledge and skills with our pupils.

**Enrichment and Castle Character Time**

The provision of a stimulating, rich and varied extra-curricular programme of activities that builds on and extends the taught curriculum, broadens pupils’ educational opportunities and expands their horizons is central to SMSCD development. Involvement in enrichment activities can improve pupils’ attitude to school, increase pupils’ engagement with learning and improve educational outcomes. This is seen through the Castle Character Time programme, Field Days and subject specific enrichments.

The wide range of enrichment activities offered at the Academy also includes education visits. They include cultural visits to galleries and museums, heritage sites, theatre and concert performances, adventure activities, educational conferences, and subject-related trips and competitions.

Our Oracy strategy allows pupils with the opportunity to learn how to argue and defend points of view, as seen in the Debating Society and tutor programme. Mock elections are also held where appropriate.

**Broadening Horizons**

We actively seek opportunities for our pupils to respect and understand the importance of public institutions and services to life in a modern, civilised society. Educational visits and work experience are key aspects of our offer in broadening the horizons of pupils in this way.

**Active Citizenship:**

Fund-raising is an important aspect of our practice at Castle Mead Academy, and is part of the Castle Credo of ‘Be Kind’. It plays a vital role in raising pupils’ awareness of people and communities who are less fortunate than themselves.

The CMA charity steering group has representatives from each tutor group and meets on a half termly basis. Pupils take responsibility for deciding on the preferred charity or charities and for taking a lead on organising charity events.

**Praise and Recognition:**

At Castle Mead Academy praise and recognition plays an important role in encouraging pupils to develop a growth mindset and increases motivation, self-esteem and aspiration. Our range of awards recognises and celebrates pupils’ SMSCD (see Rewards Policy).

*Castle Mead Academy, Spiritual, Moral, Social and Cultural development*