SOUTHAM COLLEGE

Social, Moral, Spiritual, Cultural Policy 2025

Chair of Governors Karen Bayle

Head Mel Mason

Ratified: March 2025

Review: March 2027

Stowe Valley
MULTI ACADEMY TRUST

Stowe Valley Multi Academy Trust
Registered Office: Southam College, Welsh Road West, Southam, Warwickshire, CV47 0JW
Registered in England No: 10445759. A Company Limited by GuaranteeTelephone 01926 812560

Social, Moral, Spiritual, Cultural Policy

At Southam College we champion and firmly believe in a holistic education and curriculum that ensures that our students receive a comprehensive SMSC experience. This belief is in line with the whole school ethos of 'be the best you can be', our values of 'Kindness, Resilience, Confidence' and supports the whole school Character and Culture approach of 'Valued, Encouraged, Equipped,' which underpins the importance of empathy and tolerance for all.

We recognise that the importance of students, spiritual, moral, social and cultural development plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and wider Global Virtues, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our curriculum and extra-curricular activities.

All curriculum areas have a contribution to a student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to a wide range of cultural, religious and philosophical beliefs during their time at Southam College.

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for students and their families and stakeholders. We believe, students should be given every opportunity to learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Students should understand their rights and accept their responsibilities and the need to respect the rights of others. Schoolexpectations and values emphasis and promote responsible behaviour. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural context. This is consistently reflected in all teacher's planning and learning resources.

We aim to ensure:

- That everyone connected with the school is aware of our values and principles.
- A consistent approach to the delivery of SMSC through our curriculum and the general life of the school.
- That a student's education is set within the context that is meaningful and appropriate to their age, ability and background.
- That students have a good understanding of their responsibilities and how to exercise them

Through classroom activities and dialogue in the wider curriculum we will give the students opportunities to:

- Share their achievements and successes with others
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

All curriculum areas provide opportunities to:

- Listen and talk to each other.
- Develop an awareness of treating all as equals, accepting people are all different
- Agree and disagree.
- Experience good role models
- Work co-operatively and collaboratively.

All curriculum areas plan and provide opportunities to cultivate:

Spiritual Development

- Sustaining students' self-esteem in their learning experience.
- Develop student's capacity for critical thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.
- Take action for justice.
- Social Development.
- Develop an understanding of their individual and group identity.
- Helping others in the school and wider community.

Cultural Development

- Recognise the value and richness of cultural diversity in Britain and around the world
- Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Encouraging the students to behave appropriately at break/lunch times.
- Taking responsibility e.g. Student Council Members, Global Virtues Ambassadors, Amnesty International, Peer Mentors
- Encouraging teamwork in all group activities.
- Showing appreciation of the performances of other students regardless of ability.
- Meeting a range of people from a wide range of cultural backgrounds
- Participation in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days and national celebrations.
- Studying the 'Arts' from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for our students to hear and see live performances by professional actors, dancers and musicians.
- Studying the contributions to society that certain famous, historical and influential people have made.

Links with our community

- Visitors are welcomed into our school.
- The school will support the work of a variety of charities
- The development of strong home-school communication routes is regarded as important, enabling parents and teachers to work in an effective partnership to support the students in becoming, 'the best they can be.'
- Students will be taught to appreciate and take responsibility for their local environment.

Promoting Global Virtues

In the document "Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools - November 2014" the DfE state:

"Schools should 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. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values…"

The new Ofsted framework 2019 states:

The provider prepares learners for life in modern Britain by:

– equipping them to be responsible, respectful, active citizens who contribute positively to society

– developing their understanding of fundamental British values

– developing their understanding and appreciation of diversity

– celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

The Teachers' Standards expect teachers, "to uphold public trust in their profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values."

Through our SMSC Policy, Southam College will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Continue to encourage tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and support the participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of students as a result of the School promoting fundamental Global Virtues:

- An understanding of how citizens can influence decision-making through the democratic process

- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination.

Performance Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:
- Monitoring teaching and learning through work scrutiny by HOD's and SLT
- Regular discussions at staff and Trust meetings.
- Audit of policies and Schemes of learning, including the school's approach to their curriculum
- We firmly believe that the effective provision and delivery of our curriculum serves to accomplish all the aforementioned aspects of SMSC development and will purposefully ensure our students develop the skills they need to achieve in life but moreover it will enable them to build memories which will last a lifetime.