



# Spiritual, Moral, Social & Cultural Policy

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## Background

This policy is a whole school policy and relates to both the senior school and junior school (including the Early Years Foundation Stage).

### Related Policies

This policy should be read in conjunction with the following:

- (a) Behaviour policy
- (b) Curriculum policy
- (c) Equality policy
- (d) Personal, Social and Health Education (PSHE) programme
- (e) Safeguarding and Child protection policy and procedures

## Aims

This policy aims to ensure that all students at TEA have the opportunity to develop socially, morally, spiritually and culturally to become citizens who contribute effectively to the community of which they are a part, in line with the school mission.

## School Mission

TEA aims to educate students to be successful learners, confident individuals, responsible citizens with a global perspective. Through its core values, the Academy educates students to envisage a better world, and to acquire the skills and confidence to deliver change.

At the heart of the Academy are the following values:

- Trust;
- Diligence;
- Respect.

TEA seeks to ensure that this mission is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

TEA actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In lessons, tutor times and activities, TEA provides opportunities which:

- (a) enable students to develop their self-knowledge, self-esteem and self confidence;
- (b) enable students to distinguish right from wrong and to respect the civil and criminal law;
- (c) encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- (d) enable students to acquire a broad general knowledge of and respect for public institutions and services;
- (e) further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;



(f) encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made

### **Curriculum**

The school curriculum aims to promote students' spiritual, moral, social and cultural development and prepare all students for opportunities, responsibilities and expectations in life. The teaching of PSHE as a subject, to students in years 1 to 13, is an important part of the school's efforts to help their spiritual, moral, social and cultural development.

Moral values, principles and spirituality are explored throughout the curriculum. Students are encouraged to differentiate between right and wrong and look at how their actions affect others. They are encouraged to value themselves and others. Fundamental British values are actively promoted through students' SMSC development, and students are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Students are encouraged to understand the need for rules for the good of everyone. Classroom and school rules reflect and reward acceptable behaviour and celebrate work and achievements. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning and learning resources.

All curriculum areas provide opportunities for students to:

- (a) Accept responsibility for their behaviour and show initiative
- (b) Agree and disagree
- (c) Contribute within the classroom, school and beyond
- (d) Distinguish right from wrong
- (e) Experience good role models
- (f) Listen and talk to each other
- (g) Respect others, treating everyone as equal, and celebrating people who are different
- (h) Work cooperatively and collaboratively

Practical activities to develop SMSC include:

- (a) Educational visits
- (b) Encouraging appropriate behaviour at all times
- (c) Encouraging teamwork in group activities
- (d) Exploring important aspects of our heritage and other cultures during Assemblies & tutor time
- (e) Leading extra-curricular activities
- (f) Meeting people from different cultures and countries
- (g) Participation in live performances
- (h) Showing appreciation of the performances of other children regardless of ability
- (j) Studying the contributions to society that certain famous, historical and influential people have made
- (k) Taking a position of responsibility e.g. School Council rep, Form Captain, Sports Captain School Prefect etc.

The school actively encourages and develops links with the wider community, including:

- (a) Regular and timely communication enabling parents and teachers to work together to support students.
- (e) Students being taught to appreciate and take responsibility for the environment.
- (f) Support of local and national charities through fundraising and other events.
- (g) Visitors being welcomed into the school.
- (h) Visits to places of worship, theatres, cinemas, galleries and other cultural venues.