Spiritual, Moral, Social and Cultural Education Policy (including British Values)

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Approved By:	**Trustees**
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Impact Assessed	**Yes**	☒		**No**	☐

Document Control

This document is issued, controlled and impact assessed by the Senior Leadership Team.

The latest version of the procedure will be maintained on the School Website.

Spiritual, Moral, Social and Cultural Education Policy

Scope

Spiritual, moral, social and cultural education helps students to develop personal qualities, which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. It is taught across the curriculum and throughout school life. It is linked closely to our school aims and ethos.

Purpose

To enable students to develop their personal qualities and become:

- Responsible for themselves, accepting an appropriate measure of responsibility.
- Confident and competent both academically and socially.
- Able to distinguish between right and wrong.
- Able to articulate their own attitudes and values.
- Able to understand and be sensitive to the beliefs, values and ways of life of others, responding appropriately to injustice and prejudice.
- Caring, considerate and compassionate.
- Skilled in working collaboratively and independently.
- Able to reflect on their learning and plan for future development.
- Able to respond positively to challenges and problems.

All staff, including support staff, are involved in spiritual, moral, social and cultural education. These qualities should be evident in the way that students and adults interact throughout the Endeavour Academy, in accordance with many other existing qualities.

Policy Statement

Spiritual Development

Definition
Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a student's 'spirit'. Some people may call it the development of a student's 'soul'; others as the development of 'personality' or 'character'.

There are many aspects of spiritual development:

- *Beliefs* - awareness and understanding of their own and others' beliefs. A respect for themselves and for others.
- *A sense of awe, wonder and mystery* - being inspired by the natural world, mystery, or human achievement.
- *Feelings of transcendence* – a respect for insight as well as knowledge and reason.

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- ***The search for meaning and purpose*** - asking "why me?" at times of hardship or suffering.
- Responding to challenging experiences of life such as beauty, purpose, suffering and death.
- ***Self-knowledge*** - an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences. A growing understanding and acceptance of individual identity and development of self-respect.
- ***Relationships*** – a sense of empathy with others, concern and compassion and an ability to build up relationships with others.
- ***Creativity*** - *expressing* innermost thoughts and feelings through, for example, art, music, literature and crafts. Exercising the imagination, inspiration, intuition and insight.
- ***Feelings and emotions*** - an understanding of feelings and emotions and their likely impact. A growing awareness of when it is important to control emotions and feelings.

Steps to spiritual development might include:

- Recognising the existence of others as independent from oneself.
- Becoming aware of and reflecting on experience.
- Understanding and evaluating a range of possible responses and interpretations.
- Developing personal views and insights.
- Applying the insights gained with increasing degrees of perception to one's own life.

At the Endeavour Academy we aim to encourage Spiritual Development through:

- The values and attitudes the Studio Academy identifies, upholds and fosters.
- The contribution made by the whole curriculum.
- Core Projects, acts of collective worship and team coaching.
- Extra-curricular enrichment, together with the general ethos and climate of the Studio Academy.

Moral Development

Definition
Moral development is about the building, by students, of a framework of moral values which regulates their personal behaviour. It is also about the development of students' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Our intention is that the students of the Endeavour Academy will be working towards:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures.
- A confidence to act consistently in accordance with their own principles.
- An ability to think through the consequences of their own and others' actions.

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- A willingness to express their views on ethical issues and personal values.
- An ability to make responsible and reasoned judgments on moral dilemmas.
- A commitment to personal values in areas which are considered right by some and wrong by others.
- A considerate style of life.
- A respect for others' needs, interests and feelings, as well as their own.
- A desire to explore their own and others' views.
- An understanding of the need to review and reassess their values, codes and principles in the light of experience.
- An understanding of rights and responsibility within the communities and society in which they live.

At the Endeavour Academy:

- We address moral issues through team coaching and Core Projects.
- We have a Behaviour Policy contributed to by staff and students.
- We deal promptly with any discrimination and injustice, involving students in decision-making where appropriate.
- We have a home-school agreement, agreed with parents and students.
- We promote a safe learning environment in which students can express their views and opinions.
- We model through relationships and interactions, the principles we wish to promote.
- We encourage students to take responsibility for their actions.
- We acknowledge and praise good behaviour.

Social Development

Definition

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society, society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

Our intention is that the students at the Endeavour Academy will be working towards:

- An ability to adjust to a range of social contexts by appropriate and sensitive behaviour.
- Working successfully as a member of a group or team.
- An ability to share views and opinions with others and work towards a consensus.
- Showing respect for people, living things, property and the environment.
- Appreciation of others" rights and responsibilities.
- An understanding of the structures of society e.g. the organisation of family and community etc.

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At the Endeavour Academy:

- We foster a sense of community with common, inclusive values.
- We provide opportunities for students to work in a variety of social groupings, within the class and sometimes across the school.
- We provide positive whole school experiences, e.g. Celebration assemblies, residential opportunities, off timetable enrichment days, visits and visiting speakers.
- We encourage students to develop valuable personal qualities, e.g. thoughtfulness, honesty and respect by modelling these behaviours.
- We help students to resolve tensions and conflicts through various mechanisms eg Restorative Justice (RJ).
- We have student voice forums.
- We ensure that partisan political views are not promoted in the teaching of any subject.
- We ensure that reasonably practicable steps are taken to offer a balanced presentation of opposing views when discussing political issues whilst students are in attendance of the Endeavour Academy; taking part in extra-curricular activities organised by the school which take place on site or elsewhere.
- We encourage children to support nominated charities through school events.

Cultural Development

Definition
Cultural development is about students' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change.

Promoting students' cultural development is intimately linked with Endeavour Academy's attempts to value cultural diversity and prevent racism.

Our intention is that the students of the Endeavour Academy be working towards:

- An ability to recognise and understand their own cultures and values.
- An ability to appreciate cultural diversity and to respect other peoples' values and beliefs.
- Having an openness to new ideas.
- Having a willingness to participate in artistic and cultural events, recognising and Understanding images / icons, which have significance, and meaning in a culture.

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At the Endeavour Academy:

- We have an Equality and Diversity Policy.
- We celebrate everyone's particular gifts and talents, regardless of culture.
- We work with outside agencies to support the needs of children as appropriate.
- We raise student's awareness of other cultures through team coaching, Core projects and schemes of learning.
- We report incidents of racism and prejudice appropriately.

British Values

Definition

British Values at Endeavour Academy are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Promoting Fundamental British Values

The government has defined British values as being the following: democracy; individual liberty; the rule of law; mutual respect; tolerance of those with different faiths and belief. These values are central to our school ethos and are promoted not only through the curriculum and its content but through every aspect of school life including student experiences, display and use of the buildings, behaviour code, and enrichment activities, ICEAG and the fundamentally courteous, respectful and sensitive learning community that we are. Each of these values is defined below and placed in a school context through the use of examples.

It is the duty of every member of staff to support and promote these fundamental values as detailed in the current Teacher Standards Part Two: Personal and Professional Conduct.

Democracy

Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.

In school we promote the importance of democracy through such things as:

- School council
- Our work with Erasmus
- Mock Elections using Parliamentary materials
- Student Voice on key areas of school life

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- Students are encouraged to use their voice across the curriculum through collaborative working, responses to teacher feedback in books, careful questioning by staff, the work they produce and classroom dialogue
- All students are given the opportunity to access the curriculum

Individual Liberty

Individual liberty suggests the free exercise of rights generally seen as outside Government control.

In school we promote the importance of individual liberty through such things as:

- Students are introduced to a range of beliefs and experiences so that they are able to make more informed choices for themselves
- Students are taught the knowledge and skills to broaden the choices they are empowered to make about future work, travel and education
- Students encouraged to voice views in lessons
- Students are able to make choices about the courses they will study at Key Stage 4.

Rule of Law

All people and institutions are subject to and accountable to law that is fairly applied and enforced.

In school we promote the importance of the rule of law through such things as:

- An appreciation of the law
- The Behaviour Code of Conduct - Ready, Respectful, Safe
- Accountability is inherent by staff (Teacher's Standards), students (Student Code of Conduct), and Governors.
- We liaise closely with outside agencies including Social Services and the Police
- The Acceptable Use Policy is used to promote correct use of the internet
- Students are explicitly taught the legal framework on a number of contemporary and social issues
- Safeguarding policy

Mutual Respect

The proper regard for an individual's dignity, which is reciprocated.

In school we promote the importance of mutual respect through such things as:

- Behaviour policy and Code of Conduct
- School Equality and Equal Opportunities policies

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- Clear guidance on good behaviour in public areas such as the College Campus and on social media
- The publishing and enforcement of a smart dress code for students and staff
- The curriculum helps students to learn about a wide range of people, cultures and beliefs and so develops students' ability to make informed decisions, form and be confident in their own identity and understand and respect that of others
- Project Based Learning

Tolerance of Those with Different Faiths and Beliefs

A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.

- We are a diverse learning community and this is central to our school ethos. It is celebrated through the school environment, assemblies, curriculum and events
- The curriculum helps students to learn about a wide range of people, cultures and beliefs and so develops students ability to make informed decisions, form and be confident in their own identity and understand and respect that of others
- Tutorials and areas of the curriculum celebrate and draw inspiration from festivals and teachings from a range of different faiths

Equal Opportunities

All members of the Endeavour Academy community are committed to the Equality and Diversity Policy. Discrimination based on race, gender, colour, religion, faith, physical appearance or disability is unacceptable to us (see Equality and Diversity Policy).

Breach of this policy may lead to action being taken under the School's formal Disciplinary Procedure. Any employee, who feels they have been treated in a manner contrary to the spirit of this policy, should seek recourse in accordance with the School's Grievance or Dignity at Work procedures.

Documents and Records

- Equality and Diversity Policy