

The Canterbury Academy Trust

Schools for all the Talents



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The Canterbury Academy Trust

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

The Academy Trust Vision Statement

'Improving the life chances of children and helping in the community'.

'The vision is of a high attaining and achieving academy with fully extended provision at the centre of our community and widely recognised as an example of leading practice. Young people will leave as positive, confident individuals proud of what they have achieved, prepared to be lifelong learners and ready to play an active and constructive part in society'

These are our key beliefs

- **Every child is good at something** (all children walk with genius)
- At The Canterbury Academy Trust it is important to offer '**as much as possible, as often as possible, for as many as possible**'
- Every learner matters
- The Academy exists for its children and its community
- The Canterbury Academy Trust offers a genuine alternative comprehensive option
- No one comes to work to do a bad job
- Treat people not as they are but as you want them to be

These are our key strap lines

- The Trust – a wealth of opportunity
- Schools for all the talents
- As much as possible, as often as possible for as many as possible
- Working in partnership with Simon Langton Grammar School for Boys to provide a grammar band in a comprehensive school for all the talents
- Learn, live, laugh
- Pride in ourselves and our school. Respect for others and the environment.

These are our key values

- Courtesy
- Responsibility
- Honesty
- Equality
- Respect
- Morality

Our absolute priorities remain

A. To provide the highest possible standards of education by maintaining our focus upon teaching & learning so that all our students become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live a safe, healthy and fulfilling life
- Active and responsible citizens who make a positive contribution to the well-being of present and future generations.

B. To provide the highest possible quality professional development to raise the level of performance of all the staff that work at The Academy Trust so that overall priority A (above) can be better met.

C. To maximise all advantages presented by academy status to provide the highest possible quality environment, accommodation, resources, ethos and customer service, to enable all our learners to achieve, our community to benefit and our company to thrive by seeking entrepreneurial opportunities to provide pathways for our students, alternative provision for the area and commercial opportunities for students and partners of the academy trust.

At The Canterbury Academy Trust we recognise that the development of pupils, spiritually, morally, socially and culturally 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, 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 subject and wider curriculum.

All curriculum areas have a contribution to a child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Beliefs, values and principles will be explored across the curriculum. Equality and Diversity will be respected and explored and pupils will be given access to alternative views.

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for pupils and their families and stakeholders. Children should 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.

Children should understand their rights and accept their responsibilities and the need to respect the rights of others. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

[Link to Departmental SMSC provision statements](#)

[Link to school assemblies](#)

[Link to extended mentoring](#)

[Link to our word for the team](#)

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Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

[Link to British Values](#)

[Link to House System](#)

[Link to Departmental SMSC Provision Statements](#)

[Link to School Assemblies](#)

[Link to Extended Mentoring](#)

[Link to our Thought for the Week](#)

[Link to British Values](#)

[Link to House System](#)

Through classroom activities and dialogue in the wider curriculum we will give the children 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 children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.
- Develop their personal talent through 'pillars' provision in KS3.

All curriculum areas provide opportunities to:

- Listen and talk to each other.
- Develop an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share ideas and equipment and give peers the opportunity to contribute.
- Work co-operatively and collaboratively.

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All curriculum areas plan and provide opportunities to cultivate:

Spiritual Development

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent 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 judgements.
- Take action for justice.

Social Development

- Develop an understanding of their individual and group identity.
- Help others in the school and wider community.

Cultural Development

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

Monitoring and evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This achieved by:

- Monitoring of teaching and learning and work scrutiny by DoTL / SLT / Directors
- Regular discussions at staff and governors' meetings.
- Audit of policies and schemes of work.
- Feature in Raising Standards Week.
- We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC development will purposefully ensure our pupils develop the skills they need to achieve success and fulfilment in life.