



The Sutton Academy

SMSC Development Policy

Status	Non-Statutory
Responsible Trustees' Committee	ALT
Date last approved by TB	Not Applicable
Responsible Person	Ms G Medare
To Review Date	September 2027
Last Amended Date	September 2025

Spiritual, Moral, Social & Cultural Development Policy

1. Introduction

The Sutton Academy recognises that the spiritual, moral, social and cultural element of Students' education is crucial to their development as an individual, allowing them to take their rightful place in their community as a local, national and global citizen. SMSC is about the values Students are encouraged to hold, their attitude towards learning, knowledge and society. At The Sutton Academy SMSC can also be seen interwoven through curriculum subjects.

SMSC is fundamental in preparing young people for society and at our Academy; Students are helped to develop positive attitudes and beliefs by being given opportunities to:

- Develop spiritual values and reasoned personal and moral values
- Consider the pluralistic nature of society; developing their understanding and respect for those with different religions, beliefs and ways of life
- Value everyone equally
- Develop personal relationships, based on trust, self-esteem and mutual respect
- Make personal relationships, based on trust, self-esteem and mutual respect
- Become active, responsible citizens in a democratic society
- Develop an appreciation of human achievements and aspirations
- Develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment

At our Academy SMSC permeates the life and work of the Academy. Through SMSC we seek to develop attitudes and values that will enable Students to become responsible and caring members of society. We provide Students with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. We seek to foster an attitude of tolerance and value towards those from a culture and background different from their own. They are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas. Through perception and sensitivity, tolerance and respect for others as individuals and in groups we would also expect Students to develop questioning, enquiring minds and learn how to express their ideas appropriately.

As an Academy we are aware of our collective responsibilities towards spiritual, moral, social and moral education and we:

- Ensure that all staff are aware of their role in developing Students' morals interpersonal skills, self-esteem and in preparing Students for the opportunities, responsibilities and experiences of adult life
- Ensure we celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve Students as active participants as much as possible.
 - This is demonstrated through a wide range of events such as the annual KS3 and KS4/5 Celebration Awards Evenings.

- There are also regular celebration themes in assemblies for all year groups to recognise effort and participation in the life of the Academy and activities outside the Academy.
 - The Achievement Point system encourages a culture of success and achievement for all.
 - Students are also encouraged to contribute to the Academy by developing their leadership roles within the Student Leadership system.
 - Ensure Students have information about all extra-curricular and enrichment activities
- Ensure that the PSHE and the Ready to Learn programme provides opportunities for discussion and reflection.
 - Build community and business links into the curriculum wherever possible
 - Ensure displays reflect and respect cultural variety
 - Ensure that British and academy values are both promoted and recognised.
 - Provide opportunities for all students to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips, visits and enrichment days.
 - Staff are expected to provide a role model based on the academy values, courtesy, mutual respect, positive intent and be prepared to listen to Students' views and encourage them to listen to each other.
 - They are also aware of the opportunities presented every day through curricular and extra-curricular activities to develop Students' skills, attitudes and understanding.

2. Spiritual Development

Spiritual development is concerned with how a pupil develops:

- Personal values and beliefs
- A willingness to reflect
- An ability to communicate these beliefs in discussion and behaviour
- An understanding of the value and role of faith and religion in societies
- Tolerance of other people

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and ultimate values. It includes imagination, inspiration and creativity. It also includes an awareness of self-identify and self-worth.

We promote spiritual development as part of student personal development through:

- Academy Rules
- PSHE
- Religious Education
- All subjects of the curriculum
- Assemblies
- The ethos of the Academy – values, attitudes and expectations which encourage imagination, inspiration and contemplation
- Opportunities to develop their understanding of spiritual issues
- Opportunities for reflection on aspects of their lives
- Wonder at the natural world and human achievement

3. Moral Development

Moral development is concerned with students' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices of society. Their knowledge and awareness of values and attitudes of individuals and society as a whole and socially acceptable code of behaviour is important. The quality of relationships that students experience, the standards of behaviour in the Academy as well as the values promoted by the Academy's code of conduct will form basis of any judgment on moral development as well as the extent to which students show:

- An understanding of the difference between right and wrong
- Respect people, truth and property
- A concern for how their actions may affect others
- The ability to make responsible judgements on moral issues
- Personal conduct that they take responsibility for their own actions
- Personal behaviour through principles rather than fear of punishment
- A knowledge of standards of morality

Our Academy is a social organisation and its functioning depends on the broad acceptance of rules, codes of conduct and a behaviour and discipline policy based on a clear set of moral principles.

The essence of moral behaviour is to build a framework of values, which regulate personal behaviour, through principles rather than fear of punishment or reward. These values provide the framework for Students to develop their attitudes and understanding on morality and develop the self-confidence to hold to this code of values against a variety of pressures. Moral development is about understanding the principles and social values behind actions and decisions.

At The Sutton Academy we reject disrespectful behaviour, including not limited to:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Obscenity
- Intolerance including racism, homophobia and disablist discrimination

At The Sutton Academy we promote moral development through a range of activities and opportunities both within and outside the classroom such as:

- Working with teachers and form tutors
- PSHE
- Assemblies
- Achievement and Behaviour
- Welfare and guidance
- Core curriculum including Religious Education

- Foreign country visits.

4. Social Development

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in Academy is crucial in forming students' attitudes to good social behaviour and self-discipline. The Academy helps prepare students to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations. The Academy systematically plans for social development of students through a range of teaching and learning activities including:

- Classroom organisation and management
- Student grouping and opportunities for group work
- Student Voice
- Academy productions
- Residential trips
- Social trips
- The PSHE Programme
- Academy-business links
- Faith Day
- Extra-curricular activities
- Foreign country visits.
- Student Leadership opportunities
- Holocaust Memorial Day
- Attitude to Learning grading and criteria for every lesson

5. Cultural Development

A student's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At Sutton Academy, we seek to develop in students an understanding and awareness of their culture within a multi-cultural society and encourage personal values and self-esteem. Our curriculum provides experiences of all aspects of culture for students including languages, aesthetic, mathematical, literacy, and technological, scientific, musical, political, economic and religious education. The Languages Department has a specific role in supporting the teaching and learning for students about cultural diversity through the curriculum. There are also opportunities for cultural visits including:

- Cultural visits
- Visits to centres of cultural interest
- Extra-curricular activities
- Holocaust Memorial Day
- Faith Day