



**The Park Federation Academy Trust  
Wood End Park Academy**

**Spiritual, Moral, Social and Cultural Policy**

## Approval

<b>Signed by the Principal on behalf of the Academy Council</b>	Surjeet Johra
<b>Date of approval</b>	September 2015
<b>Date of review</b>	September 2017

## Notes on Document Control

This document is the property of The Park Federation Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a 3<sup>rd</sup> party without the permission of the authoriser.

It is controlled within the Park Federation Academy Trust Admin Server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Users of the document are responsible for ensuring that they are working with the current version.

Paper or electronic copies may be taken for remote working etc. However, all paper copies or electronic copies not held within the Admin Server are uncontrolled.

Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. Any amendments shall be identified by a vertical line adjacent to the right hand margin.

To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

## Contents

		Page
1.0	Introduction	4
2.0	Our Aims in the Provision of SMSC	4
3.0	SMSC Across the Curriculum	4
4.0	Monitoring	5
5.0	Evaluation	6
Appendix 1	Opening Mind Competencies	7

## Section 1: Introduction

At Wood End Park Academy (WEPA) the personal development of students is a fundamental part of the academic and pastoral work of the school. To this end, we want to develop students spiritually, morally, socially and culturally and ensure that they are treated as individuals.

We aim to deliver spiritual, moral, social and cultural (SMSC) education through all aspects of school life; curriculum, extra-curricular activities, and assemblies as well as other whole school events including parents. No school can effectively promote the personal development of its young people without the partnership of parents and the wider community. We therefore do our best to engage these key stakeholders in this endeavour and work closely with them whenever possible. We set up a range of events to interest the diverse groups in our community.

## Section 2: Our Aims in the Provision of SMSC

WEPA has a very clear ethos in terms of the way we treat ourselves and each other. As an academy:

- We offer positive and realistic examples and role models for pupils to follow;
- We provide opportunities for reflection, discussion, advice and support to enable them to set personal goals and develop self-awareness and self esteem;
- All adults understand the importance they play in contributing to the personal development of each student. We relay this through literature on Opening Minds (Royal Society of Arts programme).
- Pupils have opportunities to reflect on moral or social issues relating to school life and the wider world
- Pupils are offered first hand opportunities to meet different people, visit different places and discuss different beliefs and faiths.

## Section 3: SMSC Across the Curriculum

Our SMSC provision will be delivered in a number of ways:

- Through the core values identified in the WEPA Behaviour Policy (see Behaviour Policy)
- Through our Personal, Health, and Social Education (PHSE) curriculum, built around the around the Opening Minds framework (see Appendix A). This will include Circle Time (incorporating reflection time) and teaching of SEAL (Social and Emotional Aspects of Learning) units of work and the visit by the Life Bus (a visiting bus where pupils receive messages from

the Life Educator of the Local Authority's Life Education Centre to reinforce their understanding of Healthy Lifestyles) each summer term.

- Through assemblies which reflect on the Opening Minds competencies, the achievements of our pupils and on special events (e.g. religious festivals, important historical events as appropriate).
- Through themed events such as Anti-Bullying Week, Let's Get Balanced Week, Futures Week, Life Bus and Culture Fest.
- Through regular charity work and whole school fundraising e.g. Comic Relief, Samaritan's Purse International Relief Shoe Box Appeal, Save the Children and Harvest collection.
- Through trips and visits e.g. local church, visiting homes for the elderly.
- Through pupil leadership opportunities such as Prefects, House Captains, Playground Leaders, Peer Mediators and School Councillors.

Our curriculum will provide opportunities to:

- Consider pupils' own values, beliefs and attitudes and those of others.
- Promote respect for their own and other people's religious beliefs.
- Develop the capacity to think reflect and express themselves.
- Recognise the multi-faith society in which they live.
- Support and promote British Values.
- Develop our pupil's sense of right and wrong, and the importance of taking responsibility for their actions.
- Develop awareness of the needs of others and the need to show consideration.
- Promote equal opportunities and an understanding that everyone has equal worth.
- Recognise the need to live harmoniously in society and to develop the ability to cope with conflict and difference of opinion.
- Understand that all of us have different abilities and talents.
- Exercise responsibility, show initiative and contribute to the life of the school.
- Challenge racism.
- Recognise the contribution of the many cultures represented at WEPA in the development of the curriculum and use of resources.

#### Section 4: Monitoring

- Class teachers will be responsible for ensuring that PSHE messages are planned carefully, and that the Opening Mind competencies are incorporated into all planning.
- Curriculum managers will be responsible for ensuring that the coverage of the Opening Minds competencies in all year groups is implemented and that there is appropriate progression through the school.

- Messages and elements of SMSC will be reflected in displays around the school.
- Pupil voice and Parent Questionnaires will be conducted each term.
- Lesson Observations will be conducted each term throughout the school to obtain evidence of SMSC being incorporated in every lesson.

## Section 5: Evaluation

- SMSC outcomes will be reported in WEPA's self evaluation.
- Best practice will be shared where possible, using schools in the Trust first and foremost, including opportunities for continuing professional development.

## Appendix 1: Example of Opening Minds Competencies taught

### Wood End Park Academy Opening Minds Competencies in Reception

<p><b><i>Moral and Ethics</i></b> I can think about why we have rules and follow these rules.</p>	<p><b><i>Reasoning</i></b> I can make changes to improve my work.</p>	<p><b><i>Entrepreneurship</i></b> I can find solutions for some of my own problems.</p>	<p><b><i>Teamwork</i></b> I can take turns.</p>	<p><b><i>Self-Management</i></b> I can complete an activity in a given amount of time.</p>
<p><b><i>Making a Difference</i></b> I can think about how I help other people.</p>	<p><b><i>Creativity</i></b> I can use my talents to help others.</p>	<p><b><i>Research</i></b> I can think of ways to find the answer to a question.</p>	<p><b><i>Coaching</i></b> I can help others.</p>	<p><b><i>Coping with Change</i></b> I can cope when things are different.</p>
<p><b><i>Diversity</i></b> I can understand how people are different.</p>	<p><b><i>Positive Motivation</i></b> I can complete a task by myself.</p>	<p><b><i>Reflection</i></b> I can choose activities to help my learning.</p>	<p><b><i>Communication</i></b> I can tell how others are feeling (body language).</p>	<p><b><i>Feelings and Reactions</i></b> I can identify when I do something well.</p>
<p><b><i>Learning Approaches</i></b> I can choose different types of activities.</p>	<p><b><i>Key Skills</i></b> I can use money to buy things.</p>	<p><b><i>Leadership</i></b> I can talk differently to different people (role play).</p>	<p><b><i>Emotional Intelligence</i></b> I can say how I feel.</p>	<p><b><i>Risk Taking</i></b> I can take a risk.</p>