



Edna G Olds Academy  
A L.E.A.D. Academy

# SMSC

## Development



## Our Values:

Our school ethos is underpinned by our twelve core behaviours which are split into the personal and the social values we feel are essential in developing our pupils into the leaders of the future. These encompass the LEAD values: Lead, Empower, Achieve and Drive.

The personal values of self-awareness, courage, personal responsibility, motivation, resilience, and creativity enable our pupils to develop a deeper understanding of their identity, personality and being. This is gained through our coaching culture that seeks to develop intrinsic motivation and self-reflection, unlocking potential within pupils for them to be able to approach life positively with the confidence and determination required, empowering them to overcome setbacks and challenges whilst always being aware of their own health and well-being.

The social values of respect, inclusion, empathy, tolerance, altruism, and trust empower our children to gain a deep understanding of what it means to live with integrity. By celebrating cultures and diversity within our unique multi-cultural catchment, our pupils can learn from each other and thrive as citizens in modern Britain.

To ensure that this happens, we provide a curriculum that is rich in Spiritual, Moral, Social and Cultural Developments.

**Spiritual development** is about offering a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values. As such, Spiritual Development incorporates feelings, emotions, attitudes and beliefs. As an inclusive school for all children with different or no beliefs, we believe that spiritual development also leads us towards the understanding of self and others.

**Moral development** is about building a framework of moral values for our children, which regulates their personal behaviour. It is the development of our understanding of society's shared & agreed values, including an understanding that there are contentious issues where there is disagreement, and that society's values change. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences.

**Social development** is about helping our children to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together, as well as functioning effectively in a multi-racial, multi-cultural society. We also promote how there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation that such membership requires.

**Cultural development** is about our children understanding their own culture, other cultures in the UK & beyond. It is about understanding and feeling comfortable in a variety of cultures & being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions & beliefs of others.

At Edna G. Olds, children are encouraged & enabled to:

- Reflect on beliefs, values & more profound aspects of human experience & use their imagination and creativity to develop curiosity in their learning;
- Overcome any barriers to their learning;
- Develop and apply an understanding of right & wrong in their school life and life outside school;
- Take part in a range of activities requiring social skills, including: sporting activities, after school clubs & collaborative learning groups;
- Develop an awareness of, & respect towards, diversity in relation to gender, race, religion & belief, culture & disability;
- Gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training;
- Respond positively to a range of artistic, sporting & other cultural opportunities provided by the school, including: developing an appreciation of theatre, music and literature;
- Develop the skills & attitudes to enable them to participate fully and positively in democratic, modern Britain;
- Understand & appreciate a range of different cultures as an essential element of their preparation for life.

As part of our evaluation of SMSC development across the school, we have noted the following:



## SMSC Development at Edna G.Olds Academy

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> <li>• RE curriculum covers spiritual themes.</li> <li>• Visitors from faith groups &amp; organisations</li> <li>• Celebration Assembly &amp; school rewards celebrate the worthiness of individual children &amp; self esteem &amp; confidence is built up.</li> <li>• Key festivals &amp; memorial days celebrated focussing on practices &amp; origins.</li> <li>• Self &amp; peer assessment techniques involve reflection of learning, attitudes &amp; behaviour.</li> <li>• Arts appreciated in English, Art, Music &amp; PE.</li> <li>• Singing activities in assembly &amp; choir with spiritual themes.</li> <li>• Human endeavour, determination &amp; endurance celebrated &amp; upheld to aspire to.</li> <li>• School vision &amp; ethos clearly displayed around school &amp; upheld by staff.</li> </ul>	<ul style="list-style-type: none"> <li>• RE curriculum covers moral themes from a spiritual /religious standpoint.</li> <li>• Assemblies with moral messages</li> <li>• Strong moral message of standing up to make change where necessary (slavery, philanthropists, trafficking, etc.)</li> <li>• Positive behaviour policy in place which upholds &amp; rewards correct behaviour &amp; attitudes.</li> <li>• School Vision &amp;ethos communicates moral values &amp; framework in which to function &amp; learn in.</li> <li>• Right decisions, human endeavour, determination &amp; working towards the good of others celebrated &amp; upheld to aspire to.</li> <li>• Self &amp; peer assessment techniques involve reflection of learning, attitudes &amp; behaviour.</li> <li>• Self &amp; peer assessment techniques involve thinking critically, test outcomes &amp; make moral choices.</li> <li>• Enterprise Project develops appreciation of what we have &amp; how to meet the needs of others less well off.</li> <li>• English skills focus on character’s motives, choices, points of view &amp; moral dilemmas.</li> <li>• Esafety &amp; Safety Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• RE curriculum covers social themes from a spiritual /moral /religious standpoint.</li> <li>• Assemblies with social messages on behaviour, attitudes, justice, endeavour, altruism, etc. / opportunities for individual reflection.</li> <li>• School Vision &amp; ethos upholds the formation &amp; use of social skills in which to function &amp; learn.</li> <li>• After School Clubs – sporting &amp; Arts focussed giving opportunity for social participation, team work, etc.</li> <li>• School Environment provides opportunity for play, team games, co-operation, negotiation skills, etc.</li> <li>• Good relationships are modelled by staff &amp; exhibited by children.</li> <li>• Speaking &amp; Listening skills are valued &amp; developed in all curricular areas &amp; throughout school.</li> <li>• Play facilitated to promote good relationships, team, work, friendly competition &amp; friendships.</li> <li>• Charity work (whole school &amp; individually planned) has a social outworking &amp; benefit.</li> <li>• Self &amp; peer assessment techniques involve assessing own behaviour &amp; attitudes as well as empathising &amp; reconciling differences.</li> </ul>	<ul style="list-style-type: none"> <li>• RE curriculum covers cultural themes from a spiritual /moral /religious standpoint.</li> <li>• Assemblies with cultural messages about beliefs, practices, respect, tolerance, / opportunities for individual reflection.</li> <li>• Children can consider excellent role models to aspire to often from underrepresented groups, such as BAME, women &amp; Paralympians.</li> <li>• Links with the community &amp; faith communities &amp; partnerships with local schools.</li> <li>• Visits (physical &amp; virtual) to places of worship.</li> <li>• After School Clubs which focus on cultural differences.</li> <li>• Whole school &amp; individually planned charity work focuses on the needs of others, often from other cultures in physical need.</li> <li>• Local &amp; National charity fundraising.</li> <li>• Global aspects of the Arts appreciated in English, Art, Music &amp; PE.</li> <li>• In History, children appreciate the significance, impact &amp; contribution of past &amp; present cultures.</li> <li>• Children read Literature from different cultures.</li> <li>• Global awareness whole school events.</li> <li>• Differences &amp; similarities recognised &amp; celebrated in faith, ethnicity, disability, gender, sexuality &amp; family backgrounds &amp; situations.</li> <li>• Prejudices &amp; discriminatory behaviour &amp; stereotypes are challenged.</li> </ul>

- Zero tolerance of racist behaviour or attitudes not in line with British values.
- School has an Equality & Diversity Policy & a Disability, Equality Action Plan in place.

## Evidence

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> <li>• Children show spiritual awareness, have a sense of wellbeing &amp; are well developed emotionally</li> <li>• RE Curriculum</li> <li>• Collective Worship / assembly programme covering spiritual themes</li> <li>• Assembly display &amp; Powerpoints</li> <li>• Visitor records from HT Reports to Governors</li> <li>• Visit records / virtual tour resources</li> <li>• School environment</li> <li>• Residential &amp; day visits records &amp; risk assessment</li> <li>• Certificates, prizes, rewards in weekly achievers assembly</li> <li>• Work, displays, performances &amp; assemblies showing celebration of festivals</li> <li>• Remembrance Day &amp; WWI events</li> <li>• Self &amp; Peer assessment resources used by teachers &amp; in children's books</li> <li>• English, Art, Music &amp; PE lessons where the Arts are appreciated, plus lesson observations</li> <li>• Performances, productions, church services, community events involving drama, singing, dance, etc.</li> <li>• Sports display</li> <li>• Assembly powerpoints involving sporting heroes, philanthropists, acts of heroism &amp; endeavour</li> <li>• School Vision / displays &amp; literature for parents</li> <li>• Website</li> <li>• PSHE resources &amp; planning</li> </ul>	<ul style="list-style-type: none"> <li>• Children show a moral awareness, speak of their conscience &amp; (mostly) make the right choices in terms of behaviour.</li> <li>• RE Curriculum</li> <li>• Assembly display &amp; Powerpoints on moral themes, philanthropists, civil rights, democracy, prejudice &amp; discrimination, anti-bullying, etc.</li> <li>• Positive behaviour policy</li> <li>• Certificates, prizes, rewards in weekly achievers assembly</li> <li>• School Vision / displays &amp; literature for parents</li> <li>• Self &amp; Peer assessment skills regarding behaviour</li> <li>• Children's work shows critical thinking &amp; self assessment.</li> <li>• ESafety Week planning &amp; children's outcomes.</li> <li>• Website</li> </ul>	<ul style="list-style-type: none"> <li>• Children show a social awareness, are aware of themselves &amp; others &amp; observe the etiquettes of pleasant social behaviour.</li> <li>• RE Curriculum</li> <li>• Assembly display &amp; Powerpoints covering social behaviour, social awareness of others &amp; social responsibilities.</li> <li>• School Vision &amp; ethos.</li> <li>• Break times.</li> <li>• Lunch times</li> <li>• After School Clubs</li> <li>• Opportunities for communication skills, speaking &amp; listening, drama, presenting, Circle Time</li> <li>• Support sessions, nurture groups, 1:1, etc.</li> <li>• Peer groups, buddy work between year groups</li> <li>• Transition preparation for secondary school.</li> <li>• Lesson observations &amp; write ups.</li> <li>• Observation of relationships between adults &amp; children &amp; to each other.</li> <li>• Assembly participation &amp; presentations by children.</li> <li>• Roles &amp; responsibilities involving working as a team &amp; feeding back to others</li> <li>• Self &amp; Peer assessment skills regarding behaviour &amp; attitudes towards others.</li> <li>• Special events: trips, residential, sports days, mini-olympics, productions, charity / fundraising days &amp; events, etc.</li> <li>• Community links &amp; partnerships with other schools.</li> <li>• Positive feedback from visitors to the school, when on school visits &amp; when we take part in community events.</li> </ul>	<ul style="list-style-type: none"> <li>• Children that are culturally aware, that value &amp; celebrate their own as well as the culture of others.</li> <li>• RE Curriculum</li> <li>• Assembly displays &amp; Powerpoints covering religious festivals, prejudice, Black History month, disability awareness, aid &amp; need, charity work &amp; Enterprise Project, etc.</li> <li>• Visits (real &amp; virtual) to places of worship &amp; visitors from different cultures.</li> <li>• Visits to &amp; visitors from art galleries, theatres, libraries, music performances &amp; museums.</li> <li>• MFL taught (Spanish).</li> <li>• Sports participation in events &amp; activities.</li> <li>• Music lessons</li> <li>• Global &amp; Arts days &amp; week events, displays, performances &amp; activities.</li> <li>• After school clubs</li> <li>• Variety of cultures reflected in Curriculum, Literature, Music &amp; PE.</li> <li>• History celebrates aspects of our own culture as well as of others.</li> <li>• Sex Relationship Education recognises different family backgrounds &amp; make ups.</li> <li>• Productions with settings in other countries &amp; cultures.</li> <li>• Positive images of people from different cultures &amp; backgrounds around school.</li> <li>• Individual &amp; group projects organised by the children in response to needs.</li> <li>• Stereotypes are challenged as part of behaviour policy &amp; curriculum.</li> <li>• Racist Incident Records &amp; Head teacher's Reports to Governors.</li> </ul>

## Impact

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> <li>• Children that are spiritually aware, have a sense of wellbeing &amp; are well developed emotionally.</li> <li>• Children have the opportunity to develop their own religious beliefs &amp; respect those of others.</li> <li>• Children that can reflect on their own feelings, attitudes, efforts &amp; behaviours.</li> <li>• Children that can empathise with the feelings of others.</li> <li>• Stress free children that can relax, pause to consider &amp; access peace.</li> <li>• Children that can find their own solutions to problems</li> <li>• Children who can access help from others.</li> <li>• Children who can celebrate their own &amp; others' achievements</li> <li>• Children who aspire to reach their potential.</li> <li>• Children who have core values, a strong sense of morality &amp; an understanding of right &amp; wrong</li> <li>• Children have a strong sense of self worth, self confidence, resilience &amp; determination to do well.</li> <li>• Children who are respectful of others, their differences, beliefs, opinions &amp; backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Children that are morally aware, develop a sense of conscience &amp; try their best to do the right thing.</li> <li>• Children show respect &amp; care for adults &amp; other pupils, particularly those who are vulnerable.</li> <li>• Children that can reflect critically on their own &amp; other's behaviour &amp; moral questions.</li> <li>• Children that can empathise with the feelings of others by considering moral viewpoints.</li> <li>• Children that can find their own solutions to problems by measuring up moral issues.</li> <li>• Children who can celebrate the achievements of others simply to build &amp; encourage.</li> <li>• Children have a strong determination to work hard &amp; do what is right because they see it as a moral responsibility.</li> <li>• Children get on with each other, there is no bullying &amp; conflicts are resolved quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have a social awareness, are aware of themselves &amp; others &amp; observe the etiquettes of pleasant social behaviour.</li> <li>• Edna G.Olds is a positive place to live &amp; grow together in.</li> <li>• Children work &amp; play well together in pairs, groups &amp; teams.</li> <li>• Children show respect &amp; care for adults &amp; other pupils, particularly those who are vulnerable.</li> <li>• Children that can reflect critically on their social relationships &amp; identify where things have gone wrong &amp; offer solutions to resolve conflicts.</li> <li>• Children that can empathise with the feelings of others &amp; respect the viewpoints of others.</li> <li>• Children understand their place, contribution &amp; responsibility as part of social groupings, the community &amp; society as a whole.</li> <li>• Children get on with each other, there is no bullying &amp; conflicts are resolved quickly.</li> <li>• Children have good interpersonal skills &amp; can speak confidently to each other &amp; most adults as ambassadors for the school.</li> <li>• Children's sense of social responsibility leads them to help others.</li> <li>• Children contribute &amp; know that they have a voice in school improvement. Children have responsibility &amp; feel valued as a result.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have a cultural awareness; they are aware of themselves &amp; others, they recognise the unity of all &amp; see difference positively.</li> <li>• Children respect each other &amp; work &amp; play well together no matter what their differences.</li> <li>• Children have excellent role models to aspire to often from underrepresented groups, such as BAME, women &amp; Paralympians.</li> <li>• Children have a good knowledge &amp; understanding of their own culture as well as different countries &amp; cultures around the world.</li> <li>• Children have some experience of the foods, art, dance, songs, music, stories, etc. from different countries &amp; cultures.</li> <li>• Children have an appreciation of the Arts through participation &amp; observation.</li> <li>• Children have an appreciation of PE &amp; Sport through participation &amp; observation.</li> <li>• Children have a good understanding &amp; awareness of racism &amp; prejudice &amp; hold the people who changed situations &amp; attitudes in high regard.</li> <li>• Children have a strong social awareness &amp; feel a responsibility to help others less fortunate than themselves from other cultural backgrounds. They organise their own wide variety of charity events in response.</li> <li>• Children have a good knowledge &amp; awareness of different religions &amp; their practices. They show respect for the beliefs, views &amp; opinions of others who have a faith or no faith.</li> <li>• Children have a good understanding of Sex &amp; Relationships (appropriate to their age group) &amp; recognise different family backgrounds &amp; make up.</li> <li>• Children have a good awareness of disability &amp; different needs. They show a high level of respect, care &amp; support for others.</li> <li>• There are no racist or homophobic incidents in the school.</li> </ul>