




Spiritual, Moral, Social & Cultural Development Policy

Signed	
Position	Head of School
Date Agreed	October 2024
Next Review	October 2025

Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability, or religious belief. We provide a safe, supportive, and welcoming environment.

Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.



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1. Context

Centre Academy London (CAL) is dedicated to providing a supportive and nurturing environment for all its students, so that each may achieve his or her full potential within the school curriculum, within the school's social activities and context and within British society as a whole.

2. Ethos

CAL is a non-denominational school and promotes international understanding within our culturally diverse school population by emphasizing shared community and collective responsibility as well as individual responsibility. The school is committed to the belief that excellence in education can only be fully achieved when partnerships between school, parents, students, and the community work as a cohesive whole.

Central to CAL's ethos is the belief that the education provided is not only about gaining of knowledge and acquiring of essential skills, important though they are, but that it is also about the personal development of each boy and girl, in its fullest sense. This includes enabling pupils to develop their self-esteem, self-discipline, respect for others and responsibility to the environment.

3. Role of School/Class Assemblies

Assemblies generate a feeling of "belonging" and togetherness as a school family, where pupils' achievements are recognised and valued, and the spiritual dimension emphasised as an important part of school life. Important messages about concern for others or the environment can be conveyed. Pupils and young people are involved in singing, reading aloud, drama and playing music; we also encourage them to watch and listen with concentration and, indeed, respect.

The aims for our assemblies are:

- To celebrate achievement
- To promote pupils' spiritual development
- To promote the ethos of the school through the expression and celebration of shared values
- To provide an opportunity for individual reflection on spiritual and moral concerns.
- Assemblies take a variety of forms:
 - an illustrated talk by an invited speaker/charitable organisation
 - exploration of religious/moral themes
 - a class-led / teacher led assembly.
 - 'Celebration' assemblies



- Visitors who broaden the students' knowledge of the outside world and promote different work opportunities or possibilities for the future.

4. Spiritual Development

- Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that students and adults share.
- A sense of awe and wonder – the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities.
- Feelings of transcendence – the opportunity for students to discuss unexplainable issues and to feel that there is something beyond themselves.
- A search for meaning and purpose – this is encouraged through students asking questions about what is going on in their lives.
- Relationships – recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.
- Creativity – where the student has the opportunity to express his or her thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.
- Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

Religious Education (RE) plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals, and responsible citizens. They will also develop the knowledge, skills, understanding, qualities, and attitudes they need to foster their own lives and independence.

Pupils' spiritual development involves the growth of their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. They will learn to explore their beliefs and experience, respect values and discover their inner selves.

The DfE guideline outlines four levels that RE teaching should address:

- The school community
- The community within which the school is located.
- The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
- The global community – RE involves the study of matters of global significance, recognising the diversity of religion and belief and its impact on world issues.

4.1 Religious Observance

Contemplation, reflection, and celebration are important aspects of all religions. We recognise and celebrate our diverse school community. Students are encouraged to talk about and discuss their own individual belief systems whether they be through following an organised religion or a natural spiritual inclination.

CAL's methodology is that of discussion, exploration, and reflection. This methodology is carried out through what is taught in its curriculum, through participation in music, drama, and artistic activity, through collective worship and through the school's ethos. Students are encouraged to respect their own and other cultures and faiths to promote tolerance and harmony within our culturally diverse school population.

The teaching of RE is concerned with the development of understanding of religion as a significant area of human experience. It is also an aspect of personal growth enabling the individual to explore questions concerning the meaning of life. The moral element is the process whereby a person develops responsible attitudes towards others, and skills of moral judgement about what are considered to be right and wrong.

4.2 The Multi-Cultural Dimension

The aims of RE are in line with the school's policies on Equal Opportunities and Racial Equality, which offer equal opportunities for all. In line with these policies, we wish pupils to understand, appreciate and respect people of all different religions, races, disabilities, and ethnic backgrounds.

4.3 Religious Aims

- RE encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional, and social ethics; it encourages them to express their responses.
- Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human.
- RE enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Prompts pupils to consider their responsibilities to themselves and others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity, and compassion.

4.4 Exemption from Religious Education Lessons

Parents who wish to have their child withdrawn from Religious Education within the curriculum will indicate this through a written letter informing the school of special

requirements. Children who are withdrawn from Religious Education will be placed in an alternative class for the duration of the lesson and pursue personal projects.

5. Moral Development

Pupils' moral development involves them acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what they believe is right. Education will provide them with the tools that they need to make these judgments. Moral education will encourage pupils to be able and willing to reflect on the consequences of their actions and to learn how to forgive themselves and others. They develop knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them. It is appreciated that different people may hold differing opinions upon what is right or wrong, due to alternative religious or moral beliefs, but the school's ethos supports the "rule of law" (DfE 2014).

Pupils' moral development is addressed throughout the curriculum and in social times within the school. Discussions take place in tutor periods and will often address any wrongs or difficult situations that the pupils have observed during the school day or that they have observed via the news or on the internet.

Through observation, staff will assess the development of positive attitudes within a pupil e.g., how the pupil empathises with and understands the beliefs and values of others, and how he/she forms personal judgements.

As religious and moral views are often controversial and involve personal decision and commitment, it would be wrong to assess the personal stances of pupils in relation to such matters. A pupil's view in relation to a moral dilemma will not be assessed as right or wrong, although the process of arriving at that view may be assessed. Staff will record a pupil's strengths and particular needs in the pupil reports to parents.

5.1 Moral Aims

- A developing sense of responsibility not only for their own actions, but for their responsibilities to others
- A developing awareness of, and pride in, their own unique gifts, talents and privileges, and a parallel rejection of all forms of prejudiced perception of others on the basis of class, race, sex, religion, or nationality
- An appreciation of the importance of honesty, truthfulness, and the development of personal integrity
- An awareness of the feelings, needs and rights of others.
- A growing disposition towards generosity by helping those less fortunate or weaker than ourselves.
- An appreciation of the importance of being kind to others and a clear rejection of unkindness, cruelty or bullying. Our school is a "no banter" school.

6. Social Development

Pupils' social development involves them acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national, and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities, and attitudes they need to make an active contribution to all communities.

This year, CAL hopes to achieve the Bronze award as a “Rights Respecting” School. Through the curriculum, we teach the students about the United Nations Convention on the Rights of the Child (1989). This convention says what we must do so that children grow as healthy as possible, can learn at school, receive protection, have their views listened to, and are treated fairly. All the rights in the Convention apply to every child, no matter who they are or where they come from.

At CAL students are required to learn their obligations and the responsibilities/constraints that go with joining a ‘school family’, but also to enjoy the satisfaction of being part of a thriving and positive community; they understand that all members of the school faculty are individuals, thus different, and should be appreciated as such. Students are given the opportunity to experience a variety of social roles but are also expected to be role models for each other, and especially younger pupils, as they develop into adulthood. Social development is seen to be closely related to the development of moral principles.

6.1 Social Aims

- To provide opportunities for pupils to work in groups to experience a variety of social roles, leadership, supporting etc.
- To provide opportunities for different age students to experience working co-operatively in partnership with others.
- To provide opportunities for pupils to exercise leadership and responsibility.
- To provide opportunities for pupils to learn to respond to the initiatives of others, and what it means to share a common purpose.
- To provide opportunities for pupils to understand the 'political' aspects of living in society.
- To provide opportunities for pupils to be involved in a decision-making process, for example decisions regarding option choices at GCSE, Functional Skills, BTecs levels, and make informed decisions about the choices offered e.g., ICT/Art/Film Studies, History or Drama.

7. Cultural Development

Pupils' cultural development involves them acquiring an understanding of cultural traditions and providing them with opportunities to participate in cultural activities. CAL actively promotes the fundamental British values of “democracy, the rule of law, individual liberty and mutual respect, and tolerance for those with different faiths and beliefs” (DfE, 2014).

CAL students will acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

A purpose of education at CAL is to develop the pupils' understanding and appreciation of the music, art, drama, poetry, science and technology of the society in which they live. It is, however, appreciated that cultural development is not limited to school and that parents will have a major impact on their child's understanding of the world around them and the historical context of culture.

7.1 Cultural Aims

- To provide pupils with the knowledge of the nature and roots of their own cultural traditions and practices, including historical, social, religious, aesthetic, ethnic or political and also of the key features of other major cultural groups within their own society
- To develop an understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices within their society
- To encourage a personal response and accomplishment in a range of cultural fields; these might include literature (both prose and verse); music; technology (including information technology); art and design; and sport.
- To enlarge pupils' capacity to relate what they learn, in school generally and in particular areas of the curriculum, to their appreciation of wider cultural aspects of society, and to evaluate the quality and worth of cultural achievements.

8. Achieving the Aims

The moral, spiritual, social and cultural (personal) aspects of a pupil's development do not form part of any separate curriculum area's scheme of work at CAL; they are considered to be a part of the whole school environment. The formation of character, beliefs, and values is really the development of character and personality and is not something which can be attained by formula, curriculum organisation or prescription.

To further its aims, CAL does have a number of more formal structures which are intended to contribute to the general process of moral, spiritual, social and cultural development. These structures support the ethos of the school and contribute in many ways towards the development of a spiritual, moral, social and cultural environment.



8.1 The Curriculum

All subjects and all teachers can and do contribute to personal development simply by their interaction with pupils during lessons. However, certain subjects such as PSHE, Citizenship, Career Development, English, Drama, Humanities, and PE lessons have, by their subject matter, a particular contribution to make to the overall spiritual, moral, social and cultural development in the teaching of students.

8.2 Mentoring

All students are allocated a mentor; the mentor, daily, will ensure that the students have correct equipment needed for the day and are wearing correct uniform, they are aware of their timetable, and where the class is and break times etc. They also use this as an opportunity to discuss key national events or important cultural events or highlights of the year e.g. Black History month, Mental Health Day, Anti-bullying week.

8.3 Year Activities

Across the school, specific activities take place, which are purposefully designed to further personal development. These activities are mapped out in the school calendar at the start of the year and are planned accordingly.

8.4 Activities

There are a diverse variety of activities, which make a major contribution to personal development, including visits to the theatre; to museums and art galleries; Careers Development seminars and fairs; Mental Health Day activities and the annual residential trip to Devon.

8.5 Responsibility and Leadership

The School Council provides both formal and informal opportunities for girls and boys to exercise leadership, service and responsibility. The make-up and structure of these leadership positions will change depending on the cohort.

8.6 Specialist Staff

In addition to all teaching staff, there are a number of specialist staff – the Mental Health & Wellbeing Counsellor, Mental Health Leads, SENDCo, Occupational Therapist, dyslexia Specialists and a Speech and Language Therapist, who have a particular role to play in working closely with individuals to assist them to prepare in diverse ways for the outside world.

8.7 The School Ethos and Rules

There is so much more to spiritual, moral, social and cultural development than just conforming to a set of rules. It is important, however, to have a well-regulated and disciplined environment for any educational achievement. CAL has policy documents on the school codes of behaviour that are based on the fundamental tenet of mutual respect



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and kindness, and these together with the school ethos are expressions of the values that CAL seeks to encourage. They are considered to be a vital ingredient in the spiritual, moral, social and cultural development of all the boys and girls.

At CAL we offer a supportive and nurturing programme and environment for all our students so that they may achieve their full academic potential. We also emphasise education for the whole child in order to instil in our students those values that we believe are needed as they begin to master the essential life skills that their emergence into adulthood will require. Our comprehensive careers development and work experience opportunities ensure that every child has the opportunity to pursue a career of their choice or further education.