



Spiritual, Moral, Social & Cultural Development Policy

Policy Reference	
Committee	C&S
Completed Review Date	May 2024
Policy Owner	VP/Principal
Ratified by Governors	
Next Review Due	May 2026

Signed by Principal	
Signed by Chair of Governor	

MONITORING, EVALUATION AND REVIEW

This policy will be reviewed when there are changes in the law or at least every two years, to assess implementation and effectiveness in line with DfE guidance September 2022.

This policy will be promoted and implemented throughout the Academy.

Contents

1. Spiritual Development	4
2. Moral Development.....	4
3. Social Development.....	5
4. Cultural Development.....	5
5. Monitoring.....	5
6. Reviewing.....	5

PREFACE

Chiltern Hills Academy is a learning environment at the heart of its community. We encourage every person in our community to:

Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment and organisation which is spiritual, safe, innovative, creative and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

Chiltern Hills Academy's values and ethos are promoted through adults, whether teachers or non-teaching staff, modelling behaviours in order to provide strong role modelling of what is expected. In addition, the Academy promotes these values through collective worship, tutor work and through the wider curriculum.

We equally acknowledge the need to promote British Values as outlined in guidance from the Department for Education (DfE).

The list below describes the understanding and knowledge expected of students as a result of schools promoting fundamental British values (DfE Promoting fundamental British Values as part of SMSC in schools – November 2014)

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combatting discrimination.

Policy Objectives

Spiritual, Moral, Social and Cultural Development is crucial for individual students and important for society as a whole. It is the heart of what education is all about – helping students grow and develop as people and effective participants in modern Britain.

Spiritual, Moral Social and Cultural Development is cross-curricular and promotes the objectives of the policies for British Values, Collective Worship and Equality and Diversity.

These policies all underpin our curriculum model, putting the child at the centre of all we do. It is an expectation that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of students through the curriculum and through the use of appropriate teaching and learning strategies e.g discussion, reflection and student participation.

The importance of relationships between all school staff, parents and governors is vital. These relationships will be underpinned by our seven Christian values.

1. Spiritual Development

- To promote the development of personal beliefs and creative expression
- To foster a sense of community within students and to build self-respect and respect for others
- To encourage an enquiring attitude to the meaning and purpose of life and appreciation of the natural world and achievements of people
- To provide opportunities to reflect upon the meaning of spiritual experiences:
 - Curiosity and questions
 - Awe and wonder
 - Connection and belonging
 - Heightened self-awareness
 - Prayer and worship
 - A sense of security, well-being, worth and purposefulness
- To promote learning opportunities which value students' questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns

2. Moral Development

- To develop students' ability to make reasoned judgements on moral issues
- To promote racial, religious and other forms of equality
- To develop an open and safe learning environment in which students can express their views and practise moral decision making
- To encourage students to take responsibility for their actions, for example, respect for property, being honest, care for the environment and upholding CHA values

3. Social Development

- To encourage strong personal contributions to the well-being of social groups and to form effective relationships with them
- To help students develop personal qualities, which are valued in a civilised society
- To provide opportunities for engaging in the democratic process and participating in community life
- To provide opportunities for students to exercise leadership and responsibility
- To provide positive and effective links with the world of work and the wider community

4. Cultural Development

- To develop the students' understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices – nationally and internationally
- To extend students' knowledge and use of cultural imagery and language
- To provide opportunities for students to participate in literature, drama, music, art, crafts and other cultural events and encouraging students to reflect on their significance.
- To develop partnerships with outside agencies and individuals to extend students' cultural awareness, for example, theatre, museum and gallery visits.

Chiltern Hills Academy recognises its importance in the spiritual, moral and cultural development of the young people whom it educates. The potential for spiritual development is in everyone and not confined to a particular religious belief or faith or to a particular occasion such as collective worship.

5. Monitoring

1. During Governor visits, governors will discuss and review evidence of spiritual, moral and cultural development throughout the Academy.
2. The Learning and Teaching Committee will review evidence of spiritual, moral and cultural development through development plans and feedback from Governor reports.

6. Reviewing

The Governing Body is responsible for reviewing its policies and the Principal is responsible for reporting on the implementation of the policy.

1. Has the policy been successfully implemented?
2. Has the policy had the intended impact in the Academy and on the young people?
3. Are the current objectives to remain the same and do they support other policies and development priorities?

Nominated Member of Staff: The Principal

In respect of Spiritual Development Chiltern Hills Academy seeks to:

- Promote the development of personal beliefs
- Develop a sense of awe and wonder in the natural world
Develop knowledge of, and respect for, different people's faiths, feelings and values
- Acknowledgement that feelings of transcendence form an important element to many students' lives
- Develop an enquiring attitude to the search for meaning and purpose in life
- Promote self-respect and individual responsibility
- Develop a sense of community and a respect for others
- Provide opportunities for creative expression and use of imagination
- Promote an awareness of the value of feelings and emotions

In respect of Moral Development, Chiltern Hills Academy seeks to:

- Present knowledge and teach the codes and conventions of conduct agreed by society
- Develop an understanding of the criteria used as a basis for making judgements on moral issues
- Develop the ability to make reasoned judgements on moral and ethical issues
Support students in understanding and appreciating the viewpoints of others
Develop an understanding of their own lives, recognise legal boundaries and, in doing so, respect the civil and criminal law of England
Promote an understanding of the consequences of students' behaviour and actions

In respect of Social Development, Chiltern Hills Academy seeks to:

- Develop students' knowledge of the ways in which societies function and are organised – from the family to the Academy and thence to wider groupings (local, national, international)
- Help students understand how individuals relate to each other and to the institutions, and how the curriculum relates to society
- Foster students attitudes to show the capacity to adjust to a range of social contexts by appropriate and sensitive behaviour
- Give students skills in taking on, as appropriate, the roles of leader and team worker, exercising responsibility, initiative and co-operation
- Encourage students to make a strong personal contribution to the well-being of social groups and to form effective relationships within them
Promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of others

In respect of Cultural Development, Chiltern Hills Academy seeks to develop its students in the:

- Knowledge of the nature and roots of their own cultural traditions and practices and of the key features of other major cultural groups within their society
- Understanding and appreciation of the diversity of religious, social, aesthetic, ethnic and political traditions and practices – nationally and internationally
Opportunity to participate in and respond positively to artistic, musical, sporting and cultural activities
Interest in exploring, improving understanding of and showing respect for the different faiths and cultural diversity as shown by students' tolerance and attitudes towards different religious, ethnic and social-economic groups in the local, national and global communities
- Personal participation and accomplishment in a wide range of cultural fields
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values
- Capacity to relate what they learn in the Academy to the wider aspects of the place of culture in modern society