Spiritual, Moral,
Social & Cultural Development
and British Values
Policy

Policy Reviewed: March 2025

Context

Madeley School serves a large mainly rural area west of Newcastle-under-Lyme, with approximately **770** students drawn from Market Drayton and the wards of Madeley, Loggerheads, Whitmore and Keele. The social and demographic indicators for the area are largely positive, though variable across the catchment. There are issues of rural deprivation for some of the community.

The percentage of students with English as an additional language is 2.29%. 23% of students have SEN needs of which 11.4% of have an Education Health and Care Plan (as a total of students as a whole, EHCP = 2.6%). Approximately 15% of students are eligible for free school meals (FSM) and are in receipt of pupil premium. The gender balance is almost 50% for males and females.

Employment is above the national average, although North Staffordshire is a low-wage, labour-intensive area.
Our students are aspirational and value learning, both within school and across their community. They have a clear sense of civic responsibility and play an active role in community cohesion.

As a small secondary school in a rural area, it remains a clear strategic responsibility of the school to ensure that students can access a wide range of spiritual, moral, social and cultural experiences that reflect the diversity and vibrancy of global citizenship and reinforce equality of opportunity for all.

1. Introduction

Madeley School aims to provide an education that focuses on developing our students in all aspects of their lives. We recognise that the personal development of students requires a holistic approach as it encompasses their enrichment—spiritually, morally, socially and culturally—and therefore plays a significant part in their ability to learn and achieve. It also enables them to contribute to the community as active citizens.

Our motto is 'Inspiring Excellence,' and we uphold our seven core values—pride & respect, confidence, politeness, resilience, enjoyment, and positivity—throughout the school. To strengthen our core values, we also recognise the need to identify, celebrate, and develop our understanding of British Values.

2. Policy

The school is a community where students will find acceptance for themselves as unique individuals. This policy is based around British Values and School Values. However, students will gain cultural awareness, respect, and tolerance of those from other backgrounds. The diversity of spiritual traditions will be recognised, and students will be given the opportunity to explore alternative views.

Students will be encouraged to explore and develop their own individual liberty through their own values, beliefs, and spiritual awareness, along with high standards of personal behaviour and conduct. Madeley School will place a strong emphasis on building positive, caring attitudes towards other people, an understanding of their social and cultural traditions, and an appreciation of the diversity and richness of other cultures. The rule of law and democracy are British Values that are embedded within the school to allow students to respect, value, work, and grow alongside each other.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families. The school community will be a place where students learn to differentiate between right and wrong in as far as their actions affect others. Students should understand the need for rules and the need to abide by them for the good of everyone. School and classroom rules should reflect, reiterate, promote, and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

In line with our motto 'Inspiring Excellence' and our seven core values—pride & respect, confidence, politeness, resilience, enjoyment, and positivity—we commit to:

- **Embedding Social, Moral, Spiritual and Cultural (SMSC) development and British Values across all curricular and extra-curricular areas.**
- **Fostering a community in which every student's sense of identity is nurtured and respected.**
- **Cultivating behaviours that promote kindness, empathy, and mutual respect.**

The General Aims of Madeley School are to:

- Ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way.
- Give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- Enable students to develop an understanding of their individual and group identity.
- Provide students the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- Give each student the opportunity to explore social and moral issues and develop a sense of social and moral responsibility, ensuring that the values and aims of the school are explicit.
- **Promote our motto 'Inspiring Excellence' by reflecting the school's seven core values—pride & respect, confidence, politeness, resilience, enjoyment, and positivity—alongside British Values, to help every student flourish.**

3. Spiritual Development

At Madeley School we want to ensure that students are aware of what it means to be spiritual and support them in their spiritual development. Spirituality is about what it is to be human, to grow as a person, to become self-aware, and to develop relationships with

others and—for believers—with God. It does not relate solely to the physical nature or matter, and it is not synonymous with religious education (though religious education can be a major vehicle for the delivery of spiritual matters). We aim to provide opportunities that enable students to think, reflect, and respond to the spiritual dimensions of life for themselves. Ideas will be based on the six principal world religions as well as those from non-religious and multi-religious accounts. Aspects will include beliefs, a sense of awe/wonder (numinous), search for meaning, self-knowledge, creativity, and emotional awareness.

Our main aims are to:

- Give students the opportunity to explore values and beliefs, including religious beliefs, and the way they affect people's lives.
- Provide students with the opportunity for self-reflection.
- Give students the opportunity to understand human feelings and emotions, the way they affect people, and how an understanding of them can be helpful.
- Encourage students to relate their learning to a wider frame of reference—for example, asking 'why?', 'how?', and 'where?' as well as 'what?'.
- Help students on their path to achieving wide spiritual literacy.
- **Educate students to be tolerant of different beliefs and faiths, showing mutual respect and upholding our value of pride & respect.**

4. Moral Development

Moral development is about understanding human behaviour, especially the distinction between good and bad or right and wrong. In order to develop students' moral awareness, we aim to:

- Provide a clear moral code as a basis for behaviour, promoted consistently throughout the school.
- Promote measures to prevent discrimination based on race, religion, gender, sexual orientation, age, and other criteria; supported by clear anti-bullying and equal opportunities policies/practice.
- Encourage students to take responsibility for their actions, for example, respecting property, caring for the environment, and developing positive codes of behaviour.
- Provide models of moral virtue through literature, humanities, sciences, arts, assemblies, and acts of worship.
- **Embed our values of pride & respect, politeness, and confidence in fostering an environment where students act with integrity and responsibility.**

5. Social Development

Social development is concerned with living in a community and being able to make a positive contribution to society. To develop students' social awareness, we aim to:

- Foster a sense of community, with common inclusive values ensuring that everyone—irrespective of ethnic origin, nationality, gender, ability, sexual orientation, or religion—can flourish.
- Help students develop personal qualities that are valued in a civilised society, such as thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect; this includes supporting student voice through the Madeley Parliament.
- Provide a conceptual and linguistic framework within which to understand and debate social issues.
- Work together co-operatively.
- Promote a community of learners, where students are taught about a variety of learning needs, such as dyslexia, visual/aural impairment, learning disabilities, and different learning styles.
- **Instil resilience, enjoyment, and positivity as students learn to collaborate and overcome challenges.**

6. Cultural Development

Cultural development is the accumulated ideas, beliefs, values, and knowledge that constitute a shared basis for social acceptance. Madeley School aims to give students the opportunity to:

- Recognise the value and richness of cultural diversity in Britain, and how this influences individuals and society.
- Develop an understanding of Britain's local, national, European, Commonwealth, and global dimensions.
- Provide opportunities for students to explore their own cultural assumptions and values.
- Present accounts of the attitudes, values, and traditions of diverse cultures, which include **politeness** and **confidence**.
- Extend students' knowledge and use of cultural imagery and language, recognising and nurturing particular gifts and talents.
- Provide opportunities for students to participate in literature, drama, music, art, and other cultural events, encouraging them to reflect on their significance.

7. SMSC in the Curriculum

All curriculum areas contribute to the child's spiritual, moral, social, and cultural development. **In line with our motto "Inspiring Excellence" and the values of pride & respect, confidence, politeness, resilience, enjoyment, and positivity,** the following examples illustrate how SMSC is integrated into different subjects.

7.1 English

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film, and television.

- Developing awareness of moral and social issues in fiction, journalism, magazines, radio, television, and film.
- Helping students to understand how language changes over time, the influences on spoken and written language, and social attitudes to its use.
- Through written and discussion work on points of view and arguments, students reflect on social and moral issues.
- Studying literature and art from different cultures, supported by visits from writers and artists and by participating in workshops.
- Exploring texts from different cultures to develop awareness of our diverse global community.
- Using non-fiction texts to discuss moral and social issues (e.g. stereotyping).
- Exploring emotions of characters and applying these to real-life situations.
- Providing opportunities for discussion of social issues and debates, allowing students to create arguments for or against an issue.
- **Promoting respect for varied opinions and building students' confidence in expressing ideas, consistent with our core values.**
- Studying social, historical, and cultural contexts of texts, helping students understand the significance of literature.

7.2 Mathematics

- **Spiritual Development:** Encouraging deep thinking and questioning the world. For instance, students analyse data to make sense of information in modern life.
- **Moral Development:** Students use Maths in real-life contexts, exploring skills to solve problems (e.g., projects on surface area/volume linked to charity drives).
- **Social Development:** Emphasizing teamwork, discussion, explaining concepts to others, and peer reviewing.
- **Cultural Awareness:** Investigating different number sequences in the real world, examining historical roots of mathematics (e.g., Pythagoras), and using exchange rates for foreign travel.

7.3 Science

- Encouraging students to reflect on the wonder of the natural world.
- Raising awareness of how science and technology can affect society and the environment.
- Considering moral dilemmas arising from scientific developments.
- Showing respect for differing opinions (e.g., on creation).
- Co-operating in practical activities.
- Recognizing that scientific progress often arises from diverse cultures.

7.4 Computing

- Making clear the ethical guidelines for internet use and communication technology.
- Establishing boundaries in society by considering acceptable and unacceptable online behaviour.
- Raising awareness of accessibility (e.g., disability) and responsible digital citizenship.

7.5 History

- Studying the establishment of multicultural Britain.
- Exploring ethical issues such as slavery, the Holocaust, and Imperialism.
- Reflecting on moral implications of actions by historical figures (e.g., Hitler, Pankhurst, Wilberforce).
- Organizing trips to deepen moral and social consciousness (e.g., war memorial visits).
- Holding Enrichment days on themes such as World War One.
- Encouraging social responsibility (e.g., selling poppies, observing Remembrance Day).
- **Promoting pride & respect for local and national heritage while building resilience in learning about challenging historical events.**

7.6 Technology

- Reflecting on ingenious products, inventions, and how design technology can improve quality of life.
- Considering moral dilemmas of technological advances and their winners/losers.
- Studying contributions from different cultures.
- Developing teamwork skills, recognizing others' strengths, and sharing equipment.
- Evaluating food from other countries to appreciate global diversity.

7.7 Geography

- Providing opportunities to reflect on the Earth's origins, future, and diverse environments.
- Encouraging discussion on fair distribution of resources.
- Studying people and places, giving students insight into social and cultural characteristics of society.
- **Reinforcing positivity and resilience when tackling global challenges like sustainability.**

7.8 MFL (Modern Foreign Languages)

- Considering the needs and experiences of people from other cultures and reflecting on personal responses.
- Discovering and discussing lifestyles, traditions, and social developments in other countries.
- Gaining appreciation for other cultures via trips overseas.
- Building social skills through group activities and communication exercises.
- Enhancing listening skills through oral/aural work.
- **Instilling confidence and politeness in communicating across language barriers.**

7.9 Religious Education

- Exploring what it means to be spiritual/human.
- Encouraging spiritual listening and reflective practice.
- Developing appreciation of different cultures, religions, and traditions.

- Reflecting on the significance of religious beliefs and teachings in students' own lives.
- Learning about beliefs, values, spirituality, and moral decisions (e.g., abortion, euthanasia).
- **Promoting tolerance, pride & respect for various faiths in line with British Values.**

7.10 Art

- Reflecting on nature, environment, and surroundings.
- Studying artists with spiritual or religious themes.
- Creating pieces inspired by ethical/moral concerns (e.g., war, racism, violence).
- Encouraging reflection on thought-provoking questions through guided stories, expressed in art.

7.11 Music

- Considering the role of music in society and how it can influence mood and behaviour.
- Exploring how music can be a source of conflict or unity.
- Appreciating music from other cultures.
- **Fostering enjoyment and positivity by providing opportunities to express thoughts and feelings through music.**
- Offering live performances by professional artists for deeper cultural experience.

7.12 Physical Education

- Exploring sports and traditions of various cultures.
- Engaging in individual activities that promote self-reflection and challenge.
- Participating in team sports requiring co-operation, fair play, and respect for rules.
- **Building resilience and confidence through physical challenge, aligned with our core values.**

7.13 Personal Development

- Undertaking Active Citizenship projects.
- Holding discussions on social, cultural, and ethical issues with peers and external visitors.
- Emphasizing the importance of diversity and positive attitudes towards others.
- Exploring responsibilities at local and global levels.
- Supporting various charities, encouraging empathy and social responsibility.
- Developing teamwork skills and awareness of how individual behaviours affect others.
- **Upholding the school's vision of 'Inspiring Excellence' through pride & respect, resilience, and positivity in personal growth.**

7.14 Drama

- **Devised performances on social themes:**

- o Spiritual: Self-reflection on ideas/work produced.
- o Moral: Appreciating the values of others.
- o Social: Collaboration and teamwork.
- o Cultural: Using popular culture (e.g., Refugee Crisis, Suffragette Movement) to explore real issues.
- **Shakespeare/Pantomime:**
  - o Spiritual: Self-reflection on contributions and aspirations.
  - o Moral: Examining themes (e.g., good conquering evil).
  - o Social: Working in teams to ensure success.
  - o Cultural: Studying British theatrical heritage.
- **Summer/Christmas Talent Shows:**
  - o Spiritual: Reflecting on personal development and group dynamics.
  - o Moral: Learning to share talents in a respectful environment.
  - o Social: Teamwork and coordination.
  - o Cultural: Linking to popular culture and performance traditions.
- **School Musical:**
  - o Spiritual: Understanding one's role in a shared production.
  - o Moral: Fulfilling team responsibilities and commitments.
  - o Social: Collaborating with peers across year groups.
  - o Cultural: Presenting performances to the public in the style of musical theatre.

8. Links with the Wider Community

We believe it is important to have close links with the local and global communities. We promote shared values and encourage our students to engage actively with people in the community to understand what they share. To help our students grow in SMSC and build close relationships with the community, we:

- Welcome visitors into the school.
- Visit places of worship of other faiths to support understanding of different cultures.
- Support the work of various charities such as LEPRA, Children in Need, and Sport Relief.
- Encourage strong home-school relationships, enabling parents and teachers to work in partnership to support students.
- Teach students to appreciate and take responsibility for their local environment.
- Liaise with local primary and secondary schools and community organisations regarding the curriculum.
- **Encourage pride & respect, confidence, politeness, resilience, enjoyment, and positivity through all outreach activities.**

9. Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by SLT.
- Regular discussions at staff and Academy Council meetings.

- Audits of policies and units of study, including the school's approach to collective worship.
- Faculty Reviews & Development Plans.
- Subject audits.
- Making reference to SMSC in schemes of work.

It is important to note that other policies (e.g., Whole-school Behaviour Policy, Equal Opportunities Policies) directly influence, support, and promote SMSC. These policies form an integral part of daily classroom practice and reflect our motto of 'Inspiring Excellence' and seven core values.

Policy Review:

Signed by: (Principal)   Signed by: (Chair of Academy Council)

Review Date: March 2025   Next Review Date: March 2028