



## **SMSC Policy**

### **Spiritual, Moral, Social and Cultural Development**

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. A key aspect of this is the promotion of students' spiritual, moral, social and cultural development which provides a vital foundation for life. Spiritual, moral, social and cultural development is an integral part of both the taught curriculum and enrichment opportunities at Isaac Newton Academy. It is woven into our core values, with an emphasis on ensuring that all students flourish and become confident individuals, who value themselves and others.

Our planned, coherent approach to the delivery of SMSC includes:

- providing opportunities for the development of SMSC in every scheme of learning
- SMSC forming a integral part of the tutorial and assembly programme
- an emphasis on the vital importance of enrichment activities, with the expectation that all students participate in at least one extra- curricular activity per week
- teaching that encourages participation, creativity, reflection and independence
- quality assessment and feedback that places value on students' effort
- an Academy-wide emphasis on developing students' BRIDGES dispositions
- opportunities to develop teamwork, leadership skills and self-reliance
- opportunities for students to participate in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific and technological events that promote aspects of SMSC development
- opportunities for reflection and feedback across the curriculum
- a range of opportunities for students to be involved in active citizenship
- preparing students to live and work in a diverse society, to understand and respect the cultures, faith and backgrounds of others.

### **Defining spiritual, moral, social and cultural development**

#### **Spiritual Development**

Students' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values

- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### **Moral Development**

Students' moral development is shown by their:

- ability to recognise the difference between right and wrong, their readiness to apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues, and being able to appreciate the viewpoints of others on these issues

### **Social Development**

Students' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- interest in, and understanding of, the way communities and societies function at a variety of levels.

### **Cultural Development**

Students' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continue to develop Britain
- willingness to participate in, and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **Curriculum**

We deliver a challenging, academic, creative, interesting and inspiring curriculum, with all subjects contributing to SMSC development.

At Isaac Newton Academy the curriculum provides:

<b>Depth</b>	so that students become proficient in Literacy and Maths skills and core academic subjects quickly so that students develop the depth of learning required for success at the highest grades and to progress to more advanced levels
<b>Breadth</b>	so that, building upon that foundation, students gain knowledge, skills, understanding and qualifications that demonstrate academic, aesthetic, creative, human, social, political, physical, manipulate, linguistic, literary, mathematical, moral, ethical, scientific, spiritual and technological qualities and awareness
<b>Skills &amp; Character development</b>	so that students leave the Academy with the learning dispositions and character traits necessary for success in life (see section on BLP and the INA BRIDGES below)
<b>Academic rigour &amp; knowledge acquisition</b>	preparing students to compete successfully against their highest performing peers nationally for places at top universities.

## **Religious Education**

At Isaac Newton Academy, religious education is taught as part of the Humanities curriculum in Years 7 & 8. In Year 9 RE is taught as a discrete subject for one hour per week. During Key Stage 3, students' knowledge and understanding of the religions and beliefs in contemporary society and the significance of religion in the life of others are explored. At KS4 students will continue with this learning in Cultural Studies. There are numerous opportunities for personal reflection and discussion of moral, spiritual and ethical issues (see INA RE and Collective Worship Policy).

## **BLP and the BRIDGES Framework**

Building Learning Power (BLP) is about building a culture in classrooms (and the Academy as a whole) that systematically cultivates habits, learning dispositions, attitudes and characteristics that enable young people to face difficulty and uncertainty calmly, confidently and creatively.

We believe that the BRIDGES learning dispositions are fundamental to being an effective learner and to success and fulfilment in life. They underpin the curriculum at the Academy and the policies and ethos of the organisation. The BRIDGES dispositions are closely linked to SMSC, for instance, courage and leadership (B); questioning and reasoning (R); humanity and citizenship (I); open-mindedness and imagining (D); resilience and perseverance (G); empathy and sociability (E); self regulation and independence (S).

Students have a timetabled BRIDGES lesson every week in Years 7, 8 and 9. They spend two weeks learning about, practising, and developing each characteristic, with planned opportunities for feedback and review of their progress. Lesson plans for every subject include split screen objectives. One objective is for content, knowledge and understanding and the second is focused on developing the BRIDGES characteristics (see INA's Teaching and Learning Policy).

### **Harkness**

At Isaac Newton Academy we use the Harkness method to encourage active, intelligent participation. Harkness places the students at the centre of the learning process and encourages them to learn from one another. It makes learning a group endeavour. It gives shy students a secure stage on which to express their ideas. It teaches more talkative students to listen as well as to contribute. The Harkness Method helps learners to analyse, critique, express and imagine. It provides opportunities for reflection and promotes a sense of satisfaction and enjoyment in learning (See INA Teaching and Learning Policy).

### **Positive Behaviour for Learning**

High standards of behaviour, self discipline, self control and personal accountability are expected of all adults by society in general. At Isaac Newton Academy we prepare students for a successful life in the wider society by supporting them in developing respect and consideration for others. We have the highest expectations of students' behaviour and apply the Academy Code of Conduct consistently. We form strong relationships with parents/carers from the point of transition to the Academy. Every family receives a home visit in the summer term of Year 6, at which the Academy's expectations of staff, parents/carers and students in ensuring exemplary behaviour is reinforced (see INA PBFL Policy).

### **Growth Mindset**

At Isaac Newton Academy we believe in students' potential to grow their intelligence and we speak the language of growth mindset. Staff emphasise in their language and behaviour that making mistakes is a natural and important part of the learning process.

At Isaac Newton Academy we also use the language of aspiration. Staff talk about "When you are in the sixth form" not "If you decide to stay on" and "When you go to university" rather than "If you decide to go to university". They talk about who the students are becoming and where they are heading (see INA Language for Learning Policy).

### **Assessment and Feedback**

By making learning goals explicit and involving students in self and peer assessment, formative assessment at INA promotes students as agents in their own learning and increases students' motivation, autonomy and meta-cognition, as well as learning. At Isaac Newton Academy the culture is to be straight and transparent with students about their performance. Even when a student is being given feedback that their performance is not strong in comparison to their peers'; as long as students are supported in developing a growth mindset this is a positive thing.

The BRIDGES wheel supports teachers and students in assessing and recording learning power skills. In verbal dialogue and written marking, teachers at Isaac Newton Academy regularly feed back to students about their BRIDGES skills and character development. This supports students in reflecting on their ongoing progress in their weekly BLP lessons, and on the occasions when they meet more formally with their BRIDGES coach.

### **Reading and Literature**

At Isaac Newton Academy we aim to systematically cultivate in our students the habit of reading, to develop students' confidence in reading, and to ensure that they acquire a love of reading that will last a lifetime. All students are challenged to be adventurous in their choice of reading materials and to experiment by reading a range of genre. All Year 7 and Year 8 students have a one hour reading lesson in the Library each week. Ensuring that students have access to a wide range of challenging and engaging books and other reading materials is a priority for the Academy. The Library stocks a diverse range of fiction and non-fiction texts and is seen as the heart of the school. All adults in the Academy are seen as readers and teachers of reading.

### **Student Leadership**

We provide a wide range of opportunities for students to actively develop their leadership skills. In addition to planned opportunities for students to demonstrate and develop leadership skills in lessons, including during BRIDGES lessons, there are numerous opportunities outside of the formal curriculum. This includes students taking on the role of:

- Student Council Leaders
- Tutor group representatives, such as Sports reps
- Student Ambassadors
- Inducting new students
- Sports team leaders
- Charity Council reps
- Enrichment activity leaders
- Academy tour guides
- Academy Open Evenings and events guides/leaders
- Student panel members in the staff recruitment process
- Student Prefects.

### **Tutorial time/ Assemblies**

Tutorial time plays a crucial role in supporting students to develop habits of mind, learning dispositions and positive character traits. Tutorial sessions regularly involve students investigating, discussing and debating moral and ethical issues.

Assemblies are used to reinforce the Academy's ethos and values and the BRIDGES characteristics. The member of staff delivering an assembly is responsible for choosing an appropriate SMSC theme which could include topical issues and world events. Assembly themes are monitored on a regular basis at SLT meetings to ensure that an appropriate range of SMSC themes are covered during the year. Student-led assemblies are also built into the assembly cycle, providing students with leadership responsibility and the opportunity to explore topics and issues they find of interest and relevance (see Assembly Policy).

## **Cultural Passport**

At Isaac Newton Academy we aim to develop students' love of taking part in cultural activities. Student are encouraged to participate in cultural activities on a regular basis, both in lessons and in enrichment activities (and both independently and collaboratively). This includes reading books, writing stories, designing products, drawing and painting, composing music, choreographing a dance or performance and making films. Cultural practitioners, such as artists, authors, poets, actors, musicians, dancers, librarians and historians are invited into the Academy to share their knowledge and skills with the students.

Our target for all students is that by the time students reach the end of Key Stage 4 at Isaac Newton Academy, they should have:

- experienced a high quality and enriching curriculum offer through Key Stage 3, including Art, Dance, Drama, Design, History, Literature and Music
- had an opportunity to learn a musical instrument through the Big Band project
- taken part in workshops with professional artists, craftspeople, architects, musicians, archivists, curators, dancers, film-makers, poets, authors and/or actors
- continued their journey of cultural discovery by being encouraged to make adventurous choices about the cultural activities they enjoy
- developed knowledge about a range of different aspects of culture, including an understanding of historical development and context of Art, Drama, Design, Literature and Music.
- been encouraged to be adventurous in their choices about cultural activities, by learning about literature, films, visual arts, crafts, heritage, music and dance that is beyond the scope of their normal everyday engagement
- developed an understanding of the different forms of each cultural area (for example: literature includes poetry, play texts, short stories and novels; music genres include classical, pop, hip hop, rock, jazz, folk, musical theatre and world)
- been on visits to museums, heritage sites, galleries and cinemas at each key stage
- had an opportunity to go on a residential trip.

Students keep a record of their engagement in cultural activities on the Cultural Passport page of their Student Organiser and this is used to generate discussion with other students, parents/carers and form tutors (see INA Cultural Statements and Student Organiser).

## **Enrichment**

The provision of a stimulating, rich and varied extra-curricular programme of activities that builds on and extends the taught curriculum, broadens students' educational opportunities and expands their horizons is central to SMSC development. Involvement in enrichment activities can improve students' attitude to school, increase students' engagement with learning and improve educational outcomes.

At Isaac Newton Academy, we believe that extra-curricular activities enrich the experience of students in numerous ways, including:

- supporting the existing taught curriculum and providing opportunities for deep learning e.g. Science club
- providing an alternative experience to classroom-based lessons and the taught curriculum e.g. the London Club
- providing students with opportunities to take ownership of learning e.g. student-run activities and clubs
- encouraging students to explore activities they might not have contemplated otherwise e.g. Irish dancing
- supporting students to continue with an interest and/or to master a skill e.g. arts and sporting activities
- providing opportunities for students to learn from and with other people, including students of different ages, parents/carers and members of the local community e.g. local history club
- providing students with opportunities to experiment and innovate e.g. drama club.

The wide range of enrichment activities offered at the Academy also includes education visits. They include cultural visits to galleries and museums, heritage sites, theatre and concert performances, adventure activities, educational conferences, and subject-related trips and competitions (see The INA Educational Visits Policy).

### **Active Citizenship**

We are committed to building strong links with the local community and for our students to learn from, and with, the local community. Community groups are encouraged to use INA's facilities for their events and activities. Every student at INA is involved in community service through, for example, helping to organise the annual community party for elderly local residents or working with primary school pupils during activities such as PE lessons.

Fund-raising is an important aspect of our practice at Isaac Newton Academy. It plays a vital role in raising students' awareness of people and communities who are less fortunate than themselves. The INA charity steering group has representatives from each tutor group and meets on a half termly basis. Students take responsibility for deciding on the preferred charity or charities and for taking a lead on organising charity events (see INA PSHE/Citizenship policy).

### **Praise and Recognition**

At Isaac Newton Academy praise and recognition plays an important role in encouraging students to develop a growth mindset and increases motivation, self-esteem and aspiration. Our range of awards recognises and celebrates students' SMSC development:

- students' service to and within the Academy and to the wider community through the Community Spirit award
- students who have been most successful in developing one of the seven BRIDGES characteristics e.g. bravery, resourcefulness, integrity etc.
- students who have increased the number of books read, experimented with the widest range of genre or read the most books
- student who have taken best advantage of the enrichment activities on offer during a term

- students who have made the most personal progress, socially or emotionally, during a term (see INA's Praise and Recognition Policy).

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