



**BROOK MEAD**  
ACADEMY

**SPIRITUAL, MORAL, SOCIAL AND  
CULTURAL DEVELOPMENT POLICY**

## Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Local Governing Body will review the policy, unless there are significant changes in the interim period.

<b>Version:</b>	1.0
<b>Date created:</b>	May 2021
<b>Author:</b>	Principal
<b>Ratified by:</b>	To be considered by Academy Council 10/06/2021
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<b>Review date:</b>	01/09/2022

## Revision History:

<b>Version:</b>	<b>Date:</b>	<b>Author:</b>	<b>Summary of Changes:</b>
1	May 2021	R Hindocha	

At Brook Mead Academy our aim is to equip every pupil with the knowledge, dispositions and attributes necessary for success in later life. A key aspect of this is the promotion of pupils' spiritual, moral, social and cultural (SMSC) 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 Brook Mead Academy.

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

- Providing opportunities for the development of SMSC in every subject in a meaningful way. Once in post, each subject team will consider how their schemes of work promote SMSC throughout the planned curriculum and beyond.
- SMSC forming an integral part of the tutor and assembly programme.
- Emphasis on the vital importance of enrichment through our Brook Mead Bonus Time electives programme.
- Teaching that encourages participation, creativity, reflection and independence.
- Quality assessment and feedback that places value on pupils' effort.
- Opportunities to develop teamwork, leadership skills and resilience.
- Opportunities for pupils to participate in a range of linguistic, artistic, cultural, sporting, dramatic, musical, mathematical, scientific and technological events that promote aspects of spiritual, moral, social and cultural growth.
- Opportunities for reflection across the curriculum.
- A range of opportunities for pupils to be involved in active citizenship.
- Preparing pupils to live and work in a diverse society, to understand and value the cultures, faith and backgrounds of others.

### **Roles and responsibilities of school leaders and Academy Councillors**

School leaders, staff and Academy Councillors will ensure spiritual, moral, social and cultural is at the heart of the school, so that pupils' spiritual, moral, social and cultural development is closely connected to the ethos and values of the school. They will uphold this policy, and consider the ways in which different aspects come together to provide a holistic approach to the spiritual, moral, social and cultural development of all pupils. Staff should have a common understanding that at BMA, spiritual, moral, social and cultural should permeate the entire curriculum. It is the responsibility of all staff to ensure we provide an engaging and thought-provoking spiritual, moral, social and cultural curriculum.

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

#### **Spiritual Development**

**Pupils' 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.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.
- Development of self-esteem, self-knowledge and belief in themselves.
- Ability and freedom to express themselves in a variety of ways.

#### **Moral Development**

**Pupils' 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.
- Broad general knowledge of, and respect for, public institutions and services in 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

**Pupils' 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

**Pupils' 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, rich curriculum, with all subjects contributing to spiritual, moral, social and cultural development.

See Appendix A, SMSC Curriculum Mapping

**At Brook Mead Academy, the curriculum provides:**

- **Depth:** so that pupils gain powerful knowledge, remember this, then apply with fluency in a range of contexts.
- **Breadth:** so that, building upon foundational knowledge, pupils encounter a wide range of hinterland knowledge and benefit from the full range of subjects for as long as possible.
- **Skills and Character development:** so that pupils leave with the learning dispositions and character traits necessary for success in life.

## Religious Education

At Brook Mead Academy, religious education is taught as a discrete subject for one lesson per week. During Key Stage 3, pupils' knowledge and understanding of the religions and beliefs in contemporary society and the significance of religion in the life of others are explored. At Key Stage 4 all pupils will study RE to GCSE.

See Appendix B, RE Curriculum Map.

## **PSHE**

Personal, social, health and economic (PSHE) education at Brook Mead Academy is a key part of our curriculum offer. At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have developed at primary school. We acknowledge the changes our pupils are experiencing, teach our pupils to manage diverse relationships and the increasing influences of peers and the digital media and how to make a full and active contribution to society. At Key Stage 4, pupils extend their knowledge and skills for key areas of life in modern Britain.

Our PSHE curriculum is centred around three main themes: health and wellbeing, relationships and living in the wider world. These themes are addressed vertically throughout Key Stages 3 and 4, with topics and content we have decided to be appropriate for the age of our pupils. Our PSHE curriculum also reflects local priorities for our pupils and community.

See Appendix C, PSHE Curriculum Map.

## **Positive Behaviour for Learning**

High standards of behaviour, self-discipline, self-control and personal responsibility are expected of all adults by society in general. At Brook Mead Academy, we prepare pupils for a successful life in the wider society by supporting them in developing respect and consideration for others.

## **Reading and Literature**

We aim to systematically cultivate in our pupils the habit of reading, to develop pupils' confidence in reading, and to ensure that they acquire a love of reading that will last a lifetime. We will develop a Brook Mead canon of key texts which are rich, challenging and global in perspective for our pupils to read and enjoy. In Key Stage 3, reading for pleasure is integrated into the English curriculum.

Ensuring that pupils have access to a wide range of challenging and engaging books and other reading materials is a priority. 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 school are seen as readers and teachers of reading. The library is led by a qualified librarian.

## **Pupil Leadership**

We will provide a wide range of opportunities for pupils to actively develop their leadership skills. In addition to planned opportunities for pupils to demonstrate and develop leadership skills in lessons, there are numerous opportunities outside of the formal curriculum. These opportunities also ensure the pupils have a voice in shaping their provision. This includes pupils taking on the role of:

- Pupil Councillors
- Pupil Ambassadors.
- Inducting new pupils.
- Sports team leaders.
- Charity Society reps.
- Academy Open Evenings and events guides/leaders.
- Pupil panel members in the staff recruitment process
- Prefects and Head Boy and Head Girl.

## **Tutorial time / Assemblies:**

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

Assemblies are used to reinforce school ethos and values. Assembly themes are calendared to ensure an appropriate range of spiritual, moral, social and cultural themes are covered during the year. Pupil-led assemblies are also built into the assembly cycle, providing pupils with leadership responsibility and the opportunity to explore topics and issues they find of interest and relevance. The assembly calendar demonstrates the celebrating of different religious festivals.

See Appendix D, Assembly Calendar

## **Cultural Activities**

At Brook Mead Academy we aim to expose pupils to a wide range of cultural activities. Pupils are encouraged to participate in cultural activities on a regular basis, both in lessons and in enrichment activities. Cultural practitioners, such as artists, authors, poets, actors, musicians, dancers, librarians and historians are invited to share their knowledge and skills with our pupils.

## **Enrichment and Brook Mead Bonus Time**

The provision of a stimulating, rich and varied extra-curricular programme of activities that builds on and extends the taught curriculum, broadens pupils' educational opportunities and expands their horizons is central to spiritual, moral, social and cultural development. Involvement in enrichment activities can improve pupils' attitude to school, increase pupils' engagement with learning and improve educational outcomes. This is seen through the Brook Mead Bonus Time programme and subject specific enrichments.

The wide range of enrichment activities offered also include 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.

Our *Speak Like a Scholar* strategy will allow pupils with the opportunity to learn how to argue and defend points of view, as seen in the Debating Society and tutor programme. Mock elections are also held where appropriate. Our 'speak like a pupil' strategy is a key feature of this.

## **Poetry of by Heart**

Our **Poetry of by Heart** initiative will allow all pupils to commit to memory the diverse 'Brook Canon' of poems and speeches over their time at school. The aim of **Poetry of by Heart** is to inspire confidence, resilience and belonging; it will also develop the cultural capital and emotional wellbeing of our pupils by ensuring that they have a treasure trove of poems and speeches learnt off by heart.

## **Broadening Horizons**

We actively seek opportunities for our pupils to respect and understand the importance of public institutions and services in a modern, democratic society. Educational visits and work experience are key aspects of our offer in broadening the horizons of pupils in this way.

## **Active Citizenship**

Fund-raising is an important aspect of our practice at Brook Mead Academy, and is part of the Brook Best Pledge of 'Be Kind'. It plays a vital role in raising pupils' awareness of people and communities who are less fortunate than themselves.

The Charity Society (as part of Brook Mead Bonus Time) allows pupils an opportunity to take responsibility for deciding on the preferred charity or charities and for taking a lead on organising charity events.

## **Praise and Recognition**

At Brook Mead Academy praise and recognition plays an important role in encouraging pupils to develop a growth mindset and increases motivation, self-esteem and aspiration. Our range of awards recognises and celebrates pupils' SMSC (see Rewards Policy).

## Appendix A – SMSC Curriculum Mapping

The following will be discussed and mapped once subject leaders are in post.

### Spiritual Development

**Pupils' 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.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.
- Development of self-esteem, self-knowledge and belief in themselves.
- Ability and freedom to express themselves in a variety of ways.

Subject	Evidence of current SMSC opportunities
Art	
English	
French	
Geography	
History	
Mathematics	
Music	
PE	
RE	
Science	

## Moral Development

Pupils' 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.
- Broad general knowledge of, and respect for, public institutions and services in 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.

Subject	Evidence of current SMSC opportunities
Art	
English	
French	
Geography	
History	
Mathematics	
Music	
PE	
RE	
Science	

## Social Development

Pupils' 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.

Subject	Evidence of current SMSC opportunities
Art	
English	
French	
Geography	
History	
Mathematics	
Music	
PE	
RE	
Science	

### **Cultural Development**

**Pupils' cultural development is shown by their:**

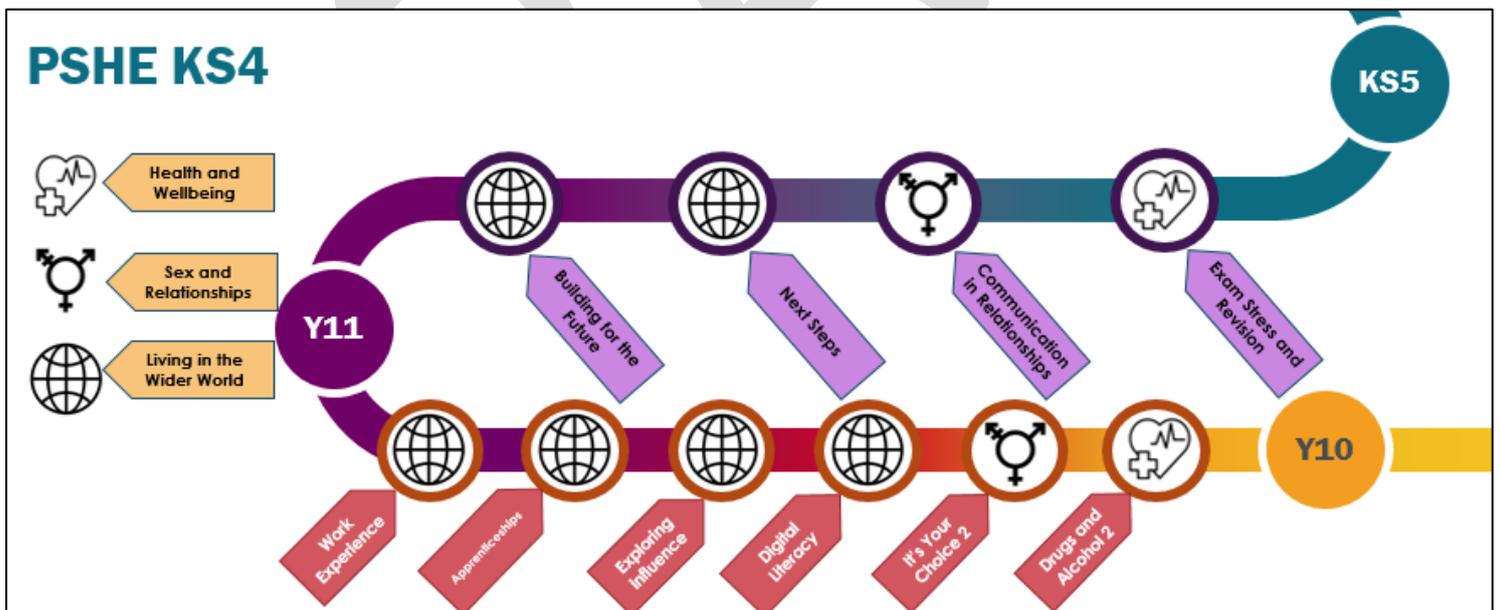
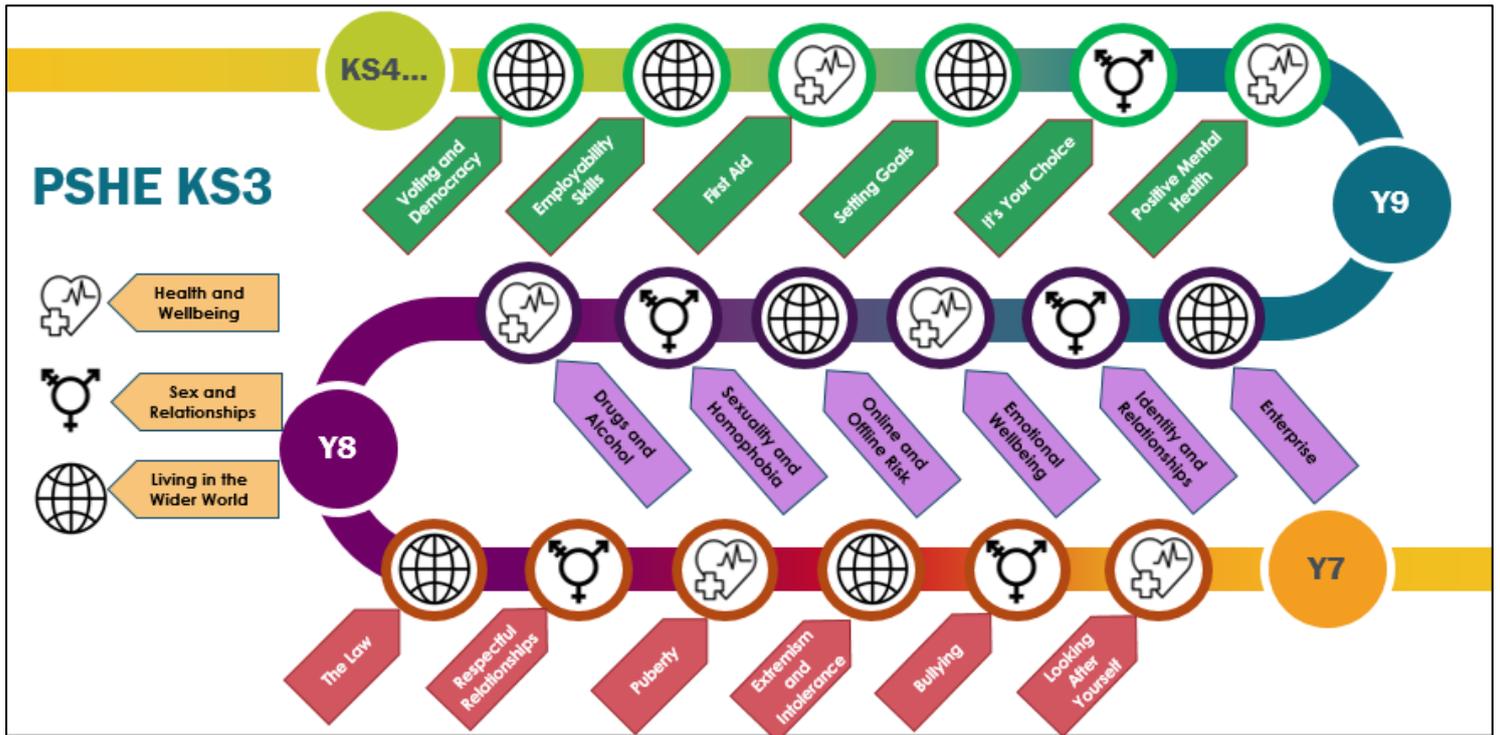
- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- 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.

Subject	Evidence of current SMSC opportunities
Art	
English	
French	
Geography	
History	
Mathematics	
Music	
PE	
RE	
Science	

Appendix B – Religious Education Curriculum Map:

<b>KS3 RE Curriculum Mapping</b>		
	<b>Year 7</b>	<b>Year 8</b>
<b>HT1</b>	<p><b><u>PRAYER AND PILGRIMAGE</u></b></p> <ul style="list-style-type: none"> <li>• What is RE? Baseline assessment</li> <li>• How do Christians pray?</li> <li>• How do Muslims pray?</li> <li>• How do Buddhists pray?</li> </ul>	<p><b><u>FESTIVALS</u></b></p> <ul style="list-style-type: none"> <li>• What can you recall from Year 7? Baseline assessment</li> <li>• Why is Eid celebrated by Muslims?</li> <li>• Why is Wesak important to Buddhists?</li> <li>• What is the significance of Easter to Christians?</li> </ul>
<b>HT2</b>	<p><b><u>PRAYER AND PILGRIMAGE (CONT)</u></b></p> <ul style="list-style-type: none"> <li>• What is a pilgrimage?</li> <li>• Why is Lourdes important to Christians?</li> <li>• What is the Hajj?</li> <li>• What is Bodh Gaya?</li> </ul>	<p><b><u>FESTIVALS (CONT)</u></b></p> <ul style="list-style-type: none"> <li>• How is Diwali celebrated?</li> <li>• Why is Hanukah celebrated by Jews?</li> <li>• Why do Christians celebrate Christmas?</li> </ul>
<b>HT3</b>	<p><b><u>FUTURE PLANET</u></b></p> <ul style="list-style-type: none"> <li>• How awesome is Planet Earth?</li> <li>• Will pollution destroy the earth?</li> <li>• What are religious attitudes to war and conflict?</li> </ul>	<p><b><u>SCIENCE VERSUS RELIGION</u></b></p> <ul style="list-style-type: none"> <li>• What do religions believe about creation?</li> <li>• What is free will?</li> <li>• What was the Big Bang?</li> <li>• How did life evolve?</li> </ul>
<b>HT4</b>	<p><b><u>FUTURE PLANET (CONT)</u></b></p> <ul style="list-style-type: none"> <li>• Can poverty be overcome?</li> <li>• How can we save Planet Earth?</li> </ul>	<p><b><u>SCIENCE VERSUS RELIGION (CONT)</u></b></p> <ul style="list-style-type: none"> <li>• Can miracles really happen?</li> <li>• How could God allow suffering?</li> <li>• Debate – Who is right?</li> </ul>
<b>HT5</b>	<p><b><u>RELIGIOUS LEADERS</u></b></p> <ul style="list-style-type: none"> <li>• Why did people follow Jesus?</li> <li>• Who was Siddhartha Gautama</li> <li>• Who was Guru Nanak?</li> </ul>	<p><b><u>INSPIRATIONAL LEADERS</u></b></p> <ul style="list-style-type: none"> <li>• What can people learn from Gandhi?</li> <li>• Why was Martin Luther King so inspirational?</li> <li>• Who was Sadako Sasaki</li> </ul>
<b>HT6</b>	<p><b><u>RELIGIOUS LEADERS (CONT)</u></b></p> <ul style="list-style-type: none"> <li>• Who was Moses?</li> <li>• What were the events in the life of the prophet Muhammad?</li> </ul>	<p><b><u>INSPIRATIONAL LEADERS (CONT)</u></b></p> <ul style="list-style-type: none"> <li>• Who is the Dali Lama?</li> <li>• What is Malala known for?</li> </ul>

Appendix C – PSHE Curriculum Map



## Appendix D - Assembly Calendar

Week Beginning	Theme
30/08/2021	Welcome to Brook Mead and Brook Mead Values. The Brook Best Pledge. Being part of the founding year group.
06/09/2021	What does being a scholar mean?
13/09/2021	Poetry by Heart: <i>Invictus</i> and its message for us. (Brook Mead poetry canon).
20/09/2021	British values through personal stories of staff members.
27/09/2021	What does “ <i>Building Better Futures</i> ” Mean?
04/10/2021	Keeping ourselves safe online and in our neighbourhood.
11/10/2021	Harvest festival and gathering food for a local foodbank.
Half term.	
25/10/2021	Personal responsibility and the greater good.
01/11/2021	Kindness in action
08/11/2021	Remembrance Day
15/11/2021	PSHE theme (Anti Bullying week 16 <sup>th</sup> -20 <sup>th</sup> )
22/11/2021	Learning from failure
29/11/2021	TBC: to arise from emerging issues within the school or nationally and patterns of behaviour noted.
06/12/2021	Celebration and rewards: The Brook Best Pledge.
13/12/2021	The meaning of Christmas.
Christmas Break	
03/01/2022	Welcome back and Resolutions (to include Healthy lifestyles and body image)
10/01/2022	Equality and protected characteristics. (Martin Luther King Jnr. day 18 <sup>th</sup> )
17/01/2022	Stoicism and resilience: drawing from major faith traditions.
24/01/2022	Holocaust memorial: Radicalisation and Extremism (PSHE theme)
31/01/2022	Online Safety (Safer Internet Day 11 <sup>th</sup> )
07/02/2021	Brook Mead heroes and tender masculinity.
Half term break	
21/02/2022	International Women’s Day (8 <sup>th</sup> )
28/02/2022	World Book Day (4 <sup>th</sup> )
07/03/2022	Science and Engineering Week
14/03/2022	Active Citizenship: Red Nose Day (19 <sup>th</sup> ) / World Poetry Day (21 <sup>st</sup> )
21/03/2022	Brook Mead heroes and standing up for what is right.
28/03/2022	Careers: making a positive contribution and leading fulfilling lives.
04/04/2022	Celebration and rewards: The Brook Best Pledge.
Easter Break	
25/04/2022	Building a habit of gratitude.
02/05/2022	Earth Day (22 <sup>nd</sup> ): stewards of the Earth.
09/05/2022	Mindset and Giving 100% (to include mental health).
16/05/2022	PSHE theme: Positive Relationships
23/05/2022	Excellence (End of Year exams)
Half term break	
06/06/2022	Resisting peer pressure.
13/06/2022	Poetry by Heart: The Guest House (Brook Mead poetry canon).
20/06/2022	TBC: to arise from emerging issues within the school or nationally and patterns of behaviour noted.
27/06/2022	Brook Mead heroes: pioneering thinkers.
04/07/2022	Celebration and rewards: The Brook Best Pledge, magic moments.