



# **Blessed Robert Sutton Catholic Voluntary Academy**

## **SMSC POLICY**

### ***(Spiritual, Moral, Social & Cultural Policy)***

*This policy explains SMSC, how we deliver it and what it looks like at Blessed Robert Sutton Catholic Voluntary Academy.*

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Blessed Robert Sutton is a Catholic school. Our mission is to work in partnership with parents and carers to provide a great Catholic education for all our young people.

Our mission statement is

**'Academic excellence, spiritual development and social awareness through  
Christ'**

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## **Vision and Values of Blessed Robert Sutton Catholic Voluntary Academy**

Blessed Robert Sutton is a Catholic school. Our mission is to work in partnership with parents and carers to provide a great Catholic education for all our young people.

Our mission statement is

**‘Academic excellence, spiritual development and social awareness through Christ’**



This means:

- Inspiring and motivating young people to follow ‘The Sutton Way’ and achieve their full potential academically, spiritually, socially and in a full range of extra-curricular activities
- Developing in young people a deep knowledge and understanding of the Catholic faith
- Practising Gospel values (Work Hard. Be Kind. Do the right thing), such as forgiveness and helping those in need, within our school community and in society as a whole.

Our mission statement has been embedded across our school community and permeate all areas of school life.

This policy is to complement our vision and values.

In is policy is to complement our vision and values and to enable the school to allow all members of Robert Sutton's community to live them into being every day.

## **Introduction**

The school has a duty to meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Through ensuring students' SMSC development, we can also demonstrate that we are actively promoting the fundamental British values of: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The starting point when considering the effectiveness and distinctiveness of SMSC development is how well we, as an academy, provide an environment in which pupils' spiritual, moral, social and cultural development can flourish. As such, it is imperative that we consistently consider and develop:

- The values projected by staff, governors and pupils;
- The relationships we encourages between pupils and staff;
- The way staff address pupils and vice versa;
- The way pupils address and care for each other;
- The way disputes and dissent are addressed;
- The quality of the physical environment;
- The range of opportunities provided by the school outside the formal curriculum;
- The relationships developed by the school with the wider community;
- The tone and content of material published by the school.

## **SMSC at Robert Sutton**

As a school, SMSC permeates all aspects of school life, from SLT and the Governing Body to classrooms and the school environment, as confirmed by the school's Values. These Values remain central to our work as a school and are encouraged and delivered through:

- Teaching and Learning
- SMSC and Values posters
- Theme of the Day materials
- Year Group Collective Worship
- Whole-School Collective Worship
- Enrichment Opportunities
- Extra-Curricular Activities
- Student Leadership
- Volunteering

## **What does SMSC look like?**

In accordance with Ofsted Guidance (from 2017, updated 2018), we aim, through the range of opportunities provided, to enable our students to develop spiritually, morally, socially and culturally and thus promote and encourage their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, 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

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues
- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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 continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and 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