



THE
ADEYFIELD ACADEMY

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Spiritual, Moral, Social and Cultural Development Policy

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Co-ordinator: Miss I Walbank

Signed by..... Dawn Mason (Headteacher)

Signed by..... Kim Bristow (Chair of Governors)

Intent

Spiritual, Moral, Social and Cultural (SMSC) development is at the heart of the curriculum at The Adeyfield Academy. The SMSC curriculum provides varying opportunities for all of our students to develop into well-rounded, pro-social citizens in school, their local community and beyond. We actively seek to promote this in partnership with homes and families. Our intention is to maintain a balance between advocating students' adherence to the values adopted by society and the school and empowering students to develop their own systems of beliefs and values. We believe that high-quality SMSC is crucial in supporting our core ethos: *learning without limits*.

Through the SMSC curriculum we enable our students to develop in the following areas:

Spiritual Development

- Explore beliefs and experience
- Respect faiths, feelings and values
- Enjoy learning about oneself, others and the surrounding world
- Use imagination and creativity
- Develop the ability to be reflective and cultivate a sense of wonder about the world
- Sense of enjoyment in learning about themselves and others

Moral Development

- Recognise right and wrong
- Understand consequences of actions and their impact on others and apply this in their own lives
- Investigate moral and ethical issues where there are differences of opinion
- Understand and respect the rule of law

Social Development

- Appreciate diverse viewpoints
- Participate, volunteer and cooperate
- Resolve conflict
- Work effectively in teams
- Engage with others whilst respecting individual liberty (within the bounds of the law)
- Demonstrate mutual tolerance and respect for others who may hold different views or beliefs, upholding the rule of law and valuing individual liberty as key British values.

Cultural Development

- Appreciate cultural influences
- Understand the role of Britain's parliamentary system, including how it reflects the British value of democracy.
- Participate in activities that develop cultural capital
- Understand, accept, respect and celebrate diversity

Implementation of SMSC

The SMSC curriculum is delivered through our pastoral programme of weekly tutor time activities. Key messages are promoted and discussed in the students' 'theme of the week' as well as weekly assemblies. Our house system and student leadership structure also play an integral part of SMSC. Our student forum contributes to decision-making and school improvement, whilst our student executives are role models within the school. Our house captains lead on whole-school charity fundraising.

SMSC is enriched through a wide range of experiences across school life, including trips and visits, workshops and external speakers, lunchtime and after-school enrichment, volunteering, charity work, and opportunities embedded across all curriculum areas.

The curriculum supports students' spiritual, moral, social and cultural development across subjects. For example, MFL promotes appreciation of cultural diversity and global perspectives, while History deepens understanding of democracy and diverse experiences in Britain's past. Individual subject curriculum maps clearly signpost how each area contributes to SMSC.

Themes explored in Religious Education (RE) and Personal, Social & Health Education (PSHE) are woven throughout the wider curriculum. Students are encouraged to engage with challenging issues, explore values, think creatively, reflect critically on their own and others' experiences, and make responsible, well-informed decisions both in school and beyond.

The school environment reinforces the importance of SMSC through displays that reflect and respect cultural variety, including our 'Tolerance, Appreciation and Awareness' board.

Drop-down days, workshops and external speakers strengthen SMSC provision, responding to emerging safeguarding priorities and local needs. All activities are age-appropriate, aligned with school values, carefully supervised and fully vetted. Their impact is monitored, and curriculum content is adapted to ensure pupils' spiritual, moral, social and cultural development is consistently supported.

Roles and Responsibilities

The development of SMSC is mapped across the school and through the students' personal development pathway. It is the responsibility of all staff to utilise opportunities for its development with students. This collective approach reinforces the principle that upholding civil and criminal laws in Britain is a collective responsibility in which individuals play their part by learning the difference between right and wrong.

Provision of SMSC is monitored and reviewed by the Senior Leadership Team. The assembly themes are mapped alongside our five school values for the year by the Assistant Principal.

Prevent Duty

Our SMSC provision supports the school's responsibilities under the Prevent Duty (2015). We aim to build students' resilience to radicalisation by promoting critical thinking, respectful debate, and an understanding of how to challenge extremist or discriminatory views. This forms part of our wider safeguarding approach and our commitment to ensuring students are prepared for life in modern Britain.

Safeguarding and SMSC

Our SMSC provision forms an integral part of the school's safeguarding culture. Through the curriculum, assemblies and wider enrichment, students learn how to build healthy relationships, recognise and challenge discrimination, stay safe online and offline, and seek help when needed. SMSC supports students in developing the confidence, respect and awareness required to keep themselves and others safe within the school and wider community.

Alignment with Ofsted's Personal Development Framework

Our SMSC provision aligns with the Ofsted Personal Development judgement, ensuring students develop the knowledge, skills and character needed to thrive as responsible, respectful and active citizens. This includes promoting resilience, confidence, independence and an appreciation of diversity within the school and wider community.

Monitoring and Evaluation

The impact of SMSC provision is reviewed regularly through learning walks, tutor time and assembly observations, curriculum audits and student voice activities. Evidence from behaviour, safeguarding and attendance data also informs our evaluation of students' personal development. This ongoing monitoring ensures that SMSC remains embedded across the curriculum and continues to meet the needs of all students.

Promoting Fundamental British Values

The SMSC curriculum also prepares students for life in modern Britain, developing the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, enabling them to make positive contributions to society. The Adeyfield Academy also encourages respect for others and pays particular regard to protected characteristics as identified in the Equality Act 2010.

Additionally, as a member of the AET MAT, the school supports and reinforces the values of caring for others, equality, equity, openness, social responsibility, honesty, democracy, self-help, self-responsibility and solidarity.