



# Joseph Leckie Academy

## SMSC/FBV Policy

This policy is reviewed annually

History of Document

Approved by Governors: May 2020  
Review date for Document: May 2021

## Mission Statement

This policy is carried out within the context and spirit of the Academy's vision for excellence. It supports and reinforces the aims of Joseph Leckie Academy, valuing all students equally and as individuals. All staff work together to create a happy, challenging, stimulating and caring environment in which students can enjoy their time at the Academy and celebrate their achievement.

The Academy strives to build a community which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each student to their full potential.

This policy relates to the whole life of the Academy and its role in promoting Spiritual, Moral, Social and Cultural development (SMSC) and also Fundamental British Values (FBV) by the example set by adults in the Academy and the quality of relationships they espouse.

## Spiritual Development

### **Aim**

This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, Academy experiences can make a significant contribution to spiritual development.

### **Objectives**

At Joseph Leckie Academy the students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves;
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values of others through stories, Drama, Music, Art and Religious Education to name just a few;
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others.

**In practice** at Joseph Leckie Academy, this is delivered through:

1. A Religious Study Programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals own spiritual values;
2. A PDP programme which utilises tutoring to involve all years in opportunities for themed discussion, Thought of the Week, reading (both fiction and non-fiction) and competitive quizzes to encourage learning and develop an awareness of core values as soon as students arrive;
3. An assembly programme to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation;

4. A student support structure that is focused on learning and providing appropriate information advice and guidance for students as well as opportunities to explore pathways of development;
5. Educational enrichment trips, creative partnerships and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world;
6. A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it;
7. A rewards system developing student self-esteem through certificates, postcards home and awards at all levels;
8. Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual;
9. The use of Academy Council to involve students in the life of the Academy;
10. PDP and tutor programme for Years 7-13.

## Moral Development

### **Aim**

Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong and the idea of justice. The Academy has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviour. Staff will be role models for upholding values and will promote moral education through the climate and ethos of the Academy.

### **Objectives**

To promote the concept of excellent behaviour by being:

- Kind and considerate;
- Helpful to others and listening to what they have to say;
- Committed to Academy and classroom rules;
- Committed to a healthy, safe and environmentally friendly Academy;
- Committed to looking neat, clean and tidy with a pride in the uniform;
- Equipped and ready for learning.

**In practice** at Joseph Leckie Academy this is delivered through:

1. Clear models of good behaviour from staff and senior students and reinforcement of Academy and classroom rules both inside and outside of lessons;
2. A Student Support Unit and structure used by all staff that is focused on conflict resolution and restorative justice;
3. Themed tutor times and discussions based on moral issues, where appropriate, across the Academy community from the start of the day in tutor time and across all lessons;
4. PDP and tutor programme for Years 7-13.
5. Assembly themes on moral issues, developed and reinforced during tutor time;
6. Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality;
7. The use of students in teams across the Academy: Student Council; House Captains and Peer Mentors;

8. Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues;
9. Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality.

## Social Development

### **Aim**

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society and to become active citizens. Social development enables students to acquire a growing awareness of their own identity and positive self-image.

### **Objectives**

Students will be encouraged to:

- Maintain and develop relationships within the Academy working successfully with other students and adults in the Academy community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the Academy community;
- Gain an understanding of the wider society through their family and carers, the Academy, local and wider communities;
- Actively participate in the Academy community and beyond into the wider community outside of the Academy.

**In practice** at Joseph Leckie Academy we provide opportunities for students to:

1. Interact with all staff in the Academy and with external partners of the Academy in an appropriate and outstanding manner.
2. The use of students in teams across the Academy: Academy Council; Sports Teams; House Teams; and other clubs and societies detailed in our enrichment brochure.
3. Elected Academy Council representatives to feedback views, ideas and concerns to their tutor groups and to the Senior Leadership Team.
4. Experience, in programmes of study, the development of skills in speaking and listening, key reflective work where students have the ability to learn both with teacher interaction and support, but increasingly with more independent study;
5. PDP and tutor programme for Years 7-13.
6. Experience excellent IAG in Academy through pastoral and career advice in which all staff are involved throughout the year. Subject specific advice is given at certain milestones of a student's life at the Academy and a dedicated careers advisor offers support on careers or higher education planning.
7. Participate in the wider community through work experience in years 10, 12 and 13 and volunteer support work in the local community, charitable events and offsite education. This is tracked through the Academy on a database of student activity both in school and in the wider community and relies initially on the Tutor, House Co-ordinators and then other staff. Working and socialising with students from different religious, ethnic and socioeconomic backgrounds.

## Cultural Development

### **Aim**

Cultural development refers to students' increasing understanding and response to those elements, which give societies, and groups their unique character. The Academy will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

### **Objectives**

The students will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of Literature, Music, Technology, Art and Design, Dance, Drama, Sport and other media;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the Academy and the wider community provides.

**In practice** at Joseph Leckie Academy we encourage:

1. Educational visits at home and abroad to experience other cultures and ways of life.
2. Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools' colleges and universities – in order to better understand other cultures and ways of life.
3. PDP and tutor programme for Years 7-13.
4. Collective worship and assemblies – a themed approach that gives rise to many opportunities to explore SMSC and Cultural Diversity. Other events are also celebrated within Drama, Art and Dance presentations, along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals: Divali, Hannukah.
5. Provision of a Quiet room for reflection and prayer for Muslims every day and to be set aside for specific religious activities such as Ramadan for example.
6. Topic work across the Academy which explores "culture" in all its various forms in relation to specific subject areas.
7. Access to the Internet in order to explore cultures and activities as extension learning.

### **Fundamental British Values**

#### **Aim**

Fundamental British Values development relates to the basis of what makes us British, the values that are encouraged for us to live by alongside developing the norms and values of society for individuals to live and function effectively within this.

#### **Objectives**

Students will be encouraged to:

- Develop the idea of the Rule of Law. To explore the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.
- Have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as an Academy Council whose members are voted for by the students.

- Use opportunities such as general or local elections to hold mock elections to promote Fundamental British Values and provide students with the opportunity to learn how to argue and defend points of view;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the Academy and the wider community provides in promoting Fundamental British Values.

**In practice** at Joseph Leckie Academy we offer students:

1. The provision of an Elected Academy Council through a democratic process.
2. The use of student voice across the Academy: Academy Council, Voting Platforms, Student Questionnaires and House Teams.
3. Topic work across the Academy which explores “Fundamental British Values” in all its various forms in relation to specific subject areas.
4. PDP and tutor programme for Years 7-13.
5. Assembly themes and assemblies on Fundamental British Value issues developed and reinforced during tutor time. This would encompass the ‘Thought of the Week;’ Academy Rules; E-Safety; Safeguarding, Railway and Road Safety, Racism, LGBT, Cultural Diversity, the Role of the Monarchy & celebration of inspirational people old and new.
6. Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools’ colleges and universities and trips abroad – in order to better understand other cultures and ways of life.

### Role of Middle Leaders and Senior Leaders

- To ensure that equality of opportunity is provided to all. Teachers are encouraged to include SMSC/FBV elements into their core subjects and also through the creative topics they plan for and teach.
- To undertake audits and observations of department developments in SMSC/FBV provision.
- To promote and facilitate enrichment events in the Academy.
- To organise themes for the weekly focus in tutor group time linked to an assembly programme.
- To organise relevant input from other professionals and outside agencies.
- To promote student voice opportunities to maximise student participation.
- To analyse student and parent feedback.
- To compile and update a portfolio (photographs and programmes) to record the Academy’s support for SMSC/FBV.
- To oversee a database of student involvement both inside and outside of the Academy.
- To encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

### Expectations of stakeholders

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time, assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the Academy community.