



**The Aylesbury Vale Academy**

Success Beyond Belief

A Church of England Academy

**SPIRITUAL, MORAL, SOCIAL AND CULTURAL  
DEVELOPMENT (SMSC) POLICY**

**SEPTEMBER 2009**

## **VISION:**

That every young person graduates from Aylesbury Vale Academy as citizens of an international community where they have the mobility borne from their outlook, qualifications, skills and experience to be successful.

## **GUIDING PRINCIPLES:** WE ADOPT THE CHRISTIAN VALUES OF:

- Honesty
- Respect
- Compassion
- Love
- Forgiveness
- Self-discipline
- Creativity
- Hope

## **OBJECTIVES:**

### **Spiritual Development**

1. To promote the development of personal beliefs and creative expression
2. To foster a sense of community within students and to build self-respect and respect for others
3. To encourage an enquiring attitude to the meaning and purpose of life and appreciation of the natural world and man's achievement in it

### **Moral Development**

1. To develop students' ability to make reasoned judgements on moral issues

### **Social Development**

1. To encourage strong personal contributions to the well-being of social groups and to form effective relationships with them

### **Cultural Development**

1. To develop knowledge of students, nature and roots of their own cultural traditions and practices of other major cultural groups within their society
2. To understand the diversity of religious, social, aesthetic, ethnic and political traditions and practices – nationally and internationally

## **MONITORING** (via Governors' Scrutiny Committee):

1. Throughout the academic year the committee will ask to see evidence in schemes of work, lesson plans and observations of lessons.
2. The committee will gain evidence from departmental statements and practice on how the principles are interpreted and presented.
3. The chair of the committee will ask to see reviews from individual departments that may include presentations to the committee by the Curriculum Leader.
4. The committee will be provided with the findings of the reviews.

5. Visit the Academy to follow lines of enquiry as a result of the committee meeting (adhering to the protocol for governor visits).

## REVIEWING

The Governing Body is responsible for reviewing its policies and the Principal is responsible for reporting on the implementation of the policy.

1. Has the policy been successfully implemented?
2. Has the policy had the intended impact in the Academy and on the young people?
3. Are the current objectives to remain the same and do they support other policies and development priorities?

## NOMINATED MEMBER OF STAFF:

HEAD OF COLLEGE

## APPENDIX 1

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| Operating Statement |
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Aylesbury Vale Academy recognises its importance in the spiritual, moral and cultural development of the young people whom it educates. The potential for spiritual development is in everyone and not confined to a particular religious belief or faith or to a particular occasion such as assembly.

## APPENDIX 2

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| Effective Delivery |
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### **In respect of Spiritual Development Aylesbury Vale Academy seeks to...**

- Promote the development of personal beliefs
- Develop a sense of awe and wonder in the natural world and man's achievement
- Acknowledgement that feelings of transcendence form an important element to many pupils' lives
- Develop an enquiring attitude to the search for meaning and purpose in life
- Promote self-respect and individual responsibility
- Develop a sense of community and a respect for others
- Provide opportunities for creative expression
- Promote an awareness of the value of feelings and emotions

### **In respect of Moral Development, Aylesbury Vale Academy seeks to...**

- Present knowledge and teach the codes and conventions of conduct agreed by society
- Develop an understanding of the criteria used as a basis for making judgements on moral issues
- Develop the ability to make reasoned judgements on moral issues

### **In respect of Social Development, Aylesbury Vale Academy seeks to...**

- Develop students’ knowledge of the ways in which societies function and are organised – from the family to the Academy and thence to wider groupings (local, national, international)
- Help students understand how individuals relate to each other and to the institutions, and how the curriculum relates to society
- Foster students attitudes to show the capacity to adjust to a range of social contexts by appropriate and sensitive behaviour
- Give students skills in taking on, as appropriate, the roles of leader and team worker, exercising responsibility, initiative and co-operation
- Encourage students to make a strong personal contribution to the well-being of social groups and to form effective relationships within them

**In respect of Cultural Development, Aylesbury Vale Academy seeks to develop it’s pupils in the ...**

- Knowledge of the nature and roots of their own cultural traditions and practices and of the key features of other major cultural groups within their society
- Understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices – nationally and internationally
- Person participation and accomplishment in a wide range of cultural fields
- Capacity to relate what they learn in the Academy to the wider aspects of the place of culture in modern society

**APPENDIX 3**

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|---------------------------|-----------------|------------|--|
| APPROVED                  | 21st April 2009 |            |  |
| REVIEW DATE               | 20th April 2010 |            |  |
| SIGNED PRINCIPAL          |                 | PRINT NAME |  |
| SIGNED CHAIR OF GOVERNORS |                 | PRINT NAME |  |