



Trenance
Learning Academy



Social, Moral, Spiritual and Cultural Policy

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Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

We want to ensure that your needs are met.
If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

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Our Approach

Trenance Learning Academy is a positive, nurturing, and respectful environment where everyone is valued, and diversity is celebrated. Our Adventures in Learning curriculum is inspirational, exciting, and challenging and all pupils flourish academically, spiritually, socially, and emotionally. We utilise our local community, fostering pupils' appreciation of the natural environment as well as broadening pupils' knowledge of the wider world. Pupils have a strong sense of belonging; opportunities are wide within the school community enabling pupils to develop their character and sense of self. Pupils are widely involved in the local community and endless possibilities are created for all pupils to make a positive contribution to society.

Spirituality, Moral, Social and Cultural Education considers the 4 areas of: Self, Others, Beauty and Beyond to help children develop their spiritual awareness and foster a sense of responsibility:

Throughout children's SMSC Development at Trenance Learning Academy, they focus on four strands:

Pupils' **Spiritual Development** is shown by 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

We develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, e.g., when listening to music, exercising empathy or creativity, how we live, contemplating the future, etc.

Examples of experiences commonly regarded as **spiritual** at Trenance Learning Academy include:

- curiosity and mystery
- awe and wonder
- connection and belonging
- heightened self-awareness
- prayer and worship
- deep feelings of what is felt to be ultimately important
- a sense of security, wellbeing, worth and purposefulness



Pupils' **Moral Development** is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues.
- Ensuring a commitment to personal values
- Promoting racial, religious and other forms of equality
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; and reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

We discuss the Golden Rules based on the values held by the Academy. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

Pupils' **Social Development** is shown by their:

- By developing an interest in, and understanding of, the way communities and societies function at a variety of levels, such as the family, the school, the local community and the wider world and understand the notion of interdependence in an increasingly complex society, identifying the key values and principles on which school and community life is based
- In a willingness to participate in a variety of social settings, cooperating well with others including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds, promoting racial, religious and other forms of equality and be able to share views and opinions with others, fostering a sense of community, with common, inclusive values



- Being able to resolve conflicts maturely, appropriately and effectively, exercising responsibility and encouraging pupils to work co-operatively
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- A willingness to volunteer and reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- In acceptance and engagement with the fundamental British Values (see the school teaching British Values Policy statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.
- Providing opportunities for engaging in the democratic process and participating in community life and to exercise leadership and responsibility and to forge effective links with the world of work and the wider community

Our Academy develops pupils' **Social** development by:

- identifying key values and principles on which school and community life is based
- fostering a sense of community, with common, inclusive values
- promoting racial, religious and other forms of equality
- encouraging pupils to work co-operatively
- encouraging pupils to recognise and respect social differences and similarities
- providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- providing opportunities for engaging in the democratic process and participating in community life
- providing opportunities for pupils to exercise leadership and responsibility
- providing positive and effective links with the world of work and the wider community
- monitoring in simple, pragmatic ways the success of what is provided.

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 continuing to develop Britain
- willingness to participate in and respond positively to artistic, 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.

Cultural capital, gradually widening children's experiences as they progress through our school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences in reception and beyond.

Our Academy develops pupils' cultural development by:

- extending pupils' knowledge and use of cultural imagery and language
- encouraging them to think about special events in life and how they are celebrated
- recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE/SMSC, RE, Academy School Council, Change-makers and Inclusion.



Academy Vision

This is our school

Peace lives here

The rooms are full of happiness

Love is all around

Love of one another

Love of all people

And love of life and learning

We thrive and fly

As many hands build a house

So many hearts make our school