



Maplefields Academy

Spiritual, Moral, Social and Cultural and British Values Policy	
Accountability: Trustee Committee: Quality of Education SLT: Jessie Walker Revised Date: September 2025 Ratified Date: 17 th September 2026 Review Date: September 2027	Ratified by: Quality of Education Committee Name: Su Bernard Signed: <i>Su Bernard</i> Date: 17 th September 2026 Chair of Trustees: Howard Reid

We value the spiritual, moral, social and cultural development of each individual child within Maplefields Academy.

(Refer to: School Brochure, School Development Plans).

We aim to promote spiritual, moral, social and cultural development, through: -

- Collective worship.
- All subjects in the curriculum i.e. National Curriculum, Behaviour Curriculum and the wider curriculum.
- The Ethos of the School.
- Key time Planning.
- Golden threads of Skills Builder and Curriculum Drivers

Collective Worship (Provided through whole school assembly and class assembly)

Collective worship at our school is planned to ensure that we offer pupils the opportunities to explore and share beliefs, think about making choices and become involved in the sharing of prayer, reflection and silence, to relate ideas and beliefs to themselves, think about the needs of others and develop a sense of community; and appreciate the importance of religious beliefs to those who hold them. Our assemblies also provide opportunities to put into practice the values of the school and celebrate the achievements of those within and beyond the school community. We see collective worship as an opportunity to promote spiritual, moral, social and cultural development.

Key Time planning

Key times are part of the Maplefields curriculum, A timetable is followed that highlights the topics and activities that are covered in morning assembly time. The topics reflect British Values and SMSC, including Spanish and French vocabulary, religious festivals such as Diwali and Eid and school specific programmes e.g. Zones of regulation and Skills Builder. Through these Key times activities, we are promoting the British values of tolerance and mutual respect, and SMSC development for all pupils.

Spiritual Development

What is it?

We believe that spiritual development is about expressing innermost thoughts and feelings, exercising the imagination, the development of personal beliefs, a sense of awe and wonder and of being a part of a greater whole.

How we plan to provide opportunities:

We plan to introduce spiritual development through areas of the National Curriculum and also through our Emotional and Behaviour Curriculum for example, circle time, sessions where children express feelings, problem solving etc.

Also, through the wider curriculum, providing opportunities for questioning, pondering, reflection, expression of ideas, the portrayal of feelings, the sense of value and worth and opportunities for creativity, within the school day.

How we will assess:

We recognise that it is difficult to measure spiritual development, but we aim to identify opportunities through long and medium planning and evaluations; by identifying development of:

- Pride in our own classrooms, our own school and beyond
- School visits/visitors to the school
- Community links
- Links with other schools

Moral Development

What is it?

We believe that moral development is concerned with helping children know right from wrong and respecting people and their property, without the fear of punishment or recrimination, but through making informed and responsible choices.

How we plan to provide opportunities:

We plan to provide moral development through maintaining a strong moral code within our school. To raise awareness, we all have a display in the classrooms of our curriculum drivers. This is the key focus in assemblies and morning time throughout the week.

Our Curriculum drivers are:

- Communication
- Healthy relationships
- Independence
- Self-worth

Our Curriculum drivers Reject:

- Cheating
- Deceit
- Cruelty
- Dishonesty
- Violence to others

We provide opportunities for moral development through areas of the National Curriculum e.g. English, Drama, RE, PHSE and through day to day incidents that occur; through staff leading by example, a consistency of approach, daily routines, school values and our code of conduct, together with our Behaviour Curriculum. Assembly time is linked to our curriculum drivers (Communication, Healthy relationships, Independence and Self-worth).

How we plan to assess

We plan to assess and reinforce Moral Development through the School Behaviour Policy and Behaviour Curriculum.

Social Development

We believe that Social Development is about working with and relating to other children and adults, respecting other views and property, taking responsibility for oneself, developing and initiative, listening and communicating appropriately and caring for others.

How we plan to provide opportunities

We plan to provide opportunities for Social Development within our school through the daily practice of learning to make appropriate choices, behaviour curriculum, encouraging children to take responsibility in the care of each other and property. Planning group co-operative work and class discussions e.g. PE, Shared Reading, RE and Topic Work, Drama and Emotional and Behaviour Curriculum.

We reinforce Social Development through our agreed School behaviour Policy.

Social Development opportunities occur through our outside visits and visitors, development of the school grounds, links with local schools, the local community and other special projects.

We try to develop a sense of belonging through our school uniform and logo, thus encouraging a sense of pride in our school, which promotes a happy, safe and secure working environment.

- Taught elements e.g. teach social skills through class assemblies and discussions—developing progressive framework also developmental.
 - Lunch time also seen as teaching time
 - Trying to teach children to see and accept other viewpoints.
 - Safe and secure environment that nurtures personal development and interpersonal relationships
 - Children valued and activities planned to meet their needs and promote success.
 - Some children have social skill targets on EHCP's.
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- Lesson 6- Thursday after school sessions
 - Saturday school- an opportunity to attend a session that is open to SEN pupils across the county.

How we will assess

We assess Social Development by observing the child in individual group and whole school activities based on their Educational Health and Care Plan. We expect to see a progression from their starting point to leaving date whereby the child develops self-reliance, self-responsibility and becomes accountable for his own actions. This is monitored chiefly through our school behaviour policy and behaviour curriculum (Boxall Profiles), which we regularly review through discussions with all staff.

Cultural Development

We believe that Cultural Development is about developing an awareness of children's beliefs, values and customs, those of the family, those within the town (recognising that our children come from a much wider area than just Corby itself) and those of other societies and groups.

How we plan to provide opportunities:

We plan to introduce opportunities for Cultural Development through areas of the National and Creative Curriculum – e.g.

- English – Literature e.g. stories around the world, plays.
- Music – Listening to music of different times and cultures
- History – Buildings
- RE – Festivals, other faiths
- Art – Art from a variety of cultures.
- Geography – Looking at a contrasting area
- Dance – Traditional dances from a variety of cultures and through the wider curriculum, which provides opportunities for: -
 - Theatre Trips / Workshops
 - Visitors
 - Workshop sessions with visiting artists
 - Visits from Drama groups, music groups etc
 - Visits to a whole variety of locations
- Food Technology – Preparing and eating foods from other countries, cultures.

How we plan to assess:

We assess Cultural Development by taking opportunities to discuss, remind, remember and question pupils, reflect and encourage them to research more deeply.

Promoting British Values

Our government believes that, 'British society is founded on fundamental values and principles, which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.'

The values we support are not unique to Britain and are shared by many people in the world represented by the diverse families at Maplefields Academy.

We support the values of democracy, rules of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and these are embedded within our curriculum. These values are found in our own curriculum drivers and identified as Communication, Healthy Relationships, Independence and Self-Worth. These values are also recognised in our Skills Builder programme.

Skills Builders are



They link into the Curriculum Drivers, pupils EHCPs, medium term plans, enrichment sessions and the teaching and Learning slides used in all lessons. They also form part of the Key Times Plans across school.

We plan circle time, assemblies and lessons, particularly in PSHE and RE, to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect. The topics and lessons in the school's curriculum are designed carefully and planned by teachers to provide a rich learning experience that will have a positive impact on pupils' spiritual, moral, social and cultural development. Whilst focusing on all children developing good skills in English and Maths and all subjects, we ensure they experience extra-curricular clubs such as drama, music, a variety of sports, the arts and outdoor learning. Visits are planned linking with the class topic to provide children with further understanding of the world they live in. We also link with other schools to take part in events both sporting and otherwise. Competitions provide the opportunity for children to meet other children from different schools whilst experiencing the process of decision making and understanding rules and fairness.

As well as promoting British values we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views and principles.

As a school we are aware of the growing concern in regard to sexual harassment in schools. This is taken seriously as part of safeguarding. One aspect of British values is mutual respect; sexual comments and references are unacceptable in the Maplefields Community and are reported to DSLs as a concern.

Overview

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Maplefields Academy. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; for example, Patron Saints Days and celebrations at Christmas. We also value and commemorate national events such as Remembrance Day.

Further, children learn about being part of Britain from different perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically: Our rivers and coasts topics ensure that children have a better understanding of what Britain is, learning more about:

- its coasts, rivers and mountains
- where Britain is in relation to the rest of Europe and other countries in the world

Historically: Key moments in British history are studied in the topics such as "London", "Famous British Scientists" and "Britain Since 1930s", WWI and WWII, The English Civil War and The Battle of Hastings.

British values

Democracy

Democracy is embedded in the school. Pupils are listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils. The School Council (form captains) provides a more formal platform for class representatives to raise issues that may need addressing. We believe that encouraging our children to take on responsibilities and to work together for the good of the school creates positive relationships and is a valuable preparation for future life in our democratic society.

Parents'/Carers opinions are welcomed at Maplefields Academy through methods such as questionnaires, feedback at parents' evenings and regular liaison through phone calls and emails home on a regular basis.

The rule of law

In order to help children understand how society cannot operate without a set of laws, we teach them how our school rules create an ordered, fair and safe place in which to learn. The golden rules are discussed and agreed by the children and are displayed in classrooms. We help children to distinguish right from wrong and adopt restorative justice approaches to resolve conflicts.

Individual liberty

Our children have the opportunity to make individual choices and express opinions that develop their character and self-belief. However, they are encouraged to develop these qualities in the context of the rights and needs of other members of our school community. We model freedom of speech through pupil participation in class in the context of a safe, fair, supportive and ordered learning environment. We discuss and challenge stereotypes and implement a strong anti-bullying culture (the anti-bullying group also meets once a term).

Mutual respect and tolerance of those with different faiths and beliefs

Healthy Relationships is one of our curriculum drivers at Maplefields Academy. Children are encouraged to respect themselves and to respect individual differences. This is a fundamental principle that is put into practice in the classroom, around school, in our outdoor areas and in assemblies. We help our children to acquire an understanding of, and respect for their own and other cultures and ways of life.

Extremism

The school is aware of the need to be vigilant when it comes to extreme attitudes or behaviour of any kind and appropriate actions will be taken accordingly. All staff are aware of the need to alert the Senior Leadership Team (through My Concern) and our trustees if they have any concerns of this nature. Our overriding aim is to teach children to be resilient to such attitudes. This involves pupils being taught how to ask probing questions and make sound judgements for themselves about what is right and wrong.

Involvement in formulating this policy:

- Trustees policy committee
- Staff Working Group
- Followed by all staff and trustees