

The ContinU Plus Academy



2026-2031

**Spiritual,  
Moral,  
Social and  
Cultural  
Policy**



# The ContinU Plus Academy



## Introduction

ContinU Plus Academy (CPA) is committed to re-engaging students who may have experienced disruption, exclusion, trauma or barriers to learning. We recognise that for many of our students, rebuilding trust, relationships, self-worth and aspiration is fundamental. SMSC development is therefore central to our therapeutic, and personalised approach.

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values.

This statement supports and reinforces the aims of our school, valuing all students and staff equally and as individuals. We support students to:

- Reintegrate successfully into education, employment or training
- Develop resilience and self-regulation
- Become safe, respectful and responsible members of society
- Understand their rights, responsibilities and place in modern Britain

This policy is informed by:

- Education Act 2002 (Section 78)
- Academies Act 2010
- Equality Act 2010
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Keeping Children Safe in Education (latest edition)
- Ofsted Education Inspection Framework (EIF)
- DfE guidance on Promoting Fundamental British Values

## Principles

Spiritual, Moral, Social and Cultural Development is crucial for helping individual students grow and develop as people. It is an expectation at the ContinU Plus Academy that all staff, in all subjects, can and should contribute to the Spiritual, Moral, Social and Cultural Development of students through the taught curriculum and through the use of appropriate teaching and learning strategies such as discussion, reflection, student participation, tutor time etc.

The importance of relationships between all students, staff, parents and governors is fundamental. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of everyone.

## **General Aims for Spiritual, Moral, Social and Cultural Development**

The ContinU Plus Academy offers a bespoke curriculum:

- To promote the spiritual, moral, social and cultural development of students at the school and of society
- To promote British values
- To prepare students for the opportunities, responsibilities and experiences of adult life
- To promote respect for all protected characteristics under the Equality Act 2010, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- To help each student achieve their full potential across all areas of the curriculum
- To develop the individual strengths of all students and to help and provide support in areas for development
- To inspire and stimulate the students in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- To help our students towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- To develop skills for employability and the world of work
- To develop respect for religious and moral values and understanding of other races, religions and ways of life
- To help the students understand the world in which they live
- To develop a sense of responsibility, consideration for others, self-respect and self confidence
- To promote good relationships between home, school and the local and wider communities

## **British Values**

ContinU Plus Academy is committed to working closely and in harmony with its community and celebrating the diversity of the UK. We aim to prepare students for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values.

We recognise that these values are not exclusive to being British. That they have come to be accepted throughout the democratic world as the method of creating an orderly society in which individual members can feel safe, valued and can contribute to for the greater good of themselves and others.

We work alongside our local community and recognise the variety of religious beliefs within it. Students take part in local events and meet different members of the community to appreciate the valuable contributions they make to society. All subject departments are aware of the importance of delivering British values through their curriculum content.

**We take opportunities to:**

- acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain's past.
- join in with international sporting events and find out more about the countries that host them.
- support a number of charities that are selected by the students and arrange fundraising events.
- invite members of the local community to our school events.

We recognise our role in safeguarding and preventing radicalisation in line with the Prevent Duty. Staff are trained to identify vulnerability and promote critical thinking and respectful debate. We understand the role that our school has in helping prevent radicalisation and supporting our pupils in developing a world view whilst recognising Britain's place within it.

**The five British values are:**

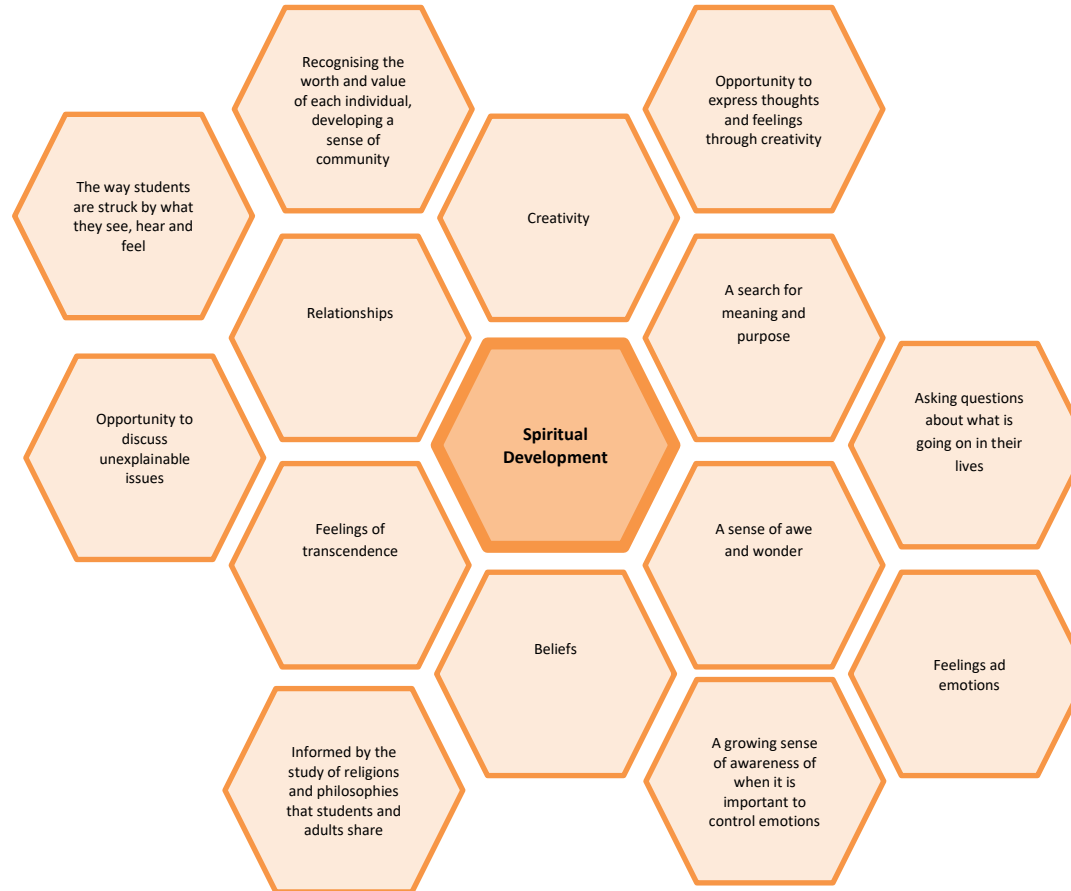
- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs.

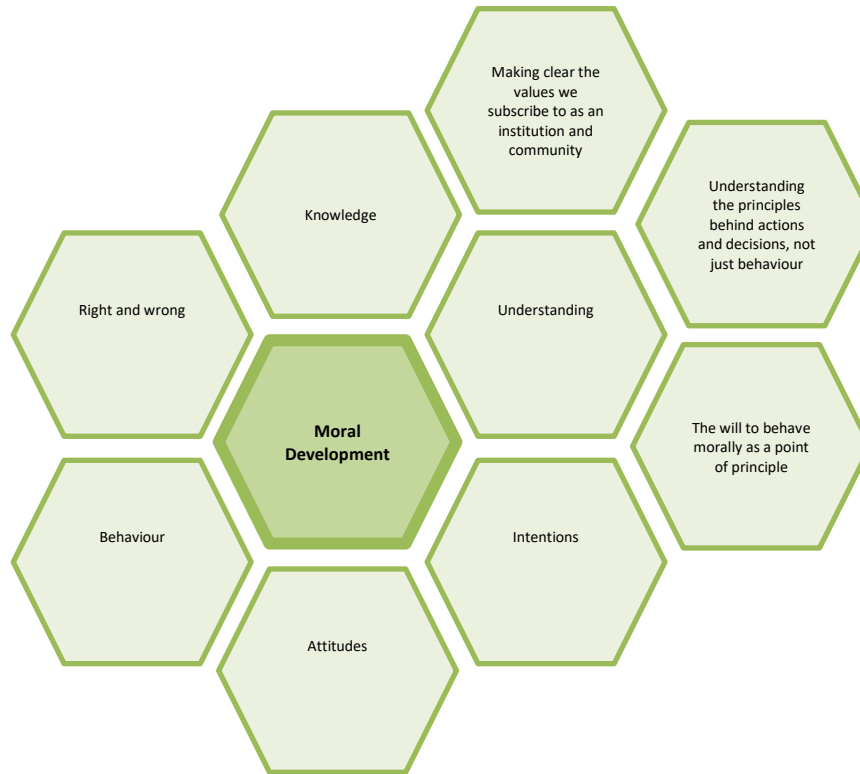
We promote these values through:

- Student voice and restorative meetings (democracy)
- Clear behaviour systems and consistent consequences (rule of law)
- Structured choice and safe expression of views (individual liberty)
- Relational practice and anti-bullying work (mutual respect)
- Explicit teaching of equality and diversity (tolerance)

We therefore aim to promote spirituality through: -

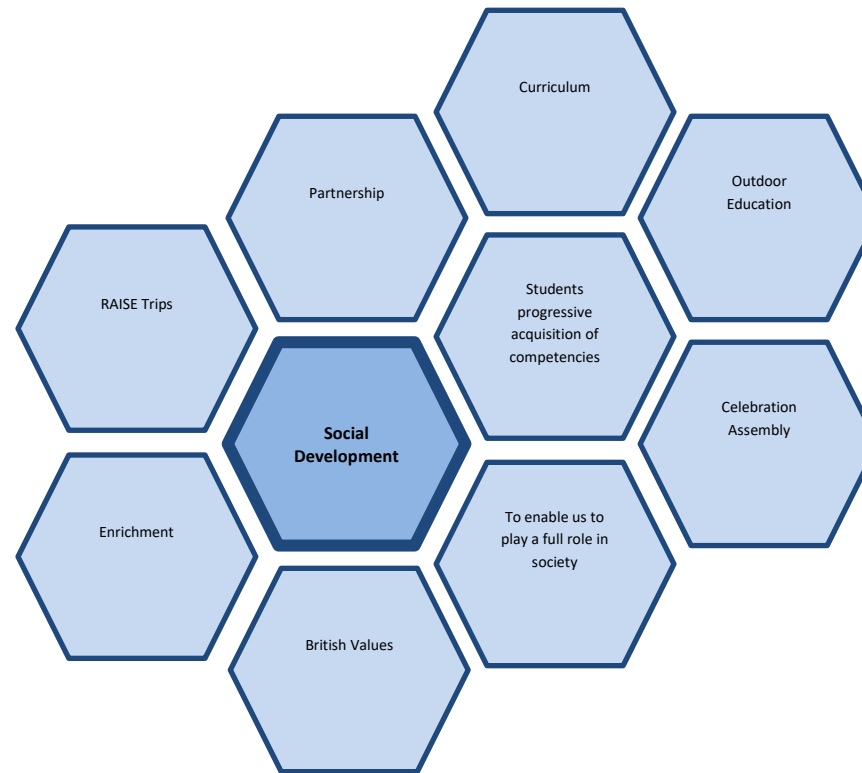
- The values and attitudes the CPA identifies, upholds and fosters the contribution made by the whole curriculum.
- PSHE and Wellbeing
- Assemblies, Skills Days and Enrichment activities, together with the general ethos and climate of the school.





We therefore aim to promote moral development through: -

- quality of relationships
- standards of behaviour
- quality of leadership given by the CPA
- the values the CPA sets and exhibits through its structures
- the curriculum and teaching



We therefore aim to promote social development through: -

- co-operation and partnership
- classroom organisation and management
- the grouping of students
- teaching and learning strategies
- leadership and responsibility
- enrichment activities
- the development of citizenship

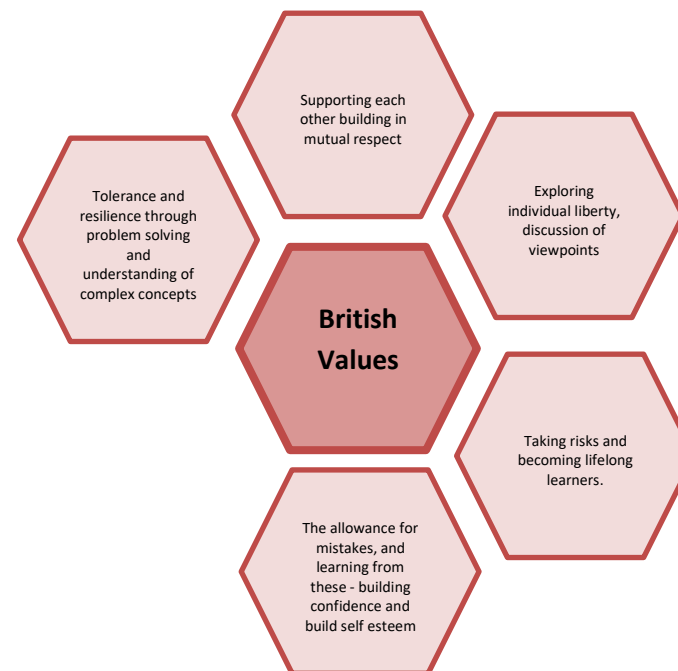
We therefore aim to promote cultural development though: -

- an explanation of the influences that have shaped our culture
- the extension of our cultural horizons, through the influences of other cultures
- therefore extending cultural horizons beyond the immediate and the local
- past cultural features which influence and shape the present
- a study of the present values and customs of our nation and of other nations cultures and societies
- developing our students' respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups.



**We therefore aim to promote British Values though:**

- Democracy - All students have opportunity as an individual, as a member of a tutor group and within subject departments, to have a voice. They understand that they must use this voice responsibly.
- Rule of law - Students in our school understand the need for rules to make ours a happy and secure environment.
- Individual Liberty - The rights of every student are at the centre of our ethos and reflected in the school's motto "We will work it out".
- Mutual Respect - Respect is one of our school values. We recognise the importance of not only respecting one another but also of self-respect.
- Tolerance of those with different faiths and beliefs – We promote understanding and acceptance of people from all religious and non-religious backgrounds, encouraging students to respect diversity, challenge prejudice, and appreciate the values, traditions, and perspectives of others in modern Britain.



Clearly in all the above, the ethos and climate of CPA makes an important contribution. We believe the following play an important role:

- the pastoral system
- the emphasis on student care
- the code of behaviour
- the RAISE system and rewards
- praise
- skill days
- target setting and review
- the anti-bullying policy
- enrichment activities
- the range of teaching and learning styles
- counselling and therapeutic services

In terms of Learning Experiences, we attempt, across the curriculum, to encourage our students to:

- Discuss matters of personal concern
- Develop relationships with adults and peers
- Develop a sense of belonging to a community
- Be challenged by exploring beliefs and values while deepening their own faith or beliefs
- Discuss religious and philosophical questions.
- Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives
- Experience what is aesthetically challenging
- Experience silence and reflection
- Reflect on behaviour, consequences and repairing relationships
- Develop emotional literacy and resilience

### **Implementation of SMSC and British Values**

To ensure all students make a positive contribution to society students at ContinU Plus Academy are provided with:

- Quality teaching and learning to aid the development of skills and knowledge required to become responsible citizens
- Opportunities to develop a supportive, caring and respectful attitude towards all members of the school community.
- Opportunities to prepare for life in the wider community
- Explicit safeguarding education
- Prevent awareness and vulnerability monitoring

At ContinU Plus Academy SMSC education will be developed through:

- The bespoke curriculum
- The pastoral system
- Tutor time
- Whole school assemblies
- Outside speakers
- Enrichment activities
- Outdoor Education
- The school ethos

- Clear and unambiguous behaviour expectations
- Counselling and Therapeutic Services

<b>PSHE(RE)</b> Students will learn about diverse religions and how they share their beliefs	<b>Child Dev.</b> Appreciate different cultures and religions in bringing up children	<b>Outdoor Ed.</b> Student will travel to different places that have diverse cultural beliefs	<b>Maths</b> Discovering and understanding creative methods of working out difficult equations	<b>Food</b> Use of creativity in creating and adapting recipes	<b>Media</b> Using discovery to allow students to have their own thoughts and concerns of social media	<b>PSHE(RE)</b> Students will learn about their place in the wider world and their safety
<b>Media</b> Provide forms of cultural expression and the ability to participate in key areas of society.	<b>Music</b> Respect and develop an understanding of the musical heritage of different genres.	<b>PE</b> Use of international examples of different athletes and their achievements	<b>English</b> Gain a sense of freedom, enjoyment and creativity when reading and writing	<b>Art</b> Engaging students with different styles of artwork to different artists.	<b>Music</b> Develop a sense of enjoyment of and reflect on a variety of music	<b>Child Dev.</b> To understand that all children need the same level of care throughout the development stages
<b>Food</b> Students will get the opportunities to cooking foods from different cultures	<b>Art</b> Styles will learn various styles of art from around the world	<b>Science</b> Teach that different cultures and religions can accept certain aspects of science differently	<b>Spiritual</b>	<b>Science</b> Knowledge of evolution and how we came to be	<b>PE</b> Explore, creativity through producing trampoline and fitness routines	<b>Outdoor Ed.</b> Students will gain a sense of freedom in the beautiful outdoors
<b>Maths</b> Using various approaches to Mathematics including multiplication methods from around the world	<b>English</b> Appreciating the range of different cultures that can be represented by images or text.	<b>Cultural</b>	<b>SMSC at CPA</b>	<b>Moral</b>	<b>English</b> Topical dilemmas: students offer their opinions and consider the opinions of others.	<b>Maths</b> Developing deep thinking and an ability when solving problems
<b>Outdoor Ed.</b> Students will participate in team building activities.	<b>PE</b> Explore, creativity through producing trampoline and fitness routines	<b>Science</b> Create social skills through group and practical work	<b>Social</b>	<b>Science</b> Global warming and climate change	<b>Art</b> Students are able to discuss and share ideas about the messages that artists maybe trying to give.	<b>Food</b> Be careful when use dangerous equipment. Recognise the importance of food safety and hygiene
<b>Child Dev.</b> Understanding the different ages of children and the age they become more sociable	<b>Music</b> Develop a sense of pride in performing, independently or as part of a group.	<b>Art</b> Students are about to discuss and evaluate their peers artwork.	<b>English</b> Participation in group discussions of extracts.	<b>PE</b> Promote fair play and team work in lessons	<b>Music</b> Understand that some music can be inappropriate in different circumstances	<b>Media</b> Identifying and judging at unappropriated behaviour displayed in the media
<b>PSHE(RE)</b> Students will learn about work skills, enterprise and the working environment.	<b>Media</b> To discuss as a group how social media is used and exploited by advertising companies.	<b>Food</b> Students will get the change to critic and evaluate their peers dishes	<b>Maths</b> Allowing discussion and debate on the use and abuse of statistics in the media	<b>Outdoor Ed.</b> Students will learn to use equipment properly.	<b>Child Dev.</b> Understanding that all children develop differently, some are faced with disabilities	<b>PSHE (RE)</b> Students will learn about various different forms of crime and abuse

The SMSC and British Values policy is published in its entirety on the CPA's website ([www.continuplus.org.uk](http://www.continuplus.org.uk)).

**Date Policy Ratified: April 2026**

**Member of Staff Responsible: Athena Pickering**

**Review Date: April 2031**

Signed:



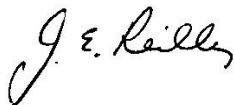
(Staff member responsible)

Signed:



(Headteacher)

Signed:



(Chair of Governors)

Appendix 1 – Student Tracker

**(Shade the hexagons to indicate completion)**



Appendix 2 - Out of school opportunities linked to SMSC:

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> <li>• Outdoor Education</li> <li>• Art workshops</li> <li>• Space enter trip</li> <li>• Little Owl's Farm</li> <li>• Dudley Zoo</li> </ul>	<ul style="list-style-type: none"> <li>• Theme park trips</li> <li>• Shrewsbury Prison trip</li> <li>• Little Owl's Farm</li> <li>• German Market</li> <li>• Dudley Zoo and Castle</li> </ul>	<ul style="list-style-type: none"> <li>• Bowling (every week)</li> <li>• Starbucks (every week)</li> <li>• Lazer Tag</li> <li>• Ice Skating</li> <li>• Cannon Hill Nature Reserve</li> </ul>	<ul style="list-style-type: none"> <li>• Panto (every Christmas)</li> <li>• Theatre trips</li> <li>• Beach trips</li> <li>• Thinktank trip</li> <li>• Safari Park</li> </ul>