



City of Derby Academy

Spiritual, Moral, Social and Cultural (SMSC) Development Policy



School:	City of Derby Academy
Trust:	Tapestry Learning Partnership
Headteacher:	Mr Adrian Harding
Policy Review Lead:	Russ McKee – Assistant Headteacher (Personal Development)
Designated Safeguarding Lead:	Rich Meehan – Deputy Headteacher
Deputy Safeguarding Lead / Safeguarding Manager:	Charlie Hughes
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1. Vision and Ethos

City of Derby Academy (CoDA) is committed to providing an education that develops the whole child. Academic success is essential, but it is only one part of preparing young people for successful and fulfilling lives.

The academy's guiding vision is to:

“Improving the life chances of all students.”

This vision reflects our commitment to ensuring that every pupil develops the knowledge, skills, character and confidence needed to succeed both in education and beyond.

SMSC development is central to this mission. Through SMSC we help pupils develop:

- character and resilience
- strong moral values
- respect for others
- confidence in themselves and their future.

CoDA is part of the Tapestry Learning Partnership, whose vision is that every child and young person should succeed and flourish.

The trust's core values shape our work:

- **Care** – showing kindness and compassion towards others
- **Courage** – having the confidence to face challenges and stand up for what is right
- **Integrity** – doing the right thing even when it is difficult
- **Humility** – recognising that we can always learn and grow
- **Aspiration** – striving for success and believing in our potential.

These values are embedded within the culture of the academy and are reinforced through the CoDA Behaviour Curriculum and the 3Rs framework.

2. The 3Rs – Behaviour Curriculum

At City of Derby Academy we believe that behaviour is not simply a matter of rules or sanctions. Behaviour is a set of skills, habits and choices that must be explicitly taught, modelled and practised over time.

Behaviour Curriculum

Many pupils arrive at school with different experiences of expectations, routines and role models. For this reason, we do not assume that pupils automatically know how to behave in ways that support learning and positive relationships.

Instead, behaviour is treated as a curriculum.

The academy's behaviour expectations are built around the 3Rs:



Ready

Students arrive prepared to learn. They have the correct equipment, follow routines and demonstrate a positive attitude towards learning.

Respectful

Students treat others, themselves and their environment with dignity and care.

Responsible

Students take ownership of their actions, learning and relationships.

These expectations are intentionally simple and accessible so that all pupils, including those with SEND or English as an additional language, can clearly understand what positive behaviour looks like.

The 3Rs are underpinned by the Tapestry values:

Behaviour linked to our Trust Values

Ready - Aspiration and Courage

Respectful - Care and Humility

Responsible - Integrity and Care

Through this approach, behaviour becomes part of character development rather than simply behaviour management.

3. Behaviour Across the Curriculum

Behaviour expectations are reinforced across all subject areas through the CoDA Behaviour Curriculum.

Each curriculum area identifies how the 3Rs are demonstrated within its discipline. This recognises that behaviour expectations may vary depending on context.

For example:

- Science emphasises safe laboratory practice, careful observation and collaboration.
- English encourages respectful discussion, listening and thoughtful engagement with texts and ideas.
- Humanities subjects support debate, enquiry and respectful discussion of complex historical, geographical and ethical issues.
- Creative subjects such as Art and Music encourage experimentation, critique and collaboration.
- Practical subjects such as Design and Innovation require responsibility when working with equipment and materials.



By embedding behaviour teaching within subject curricula, the academy ensures that pupils develop habits that support learning across all contexts.

4. Understanding SMSC

Spiritual, Moral, Social and Cultural development refers to the ways in which schools support pupils to grow as individuals and members of society.

At City of Derby Academy, SMSC development is woven through:

- curriculum learning
- personal development programmes
- pastoral support systems
- enrichment opportunities
- leadership experiences.

5. Spiritual Development

Spiritual development supports pupils in exploring their identity, beliefs and values.

At CoDA, pupils develop spiritually through opportunities to:

- reflect on personal experiences and aspirations
- explore ethical questions and moral dilemmas
- develop resilience and self-belief
- engage creatively through the arts and performance
- appreciate beauty, creativity and the natural world.

Reflection and personal growth are encouraged through tutor discussions, PSHE lessons and enrichment experiences.

6. Moral Development

Moral development helps pupils understand the difference between right and wrong and recognise the impact of their actions.

Students develop moral understanding through:

- the Behaviour Curriculum and 3Rs
- restorative conversations and reflection
- discussion of ethical issues within subjects
- exploration of equality, diversity and justice.

Through these opportunities pupils learn to take responsibility for their behaviour and develop a strong sense of integrity.

7. Social Development



Social development involves learning how to work with others and contribute positively to society.

At CoDA pupils develop social skills through:

- collaborative learning in lessons
- teamwork in sport and creative subjects
- student leadership opportunities
- participation in enrichment activities
- community engagement and service.

These experiences help pupils build confidence and communication skills.

8. Cultural Development

Cultural development supports pupils in understanding and appreciating the diversity of the world around them.

At City of Derby Academy pupils experience cultural development through:

- literature, music, art and performance
- exploration of global issues within the curriculum
- learning about different beliefs and traditions
- educational visits and cultural experiences.

These opportunities broaden pupils' perspectives and encourage respect for diversity.

9. PSHE and Personal Development Curriculum

The academy delivers a comprehensive PSHE and Personal Development curriculum from Year 7 to Year 11.

This curriculum supports pupils in developing knowledge and skills in areas including:

- mental health and wellbeing
- healthy relationships and consent
- diversity and equality
- safeguarding and online safety
- financial literacy
- careers and future planning.

PSHE lessons provide safe spaces for pupils to discuss important topics and develop critical thinking.

10. Tutor Programme

Tutor time provides a daily structure for reflection, discussion and personal development.



The tutor programme supports:

- behaviour routines
- emotional wellbeing
- revision strategies
- discussion of current affairs.

These sessions help pupils build positive relationships with staff and peers.

11. Character Development

Character development is supported through the CoDA Character Award programme.

The programme encourages pupils to demonstrate qualities such as:

- resilience
- leadership
- compassion
- community contribution.

Achievements are recognised and celebrated, reinforcing the importance of positive character traits.

12. Drop-Down Days

The academy delivers a programme of drop-down days where pupils participate in workshops and activities focused on key personal development themes.

Topics may include:

- health and wellbeing
- safety and safeguarding
- relationships and consent
- careers preparation
- equality and diversity.

External speakers and organisations often contribute to these sessions, giving pupils access to expert knowledge.

13. Targeted Pastoral Support

Some pupils benefit from additional pastoral support through structured programmes such as Assertive Mentoring.

This programme supports pupils to:

- reflect on behaviour and choices
- improve attendance and engagement
- develop emotional regulation



- build confidence and resilience.

14. Preparation for Examinations

Year 11 students participate in a structured revision programme designed to support exam preparation.

This programme helps pupils develop:

- effective revision strategies
- organisation and time management
- resilience and coping strategies for exam stress.

15. Careers Education

City of Derby Academy provides a comprehensive careers education programme aligned with the Gatsby Benchmarks.

Students benefit from:

- employer encounters
- careers workshops
- mock interviews
- university and college visits
- apprenticeship information sessions.

These experiences help pupils understand the opportunities available to them and develop aspiration.

16. Enrichment and Leadership Opportunities

A wide range of enrichment opportunities support SMSC development.

Combined Cadet Force

The academy hosts a Combined Cadet Force, offering students opportunities to develop leadership, resilience and teamwork.

Educational Visits

Subject-based trips help students apply learning in real-world contexts.

Examples include:

- geography fieldwork
- curriculum enrichment visits
- cultural experiences linked to subjects.



Residential Experiences

Residential trips provide opportunities for independence and teamwork.

Examples include:

- outdoor activity residentials in the Peak District
- international visits to France.

17. Monitoring and Evaluation

SMSC provision is monitored through:

- curriculum review processes
- subject leader evaluations
- pupil voice activities
- participation in enrichment programmes
- behaviour and safeguarding data.

Senior leaders review SMSC provision regularly to ensure that it continues to support pupils effectively.

18. Summary

At City of Derby Academy, SMSC development is embedded in every aspect of school life.

Through the Behaviour Curriculum, personal development programmes, curriculum learning and enrichment opportunities, pupils develop the character, values and skills needed to thrive in modern society.

By supporting pupils to grow as confident, responsible and respectful individuals, the academy fulfils its mission to:

“Improving the life chances of all students.”