

SMSC Policy	
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3 Vision

The school's vision is to provide every student with a safe, supportive learning environment, one where all people within the community are valued and make positive contributions to the school community, and where students develop into responsible independent members of society.

The statement indicates that the spiritual, moral, social and cultural (SMSC) development of our learners is an important aspect of our work. The values were established after a great deal of discussion with staff, governors and the student councils.

SMSC makes a unique and substantial contribution towards the School's aims in its core belief that the personal development of young people is essential to their health, safety and achievements as individuals within society.

We aim to incorporate the four core themes; Spiritual, Moral, Social and Cultural by focussing on three areas of development:

- Health & Wellbeing
- Relationships
- Living in the Wider World

Our aims are to enable students:

- To form and manage supportive and stable relationships
- To develop awareness of themselves as learners and managers of change
- To anticipate the demands and challenges of adult life, including the world of work and leisure opportunities
- To demonstrate their creativity enterprise and economic wellbeing
- To make informed choices on their lifestyle.
- To be aware of the need for good health and physical well being
- To value themselves as an individual and promote their self esteem
- To promote a spirit of inquiry
- To have the confidence and skills to make learning a lifelong process
- To communicate appropriately, effectively and safely using all forms of communication and social media
- To develop healthy coping strategies to deal with demands and challenges

4 Objectives

- To deliver an interesting, enjoyable and thought-provoking programme, through tutor times for some activities as well as assemblies with outside speakers.
- To identify opportunities through the wider curriculum and to organise activities for students to participate in through school and community-based projects.
- To collapse timetables for whole year group activities, where appropriate, to enhance PSHE/ SMSC understanding.

Overall, these objectives will provide a full and comprehensive programme of PSHE and Citizenship which with a coherent assembly programme will offer a holistic and inspiring experience enabling our young people to be responsible, reflective and active citizens with a strong sense of British values.

5 Personnel

- Form Tutors responsible for delivery.
- Assistant Headteacher coordination of assembly structure
- PSHE Leads to coordinate, monitor and evaluate personal development and RSE programmes.
- Specialist teams/ Outside Agencies - School Community Police Officer, Youth Workers, Drug Support Agencies, Theatre Companies.

In accordance with the guidelines provided from the radicalisation training all staff are mindful of the need to be alert to any potential radicalisation and should in the first instance report it via Safeguarding procedures.

6 Resources

Various assemblies are allocated to outside agencies to introduce students to different speakers.

PSHE is also taught discretely through the curriculum within a broad spiralised curriculum. ICT deliver lessons on internet safety with some supporting lessons in PSHE. Involvement of other agencies/ external bodies who can deliver specialist information, advice and guidance based on the needs of the school, cohort and tutor groups. All resources and learning materials are quality assured to ensure that the potential for radicalisation is minimised.

7 Towards Definitions

Through planning work with staff and through our daily interaction with students the following working definitions have emerged. All four aspects involve getting our students to ask questions about their own experiences and the world, together with that of considering the feelings of others.

7.1 Spirituality

Spirituality is concerned with:

- Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that students and adults share.
- A sense of awe and wonder – the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities.
- Feelings of transcendence – the opportunity for students to discuss unexplainable issues and to feel that there is something beyond themselves.
- A search for meaning and purpose – this is encouraged through students asking questions about what is going on in their lives.
- Relationships – recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.
- Creativity – where the student has the opportunity to express his or her thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.
- Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

We therefore aim to promote spirituality through:

- The values and attitudes the School identifies, upholds and fosters
- The contribution made by the whole curriculum
- Through assemblies
- Extra-curricular activity, together with the general ethos and climate of the School.

7.2 Moral development

This involves making clear to our students the values that we subscribe to as a school and as a community. The will to behave morally as a point of principle is fundamental to moral development. In this sense moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.

We therefore aim to promote moral development through:

- quality of relationships guided by our RSE curriculum
- standards of behaviour outlined in our behaviour curriculum
- quality of leadership given by the School
- the values the School sets and exhibits through its structures
- the academic curriculum and teaching

7.3 Social development

Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society.

We therefore aim to promote social development through:

- cooperation and partnership
- classroom organisation and management
- the grouping of students
- leadership and responsibility
- extra-curricular activity

7.4 Cultural development

Cultural development is students' understanding of their own cultural identity. More than this however, it is also about understanding other groups in a particular society and of other societies beyond their own. The students need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

We therefore aim to promote cultural development through:

- 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 through a broad and challenging curriculum
- a study of the present values and customs of our nation and of other nations' cultures and societies through ambitious texts and study materials
- developing in our students respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups with a comprehensive religious studies programme.

8 Appendix

8.1 Practices

8.1.1 Spirituality development

Aspects examples of student experiences:

8.1.2 Beliefs

This is seen in a study and discussion of formal religious beliefs and also through simply exploring what students themselves believe in respect to their own lives and the wider community:

- Personal Development
- Assemblies
- English
- Philosophy and Ethics
- Science
- Tutor time
- Drama
- Workshops
- Focus Days

8.1.3 A sense of Awe and Wonder

Where students are struck by what they see, feel and hear.

- Opportunities provided for visits for example to music, art and theatre events.
- History
- English
- Geography

8.1.4 Feelings of Transcendence

Where students are given the opportunity to feel that there is something more than just themselves, which includes unexplained issues.

- English
- History
- Philosophy and Ethics
- Science
- Assemblies
- Workshops

8.1.5 Search for meaning and purpose (in what is going on in their lives)

This has involved exploring such issues as self-awareness, planning ahead, understanding the pressures placed upon us and looking beyond 16.

- English
- Tutor time
- Personal Development
- Career education
- Assemblies
- Workshops
- Focus Days

8.1.6 Relationships

In particular the fostering of positive relationships, between student and student and student and teacher:

- The range of educational experience
- Behaviour Curriculum
- Personal Development/ RSE Curriculum
- Focus Days

8.1.7 Feelings and Emotions

- Geography
- English
- History
- Assemblies
- Workshops
- Behaviour Curriculum
- Personal Development

8.1.8 Moral development - Aspects examples of student experiences

Statements on right and wrong, School values are made clear to our students:

- Behaviour policy
- Anti-bullying policy
- Equal opportunities policy
- Tutor work
- Student Councils
- Department Schemes of Work
- Teaching and learning styles
- Personal Development
- Behaviour Curriculum

8.1.9 Social development - Aspects examples of student experiences

8.1.9.1 Co-operation

- Students work together
- Students work with teachers
- Students work with other adults and the wider community

8.1.9.2 Partnerships

- Students and teacher
- Teachers and teachers
- Teachers and Parent
- Students and Parents
- Teachers and Governors
- Parents and Governors
- The School with the wider community

8.1.9.3 Classroom organisation and management

- Teachers and support teachers take account of the School's criteria for effective teaching and learning
- Extra curricular activities
- Subject departments
- Year activities

8.1.10 Cultural development - Aspects examples of student experiences

Influences that have shaped our culture

- History
- Modern Languages
- English Thematic Texts
- Science
- Assemblies
- Workshops
- Focus Days

8.1.11 Extension of our cultural horizons through the influence of other cultures.

- History
- Modern Languages
- Geography
- Assemblies
- Workshops
- Focus Days

In the above, the ethos and climate of the School makes an important contribution. We would like to think that the ethos of the School reflects our values and aims. In all the above we believe that the following also play an important contribution:

- the pastoral system
- the emphasis on student care
- the student councils for each of the year groups
- the system of rewards
- an emphasis on:
 - praise
 - target setting and review
- the child on child abuse policy and anti-bullying ambassadors
- the extra -curricular activities and clubs at lunchtime and after school
- the range of teaching and learning styles

In terms of Learning Experiences, as a School 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
- Discuss philosophical questions.
- Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives
- Experience silence and reflection

9 Review and Monitoring

The provision of Spiritual, Moral and Cultural development is monitored by the Assistant Headteacher for Personal Development, together with Heads of Department and Progress Leaders. We have not identified performance indicators, but rather colleagues are asked to provide specific examples of student experiences.

In accordance with the guidelines provided from the radicalisation training all staff are mindful of the need to be alert to any potential radicalisation and should in the first instance report it to a senior member of staff who will take the appropriate action. All resources and learning materials are quality assured to ensure that the potential for radicalisation is minimised.