

SMSC Policy

Policy Version Control

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Responsible committee:	LGB
Date approved and ratified:	24/7/18
Date for review:	24/7/19

Change Control

Date	Changes made	Agreed by	Authorised for use by	Date of review

Monitoring and Review (if applicable)

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1.0 Introduction

At Ormiston Endeavour Academy we recognise that the personal development of students, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. SMSC skills are integrated into each daily lesson and, where relevant, explicitly explored.

We aim to provide an excellent education that provides students with opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of their cultures.

We also aim to:

- ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- ensure that students know what is expected of them and why.
- give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- enable students to develop an understanding of their individual and group identity.
- enable students to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- give each student the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

2.0 EXPECTATIONS OF ALL AT ENDEAVOUR

SMSC plays a significant part in the ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development. These key contributions are captured in schemes of learning by heads of department.

Christian values, principles and spirituality will be explicitly explored in the curriculum through the teaching of Religious Education (Ethics lessons) and assemblies. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative view and taught about the need to respect those in our community from a different background.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for students and their families. Students should learn to differentiate between right and wrong in as far as their actions affect other people.

They will be encouraged to value themselves and others.

Students should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate student's work and achievements.

All curriculum areas will use illustrations and examples drawn from as wide a range of cultural contexts as possible.

This will be reflected in teachers' planning and learning resources. Teachers reference aspects of SMSC with students in each lesson.

Weekly Assemblies play a key part in promoting SMSC throughout the school.

3.0 SCHOOL ASSEMBLIES

All assemblies are audited for SMSC and this documentation is held by the Assistant Principal for Support for Learning. All of our assemblies (Year 11 and House) aim to:

- underpin British values (FBV)
- be broadly Christian in nature in terms of values and in the context of our society
- share and celebrate world culture, religions and festivals promote racial harmony and respect for all

- promote the school's culture, values and behavioural expectations
- explore important moral and social themes
- promote care for the planet
- provide important notices and information
- celebrate student's successes and achievements both in and out of school share the school curriculum with parents/carers
- welcome visitors to lead assemblies and share experiences, values and beliefs.

Assemblies may be led by the Head of School and members of SLT and other academy leaders, members of the student leadership, groups of students (to lead performances) and external visitors, (e.g.colleges, universities, local community groups).

Elements of these assemblies will promote spirituality and include:

- quiet reflective times during entrance and exit.

4.0 TEACHING AND LEARNING

Spiritual Development - as a school we aim to provide learning opportunities that will enable students to:

- sustain their self-esteem in their learning experience
- develop their capacity for critical and independent thought
- foster their emotional life and express their feelings experience through moments of stillness and reflection. Use dedicated time to reflect on successes in a piece of learning.
- discuss their beliefs, feelings, values and responses to personal experiences form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development - as a school we aim to provide learning opportunities that will enable students to:

- recognise the unique value of each individual
- recognise the challenge of religious teaching and listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative
- act responsibly with consideration for others distinguish between right and wrong
- show respect for the environment
- make informed and independent judgements around moral and contentious issues.

Social Development - as a school we aim to promote opportunities that will enable students to:

- develop an understanding of their individual and group identity and learn about service in the school and wider community
- begin to understand the need for social justice and a concern for the disadvantaged- locally, nationally, globally..

Cultural Development - as a school we aim to promote opportunities that will enable students to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- recognise religions as world faiths and their global significance
- develop an understanding of their social and cultural environment.

4.1 SMSC in the Classroom

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Ethics, Assemblies and Personal, Social, Health and Economic education (PSHEe). Within all curricular activities, students will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives through reflection.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Through classroom discussions we will give the students opportunities to:

- talk about personal experiences and feelings express and clarify their own ideas and beliefs
- speak about difficult events, e.g. bullying, death
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider the needs and behaviour of others
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging
- develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally (e.g. empathy, respect, open-mindedness, sensitivity, critical awareness)

All curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- agree and disagree experience good role models take turns and share equipment
- work co-operatively and collaboratively.

Practical activities to develop SMSC will include:

- working together in different groupings and situations encouraging the students to behave appropriately in different settings.
- taking responsibility both personally and at a student leadership level.
- encouraging teamwork in classroom collaboration
- appreciation of and respect for the work and performance of other students regardless of ability, and an opportunity for students to reflect.
- listening to music from different composers, cultures and genres.
- participating in a variety of different educational visits
- participation in live performances
- use of assembly themes to explore important aspects of our heritage and other cultures, (e.g. festival days, the patron saints and national celebrations; studying literature and art from different cultures supported by visits from writers and artists and participating in workshops).
- opportunities for students to hear and see live performances by professional actors, dancers and musicians
- participation in celebrations and dance from traditional British culture and other cultures
- opportunities to make and evaluate food from Britain and other countries
- opportunities in music to learn songs from Britain and different cultures and play a range of instruments including steel pans and samba
- studying the contributions to society that certain famous people have made.

In addition to the SMSC outlines in schemes of learning.

5.0 BRITISH VALUES (FBV)

Ormiston Endeavour Academy actively encourages British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The summary of these in action is in the Appendix.

6.0 MONITORING AND EVALUATION

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- monitoring of Ethics and PSHEE teaching and learning by the appropriate curriculum leader
- regular discussions at staff meetings
- explicit signposting on lesson plans and in lessons

- Schemes of Learning audits by Heads of Department.

7.0 IMPLEMENTATION OF POLICY

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.

APPENDIX A

DEFINITIONS- Ormiston Endeavour Academy uses the OFSTED criteria in order to define Spiritual, Moral, Social and Cultural education. These are below.

1. The spiritual development of pupils 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.

2. The moral development of pupils is shown by their:
 - ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

3. The social development of pupils is shown by their:
 - use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
 - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
 - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

4. The cultural development of pupils is shown by their:
 - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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, musical, 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.

APPENDIX B- British Values statement

British Values at Ormiston Endeavour Academy

Why are British values important at Endeavour?

The government introduced a statutory duty for all schools to promote British values more explicitly throughout its curriculum from 2014.

At Endeavour, we recognise the changing world within which we live, and the results that these changes can have upon the identity of the young people who attend our academy. We understand the role we have in our young people's lives in protecting them from those who may wish to intimidate or radicalise their existing beliefs.

We follow equal opportunities guidelines which guarantee there will be no prejudice or discrimination against an individual or group, regardless of ethnicity, gender, faith, sexuality, or other circumstances. We work with our students to prepare them for life beyond year 11, and therefore work to reinforce the following beliefs set out in 2011 by the government:

1. Democracy.
2. Individual Liberty.
3. Following the rule of Law.
4. Mutual Respect.
5. Tolerance of all.

Democracy	Individual Liberty	Following the Law
There are clear and concise behaviour and rewards policies in the academy that students are explicitly aware of. Displays in every classroom and standards assemblies reinforce this message.	Student surveys confirm the majority of students feel safe and secure in the academy. The academy has an inclusive philosophy, in which we expect tolerance and acceptance. Bullying is dealt with, and opportunities in PSHEe and assemblies remind students how to treat others. PSHEe and ICT annually remind students how to stay safe online. Students have access to the big red button to report any issues that they have. We also have peer mentoring which allows students to speak to their peers with low level concerns such as issues with homework or friendship. We offer a wide range of extra-curricular activities which we encourage students to attend at lunch-time and after school.	The academy has a clear assembly rota as part of wider SMSC calendar. Opportunities are built in for the rule of law to be observed. Within the curriculum, there are history and English units of study on crime and punishment.
Respect	Tolerance of all.	
Respect is a key part of our ethos and all of the members of our community commit to it. This is set out in the behaviour policy, but is seen in learning walks around the academy building. In Ethics students look at Human Rights and the acts passed, in Art and DT we look at the contributions of different cultures to our creative lives. Students take on roles that require that to act in responsible and respectful manners as role models, they engage in community fundraising events, work experience and trips where they have to engage with the wide community. Sports teams play regular fixtures where respect is of importance.	Students expect to treat each other with respect and tolerance. We celebrate religious holidays and ensure that staff are aware of issues these present. Deeper understanding is explored in depth through humanities where students look at issues of intolerance, before engaging with what tolerance needs to look like in today's world. We fundraise for local, national and international charities so that our students are global citizens.	