

Presdales School



Title	Policy for Personal Development of Students, Spiritually, Morally, Socially and Culturally (SMSC)
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Mission Statement

At Presdales School we recognise that the personal development of students, spiritually, morally, socially and culturally (SMSC), plays a significant part in their personal development and contribution to the wider community.

Our SMSC programme reflects the School's aims and ethos and our values are at the core of the curriculum. We therefore aim to provide an 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;
- a respect for other people, even if they choose to follow a lifestyle that one would not choose to follow themselves;
- a respect for other people with particular regard to the protected characteristics under Chapter 1, Part 2 of the *'Equality Act'* 2010 and does not discriminate against students contrary to Part 6 of the Act;
- an understanding of their social and cultural traditions;
- an appreciation of the diversity and richness of their cultures.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development. At Presdales, we ensure that our SMSC curriculum does not undermine but enhances fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We actively promote fundamental British values through our PSHE programmes, Assemblies, Pastoral care and Form Time activities. Through the Religious Education curriculum, the integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will develop an awareness of alternative views.

All staff will model and promote expected behaviour, treating all people as valuable individuals and showing respect for students and their families. Our behaviour for learning policy will ensure students are able to differentiate between right and wrong in as far as their actions affect other people. It will also encourage them to value themselves, others and their school environment. Students should understand the need for rules and the need to abide by rules for the good of everyone in their community. This will further promote our six core school values of ambition, equality, creativity, integrity, resilience and kindness. School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities for reformation and to celebrate students' work and achievements.

Key Personnel

The main staff with responsibility for SMSC are as follows:

- The Senior Leadership Team, particularly the Assistant Head responsible for oversight of SMSC and PSHE
- The SMSC Coordinator
- The Heads of Year and Form Tutors
- The Heads of Department and subject teachers

Aims of SMSC

- To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- To actively promote principles which:
 - enable students to develop their self-knowledge, self-esteem and self-confidence;
 - enable students to distinguish right from wrong and to respect the civil and criminal law of England;
 - enable students to acquire an appreciation of and respect for their own and other cultures;
 - encourage respect for democracy and support for participation in the democratic process;
 - develop in every young person the values, skills and behaviours they need to get on in life; and develop intellectual character and attributes such as resilience and perseverance which underpin success in education and employment;
 - ensure that students know what is expected of them and why;
 - give each student 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 begin 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;
 - ensure the School meets the legal requirements for acts of collective worship.

Procedures

Collective Worship

Collective worship is an opportunity for students to consider spiritual and moral issues and explore their own beliefs, encouraging their participation and response, and to develop community spirit through the promotion of a common ethos and shared values. Collective worship happens in both assemblies and form times.

Assemblies

A variety of assemblies take place throughout the term, either as a whole school, in key stages, houses or in year groups. Assemblies will be led by Teachers, SLT members, students, invited and vetted visitors, for example local church visitors or charity representatives.

Assemblies will:

- provide an act of collective worship;
- develop a community spirit;
- promote the School's culture, values and expectations;
- explore important moral and social themes;
- promote care for the planet;
- provide important notices and information;
- celebrate students' successes and achievements both in and out of School;
- actively promote racial harmony, respect for all and fundamental British values;
- promote respect for and non-discrimination against those with protected characteristics as set out in the 'Equality Act' 2010;
- actively promote respect for the civil and criminal law of England;
- share and celebrate world culture, religions and festivals;
- welcome visitors to lead assemblies and share experiences, values and beliefs;
- provide opportunities for quiet reflection;
- explore cultural and current affair topics;
- sometimes include music and singing.

Political Views

As a School, we ensure that partisan political views are not promoted during the teaching of any subject. Staff take steps as are reasonably practicable to ensure that where political issues are brought to the attention of students while in attendance at School or while taking part in extra-curricular activities provided by staff, they are offered a balanced presentation of opposing views. Checks are made on any visiting speakers to the school and they are required to sign our Visiting Speakers Agreement before presenting to or working with students.

Weekly SMSC Form Time Activities

The school tries to ensure that a wide range of specified SMSC form time activities are delivered to all students in each calendar year. A schedule of focus topics is made each year by the SMSC Coordinator and AHT responsible for oversight of SMSC. This schedule covers key national events, community issues, British values, school values, international celebration days and SMSC issues related to each curriculum subject area. The Senior Leadership Team and every department contribute to the preparation of a relevant age appropriate SMSC activity across the calendar year. Activities are delivered by form staff in all year group in a

designated SMSC form time each week and students are encouraged to reflect and discuss issues.

SMSC in Teaching and Learning

The definitions of spiritual, moral, social and cultural are outlined on the Presdales SMSC Audit.

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 moments of stillness and reflection;
- discuss and be reflective about their beliefs, feelings, values and responses to personal experiences;
- develop knowledge and respect for different faiths, religions, feelings and values
- form and maintain worthwhile and satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life;
- use imagination and creativity in their learning;
- gain confidence to cope with setbacks and learn from mistakes.
- develop the ability to reflect on their experiences

Moral Development

As a School we aim to provide learning opportunities that will enable students to:

- recognise the unique value of each individual;
- develop their self-knowledge, self-esteem and self-confidence;
- reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them;
- have a broad knowledge of public institutions and services in England;
- gain an understanding of how citizens can influence decision-making through the democratic process;
- appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- glean knowledge about the current moral and ethical issues in our modern society and offer reasoned views about them;
- listen and respond appropriately to the views of others through subjects such as RE, History, Geography, and Sociology;
- understand that the freedom to hold other faiths and beliefs is protected in law;
- accept that people who have different faiths and beliefs to oneself (or have none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- distinguish between right and wrong;
- show respect for the environment;
- make informed and independent judgments.

Social Development

As a School we aim to promote opportunities that will enable students to:

- take initiative and act responsibly with consideration for others;
- develop an understanding of their individual and group identity;
- display a sense of belonging and an increasing willingness to participate in a variety of social settings;
- use a range of social skills in different contexts;
- respect the fundamental British values of democracy and the rule of law;
- learn about and contribute to service in the School and wider community;
- develop a willingness to participate
- begin to understand the need for social justice and concern for the disadvantaged.
- take initiative on wider social issues and establish ways they can help on an individual, local, national and global scale
- exercise leadership and responsibility
- develop personal qualities which are valued in a civilized society e.g. tolerance, independence, self-respect, resolving conflict

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 and appreciate shared and common values across different communities in society
- be curious and interested in the diversity of cultures in modern Britain and beyond
- Understand the importance of identifying and combatting discrimination;
- Develop an understanding of their social and cultural environment.
- participate in literature, drama, dance, music, art, crafts and other cultural events and reflect on their significance;
- develop their personal gifts and talents and use them to contribute to the wider life of the school.

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to RE and PSHE. 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. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. The SMSC subject audit shows the SMSC provision in every subject area across the school.

Presdales School is committed to preventing the political indoctrination of students through the curriculum. The School ensures that students will not be actively encouraged by teachers or other members of the School community to support particular political viewpoints.

Many 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 across the school day and in extra-curricular sessions develop SMSC will include:

- working together in different groupings and situations;
- encouraging the students to behave appropriately at during their free time;
- taking responsibility e.g. form representatives, prefects, house leaders, senior students, 'big sisters';
- encouraging teamwork in PE and games;
- appreciation of and respect for the work and performance of other students regardless of ability;
- meeting people from different cultures and countries;
- participating in a variety of different educational visits;
- participation in live performances;
- use of assembly themes to explore import aspects of our heritage and other cultures, e.g. festival days, themed days and national celebrations;
- studying literature and art from different cultures supported by visits from writers and artists and participating workshops;
- opportunities for the students to hear and see live performances by professional actors, dancers and musicians;
- opportunities to make and evaluate food from other countries;
- opportunities in music to learn songs from different cultures and play a range of instruments;
- opportunity to learn about other countries and other languages and cultures;
- studying the contributions to society that certain famous people have made.

Links with the Wider Community

- Links with the local church are fostered and the Youth Pastor regularly delivers assemblies;
- Visits to places of worship of other faiths are arranged to support the understanding of different cultures;
- The School supports the work of a variety of charities;
- The development of a strong home-school relationship is regarded as very important;
- Parents are provided with opportunities to consult on decisions being made about changes to the school;
- Liaison with local schools to support the effective transition takes place regularly.

Monitoring and Evaluation

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

- Quality assurance of the yearly assembly and SMSC form time activity calendar plan
- Quality assurance of SMSC within the curriculum through the Subject SMSC Audit;
- Appraisal observations include SMSC as an essential criteria on the lesson observation feedback form; it is written as “evidence of support for SMSC”;
- The ‘lesson context form’, used in appraisal observations includes SMSC in the list of key aspects;
- Regular discussions at departmental staff meetings;
- Taking student feedback and responding appropriately.