



SMSC Policy

(ratified by the Full Governing Body on 23rd May 2017)

Review Cycle: 2 Years – Spring Term

Review By: Leadership Team, Standards Sub-Committee

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Introduction

At Alcester Academy we believe that we should actively promote all students' SMSC development by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults and the local community.

Spiritual, moral, social and cultural (SMSC) education helps children develop personal qualities which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Alcester Academy we seek to teach these qualities across the curriculum and throughout academy life. It is linked closely to our academy aims and philosophy.

We aim to offer a curriculum that is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life
- Encourages pupils to respect specified fundamental British values
- Will not promote extremist views or partisan political views
- Offers pupils a balanced presentation of views when political issues are brought to their attention

Aims of SMSC:

At Alcester Academy we share, support and strive to achieve the following pupil aims for SMSC:

- being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- developing and applying an understanding of right and wrong in their school life and life outside school.
- taking part in a range of activities requiring social skills.
- developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.
- gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- overcoming barriers to their learning.
- responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example developing an appreciation of theatre, music and literature.
- developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain.
- understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

Alcester Academy believes that in order to support the development of students into well-rounded members of society it is necessary to promote the following Alcester Academy school values through SMSC:

- Honesty and Integrity
- Tenacity and Perseverance
- Kindness and Compassion
- Curiosity and Creativity
- Respect and Tolerance.

These values are promoted through adults, whether teachers or non-teaching staff, modelling behaviours in order to provide strong role modelling of what is expected. In addition, the academy promotes these values through assemblies, tutor work and through the wider curriculum.

We equally acknowledge the need to promote British Values as outlined in guidance from the Department for Education (DfE).

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values (DfE Promoting fundamental British Values as part of SMSC in schools – November 2014)

- *An understanding of how citizens can influence decision-making through the democratic process;*

- *An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;*
- *An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;*
- *An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;*
- *An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and*
- *An understanding of the importance of identifying and combatting discrimination.*

Through our provision of SMSC we aim to help pupils develop the following British values:

- 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
- Encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures
- Encourage respect for other people and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Definitions:

Alcester Academy uses the following definitions of Spiritual, Moral, Social and Cultural:

SPIRITUAL

Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in and respect of different people's feelings and values;

Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;

Use of imagination and creativity in their learning, willingness to reflect on their experiences.

MORAL

Ability to recognise the difference between right and wrong and pupils' readiness to apply this understanding in their own lives;

Understanding of the consequences of their actions;

Interest in investigating and offering reasoned views about moral and ethical issues.

SOCIAL

Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds;

Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively;

Interest in, and understanding of, the way communities and societies function at a variety of levels.

CULTURAL

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage; Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;

Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

How the curriculum contributes to SMSC and the promotion of fundamental British values:

The Contribution of English

English contributes to our pupils SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

The Contribution of Mathematics

Mathematics can provide a contribution to pupils' SMSC by:

- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western countries

The Contribution of Science

Science contributes to our pupils SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world;
- Awareness of the ways that Science and Technology can affect society and the environment;
- Consideration of the moral dilemmas that can result in scientific developments;
- Showing respect for differing opinions, on creation for example;
- Co-operation in practical activity;
- Raising awareness that scientific developments are the product of many different contributions and factors

The Contribution of Information Communication Technology

ICT contributes to our pupils SMSC development through:

- Preparing the pupils for the challenges of living and learning in a technologically-enriched, increasingly interconnected world;
- Making clear the guidelines about the ethical use of the internet;
- Acknowledging advances in technology and appreciation for human achievement.

The Contribution of History

History makes a contribution to SMSC by:

- Looking at the creation and evolution of British society;
- Enabling pupils to reflect on issues such as slavery, the Holocaust and Imperialism;
- Showing an awareness of the moral implications of the actions of historical figures.

The Contribution of Geography

Geography contributes to our pupils SMSC development through:

- Opportunities for reflection are given on the creation, earth's origins, future and diversity;
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change;
- Studies of people and physical geography give our pupils the chance to reflect on the social and cultural characteristics of society.

The Contribution of Modern Foreign Languages

MFL contributes to the pupils SMSC development through:

- Pupils' may gain insight into the way of life, cultural traditions, moral and social developments of other people;
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

The Contribution of Art

Art contributes to SMSC by:

- Art lessons develop pupils' aesthetic appreciation;
- In turn, Art evokes feelings of 'awe' and 'wonder';
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as war painting.

The Contribution of Design and Technology

Design and Technology makes a contribution to pupils SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives;
- Awareness of the moral dilemmas created by technological advances;
- How different cultures have contributed to technology;
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

The Contribution of Music

Music makes a contribution to pupils SMSC development through:

- Explore values and beliefs, for example through collective singing;
- Discuss/reflect upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances);
- Lead pupils to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience;
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

The Contribution of Physical Education

Pupils SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

The Contribution of RE

In this subject, pupils will develop their ability to:

- Explore the rights and responsibilities of individuals within the wider social setting, including aspects of British Law and Liberty, Government and Democracy.
- Reflect on their own contribution to society.
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities.
- Develop their own moral code and respect others' needs, interests and feelings.
- Recognise and understand their own cultural assumptions and values.
- Understand the influences which have shaped their own cultural heritage in order to appreciate and respect British Values.
- Develop a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- Develop a sense of empathy, tolerance and understanding.

Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- Every assembly has a Spiritual, Moral, Social or Cultural theme (every pupil attends an assembly every week)
- Super Learning Days build on themes of importance for each year group throughout the year with specific focus to SMSC and PSHE (Personal, Social, Health & Economic) themes.
- Each week a theme for the week is issued and is discussed during tutor time and assemblies
- PSHE is delivered by Tutors during Tutor time
- Through extra-curricular e.g., Music and Physical Education.
- School productions
- School leadership opportunities and Head Boy / Head Girl election processes.
- Student council
- Youth parliament elections
- Student voice activities
- Opportunity to participate in a Mock Trial activity (Year 9)
- Literacy activities and discussions during tutor time

Signed: _____

Chair of Governors
Mr M Dean

Signed: _____

Headteacher
Mr P Hyde

Date: _____