

Testwood School SMSC Policy

Key Responsibility	RM
Last Review:	October 2024
Next Review:	October 2025

Revision History

Version	Date	Amendments	Initials
V2.0	07/10/20	Governors changed to Trustees. Parents changed to parents/carers	JB
V3.0	02/07/21	Pupils changed to students	JB
V3.2	05/10/22	Revision dates updated	JB
V3.3	05/10/23	Revision dates updated	JB
V4.0	15/10/24	Revision dates updated	JB

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

A) Vision

Our students will become proactive citizens, contributing effectively to a modern, multicultural society. They will demonstrate an understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

As a school, we will positively promote spiritual, moral, social and cultural (SMSC) development and encourage preparation for the opportunities and experiences of life in modern Britain.

B) General aims

We aim to ensure:

- 1) That everyone connected with our school is aware of our values and principles.
- 2) A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- 3) That a child's education is set within the context that is meaningful and

appropriate to their age, aptitude and background.

- 4) That children have a good understanding of their responsibilities and how to exercise them.
- 5) Through classroom activities and dialogue in the wider curriculum we will give the children opportunities to:
 - I. Share their achievements and successes with others.
 - II. Talk about personal experiences and feelings.
 - III. Express and clarify their own ideas and beliefs.
 - IV. Speak about difficult events, e.g. bullying, death etc.
 - V. Explore relationships with friends/family/others.
 - VI. Acquire an appreciation of and respect for their own and others' cultures.
 - VII. Regard people of all faiths, races and cultures with respect and tolerance.
 - VIII. Show empathy.
 - IX. Develop self-esteem and a respect for others.
 - X. Develop a sense of belonging.
 - XI. Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.
 - XII. Understand and upkeep the rule of English civil and criminal law, appreciating how the law protects individual citizens and is essential for their well-being and safety.
 - XIII. Acquire a broad general knowledge of and respect for public institutions and services in England.
 - XIV. To have respect for democracy and support participation in democratic processes.

C) All curriculum areas provide opportunities to

- 1) Listen and talk to each other.
- 2) Develop an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- 3) Agree and disagree.
- 4) Experience good role models.
- 5) Take turns and share ideas, equipment and give peers the opportunity to contribute.
- 6) Work co-operatively and collaboratively

D) All curriculum areas plan & provide opportunities to cultivate:

Spiritual Development

- 1) Sustain their self-esteem in their learning experience.
- 2) Develop their capacity for critical and independent thought.
- 3) Foster their emotional life and express their feelings.
- 4) Experience moments of stillness and reflection.
- 5) Discuss their beliefs, feelings, values and responses to personal experiences.

- 6) Form and maintain worthwhile and satisfying relationships.
- 7) Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

- 1) Recognize the unique value of each individual.
- 2) Listen and respond appropriately to the views of others.
- 3) Gain the confidence to cope with setbacks and learn from mistakes.
- 4) Take initiative and act responsibly with consideration for others.
- 5) Distinguish between right and wrong.
- 6) Show respect for the environment.
- 7) Make informed and independent judgments.
- 8) Develop an understanding of their individual and group identity.
- 9) Helping others in the school and wider community.

Social Development

- 1) Show understanding of the difference between fact and opinion to inform themselves about key social, political, economic and social issues.
- 2) Participate in democratic processes and in the life of their communities through volunteering and other community activities.

Cultural Development

- 1) Recognize the value and richness of cultural diversity in Britain.
- 2) Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

E) Practical activities to develop SMSC will include*

- 1) Allowing students to fully engage with the new PSHE curriculum.
- 2) Working together in different groupings and situations.
- 3) Encouraging the students to behave appropriately at meal times.
- 4) Taking responsibility e.g. prefect, student council, lead learners, peer mentors.
- 5) Encouraging teamwork in all group activities.
- 6) Showing appreciation of the performances of other children regardless of ability.
- 7) Meeting people from different cultures and countries.
- 8) Participation in a variety of different educational visits.
- 9) Participation in live performances.
- 10) Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- 11) Studying the 'Arts' from different cultures supported by visits from writers and artists and participating in workshops.
- 12) Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- 13) Opportunities to make and evaluate food from other countries.

- 14) Studying the contributions to society that certain famous, historical and influential people have made.

(* opportunities for practical activities may be limited as a result of restrictions arising from the Covid-19 pandemic).

F) Links with the wider community

- 1) Visitors are welcomed into our school.
- 2) The school will support the work of a variety of charities.
- 3) The development of strong home-school communication routes is regarded as very important, enabling parents, carers and teachers to work in an effective partnership to support the children.
- 4) Children will be taught to appreciate and take responsibility for their local environment.
- 5) Liaison with local primary and secondary schools to support the primary curriculum e.g. modern foreign languages, performing arts, PE and games.

G) Monitoring and evaluation

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

- 1) Monitoring of teaching and learning and work scrutiny by SMSC lead, curriculum leaders and SLT.
- 2) Regular discussions at staff and trustees' meetings.
- 3) Audit of policies and units of study including the school's approach to collective reflection.
- 4) We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC development will purposefully ensure our students develop the skills they need to achieve success and fulfillment in life.

(The sections below have been updated based on the definitions of SMSC in the *Ofsted School Inspection Handbook, November 2019*)

H) The spiritual development of students is shown by their:

- 1) Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- 2) Knowledge of, and respect for, different people's faiths, feelings and values
- 3) Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- 4) Use of imagination and creativity in their learning.
- 5) Willingness to reflect on their experiences.

I) The moral development of students is shown by their:

- 1) 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.
- 2) Understanding of the consequences of their behaviour and actions.
- 3) 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.

J) The social development of students is shown by their:

- 1) Use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds.
- 2) 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.
- 3) 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.

K) The cultural development of students is shown by their:

- 1) Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- 2) Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
- 3) Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- 4) Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- 5) Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- 6) Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

L) Linked Policies

- 1) Anti-bullying
- 2) Behaviour
- 3) Child protection