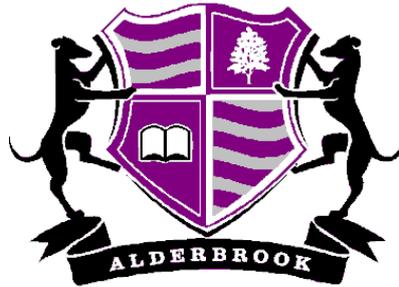


Alderbrook School



SMSC POLICY

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Introduction

Spiritual, moral, social and cultural (SMSC) education helps students develop lifelong values, qualities and attitudes that are important in today's Britain. It helps students understand the world and prepare positively for their future.

Definitions:

Spiritual Development:

The exploration of beliefs and experiences; respect for faiths, feelings and values; enjoying learning; the use of imagination and creativity to interpret the world.

Moral Development:

Recognising right and wrong: developing respect for law and codes of conduct. The investigation of moral and ethical issues and the development of reasoned arguments.

Social Development:

The use of a range of social skills; participation, cooperation, collaboration, appreciation of different viewpoints, resolving conflict and tolerance.

Cultural Development:

The appreciation of cultural influences; understanding, accepting, respecting and celebrating diversity.

British Values:

Democracy, rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Alderbrook's Ethos:

Alderbrook uses five 'Rs' as a framework for learning habits, skills and personal qualities. Embedded in the ethos of Alderbrook School, and underpinning the curriculum, are the following aspirations for students:

To be resilient:- committed, ambitious, to persevere, to learn from mistakes.

To be reflective: - to have sensitivity to the opinions of others and to be able to create a reasoned argument, to seek and respond to feedback. To be aware of healthy lifestyles and personal well-being.

To be resourceful:- to be able to use their imagination and creativity to find solutions and create responses, to develop curiosity and overcome barriers in their learning. To consider the options and challenges facing them as they move through school life and onto the next stage of their education and training. To take part in a range of artistic, cultural and sporting opportunities.

To be responsible: - to apply an understanding of right and wrong in their school life and life outside school. To have humility, good manners, punctuality and a sense of personal organisation. To accept the sanctions associated with negative behaviour and receive guidance to become more responsible for the choices they make.

To be reciprocal: - to take part in a range of activities requiring social skills, to develop an awareness of and respect towards diversity in relation to, for example, gender, sexual orientation race, religion, belief and disability.

Whilst it is acknowledged that aspects of SMSC education are inherent in all aspects of life, Alderbrook explicitly supports this development in the following ways:

- At Alderbrook, students, staff and parents/carers have selected three values for particular focus: - **honour, respect and responsibility**. These values were renewed in July 2016 following a vote involving all stake holders, and these are being emphasised through all aspects of school life, providing a framework for the development of positive characteristics and attitudes.
- **Life Ready Days** are planned to support the development of: health and personal well-being, specific activities designed to help students understand the importance of specific aspects of SMSC and British Values, employability awareness and skills. These are designed to be flexible in response to statutory guidance, student voice and local opportunities. There is an emphasis on visitors coming into school to support the messages, including the local police, MPs, employers, motivational speakers and artists. Appendix 1 (*Life Ready Days example 2016-17*)
- **Assemblies** are designed to support all aspects of SMSC, and are planned to complement the Life Ready Days programme, and respond to national/international days to enhance the delivery. Appendix 2 (*Assembly cycle example 2016-17*)
- **The Extra Curricular and Enrichment Programme** is broad, and designed to provide a range of lunch time and after school opportunities for students to participate in activities such as the Arts and Sports. There are also opportunities provided for students to take part in competitions and events both regionally and nationally. These are arranged to whole year groups, specifically targeted groups, or volunteers. Appendix 3 (*The 'Extra' Curriculum example of activities 2016-*)
- **Form time** is organised in vertical tutor groups providing a 'family' ethos. Form tutors follow a programme that includes discussion about current issues and assembly themes. Forms are organised into 'College's named after awards for achievement. All students keep a 'Life Ready' folder in form time where they are encouraged to evaluate all employer led experiences to encourage aspiration and a focus on 'next steps'.

- **The School Council** facilitates a democratic process for students to voice their thoughts and opinions, from each child in form time, through to council and relevant staff to take action. Feedback from this process occurs in assembly time.
- **Aspire lessons** in Year 7 support the integration students into Alderbrook life, focusing on behaviour, aspiration, learning habits and staying safe.
- **Peer mentoring programmes** are arranged to support reading and behaviour, where older students will support younger students during form time.
- **Pastoral Managers** are aligned to each of the four colleges to support the behavioural needs of students. Behaviour and Approach to Learning grades are provided in the reporting system, and overall support a positive attitude to learning.
- Previously an Arts College, **the Arts at Alderbrook** are recognised as making a key contribution to SMSC education, including: valuing experimentation and innovation, the development of confidence and self-esteem, the development of supportive and collaborative relationships, an enjoyment and love of learning that is encouraged both in curricular and extracurricular opportunities. The recently awarded Arts Mark Platinum recognises this contribution.
- Curriculum Leaders have mapped **SMSC provision in their subjects**, and staff have identified where their teaching contributes to the overall development of SMSC elements. A whole school audit identifies clear subject references to ensure coverage of all aspects of SMSC education. The headlines of this are noted below. *Appendix 4 (SMSC audit 2016-17)*. Following this audit, some aspects of SMSC have been identified for further development outside subject teaching, such as Life Ready Days and Assemblies.

English:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity
- Analysis of human behaviour through empathy with characters and writers
- Appreciation of the historical and cultural context of literature.
- Discussion and debate requiring freedom of perspective and appreciation for opinion.
- 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

Mathematics:

- Supporting whole school policy on issues such as discipline and behaviour
- Encouraging perseverance, endeavour and absorption.
- Consideration of mathematical connections to the news/world
- Share and appreciate different problem solving methods

Science:

- 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 and ethical 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 cultures

Computing and Business:

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- Acknowledging advances in technology and appreciation for human achievement

History:

- Looking at the establishment of multi-cultural Britain
- Enabling pupils to reflect on 'wrongs' of the past, such as slavery and the holocaust.
- Showing an awareness of the moral implications of the actions of historical figures
- Examining cultural differences with the past
- Consideration of the impact of migration

Technology:

- Reflecting on ingenious products and interventions, the diversity of materials and ways in which design technology can improve the quality of life.
- Moral choices
- How culture and religion can influence our choices
- Opportunities to work as a team, leading a team, recognising others strengths, sharing ideas

Geography:

- Social responsibilities including fair trade, migration, obesity and ethnic segregation
- Global values and the consideration of global hazards.
- Reflection on the fair distribution of the earth's resources
- Studies of people and places gives pupils the chance to reflect on the social and cultural characteristics of society

MFL:

- Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people, links with local community
- Development of polite conversation
- Pupil social skills are developed through group activities, projects and communication exercises
- Listening skills are improved through oral/aural work

Religious Education:

- Learn about beliefs, values, and the concept of spirituality
- Reflect on the significance of religious teaching in their own lives
- Develop respect for the right of others to hold beliefs different from their own
- Show an understanding of the influence of religion on society
- Appreciation and understanding of different cultures, religions and traditions

Art:

- 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
- Analysing and appreciating the beauty of art, and interpreting intention

Dance and Drama

- Collaboration and leadership are developed
- The enjoyment and pleasure of the Performing Arts
- Social, cultural and historical context of styles and professional works.
- Respectful feedback and respectful audiences appreciating each other's work
- Empathy for roles
- Spirituality and appreciation of art forms through participation and observation
- Issues such as road safety, knife crime and events such as Hillsborough

Music:

- Teaching that encourages pupils to appreciate the music of other cultures
- Considering the role of music in society and to see how music can cause conflict and differences of opinion
- Looking at the way music can change moods, behaviour and emotions and the enjoyment of music

Physical Education:

- 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
- Promoting leadership skills in a wide range opportunities

Other Policies and Training Directly Linked to SMSC:

It is important to note that other policies and statutory guidance directly influence, support and promote SMSC. This includes Alderbrook's Behaviour Policy, the Careers Guidance policy, Equal Opportunities and the Prevent Duty (all staff trained).

Strategic Planning for SMSC:

To ensure careful coverage of all important aspects of SMSC and British Values as described by the DFE, Alderbrook conducts a detailed audit across all subjects and school life, using this to identify any areas that need to be planned into provision. It is acknowledged that whilst many aspects of SMSC are inherent in day to day school life, a strategic overview and regularly updated plans ensure that all aspects of this agenda are considered at appropriate times in a student's school life. Students in Year 8 and 10 complete The Solihull Children and Young People's Health and Wellbeing Survey through the Schools Health Education Unit. The findings of this provide further detail to ensure the most relevant and timely planning.

Monitoring and implementation of the policy

Provision for SMSC is monitored and reviewed by SLT, Governors, and Teachers.

Regular discussion with students about the provision for their SMSC education, and use of student voice steers the focus of some of the events.

The implementation of the policy is the responsibility of all staff.