SECONDARY PHASE SMSC POLICY

Trust Board Approval Date	November 2018
Implementation Date	November 2018
Planned Review Date	November 2019
Name of school:	The King's School
Name and role of nominated member of staff:	Andy Holland, Assistant Headteacher

Comments

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1. Introduction

1.0   INTRODUCTION

1.01   Within Pontefract Academies Trust we recognise that the personal development of students, spiritually, morally, socially and culturally (SMSC) plays an important part in their ability to learn and achieve.

1.02   All curriculum areas have a contribution to make to a student's SMSC development; opportunities will be planned and implemented in each area of the curriculum.

2. Purpose of the policy

2.0   PURPOSE OF THE POLICY

2.01   The Trust should:

- Ensure that everyone is aware of our values and principles.
- Ensure a consistent approach is achieved in the delivery of SMSC in lessons, tutor periods, assemblies, and in the general life of the school.
- Ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Ensure that students have a clear understanding of their responsibility to act as good citizens in our schools and also in their community.

2.02   Our schools will endeavour to equip students with the skills to:

- Consider the needs and feelings of others (empathy).
- Develop an understanding of the importance of trust and honesty.
- Develop self-esteem, respect and understanding for others.
- Develop an understanding of the importance of taking responsibility for themselves and their actions and the actions of others.
- Share their achievements and successes with their peers and staff.
- Talk about personal experiences and feelings.
- Express and clarify their own beliefs.
- Speak about difficult events; feeling they are in a safe and secure environment.
- Explore relationships with friends / family / others.
- Develop a sense of belonging and a pride in their school.

2.03   All curriculum areas will provide students opportunities to:

- Listen and talk to each other; respecting those views which are different from their own.
- Learn an awareness of treating all people as equals, accepting those who are different from them.
- Agree and disagree in an appropriate and sensible manner.
- Experience good role models.
- Work co-operatively and collaboratively.

2.04   We will enhance student's spiritual development, supporting them 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 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.
- Use imagination and creativity in learning.

2. Purpose of the policy

2.05   We will enhance student's moral development, supporting them to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong, and understand the consequences of their actions.
- Show respect for the environment.
- Make informed and independent judgements.
- Take action for justice; as would be expected by a good citizen.
- Explore ethical issues.

2.06   We will enhance student's social development, supporting them to:

- Develop an understanding of their individual and group identity.
- Help others in their school and wider community.
- Use a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.
- Participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively.
- Understand the way communities and societies function at a variety of levels.

2.07   We will enhance student's cultural development, supporting them to:

- Recognise the value and richness of cultural diversity in Britain.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

2.08   The attached 'SMSC subject content' Annex 1 gives specific examples of where it can be covered in the different subject areas.

3.0   LINKS TO OTHER POLICIES

This policy links to the following policies:
- Behaviour for Learning Policy.
- Teaching and Learning Policy.
- Child Protection Policy.

4.0   MONITORING AND EVALUATION

4.01   SMSC will be monitored and evaluated through Quality Assurance procedures which include lesson observations, work scrutiny, meetings with curriculum leadership and audits of schemes of work. Specific SMSC learning walks may take place. Informal and formal observations of form time and assemblies will take place on a regular basis. The SMSC merits of trips and guest speakers will also be monitored and audited.

Annex 1

ANNEX 1 – SMSC WITHIN SUBJECT AREAS

1. English makes a major contribution to students' SMSC development through:

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

2. Mathematics can provide a contribution to students' SMSC by:

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

3. Science provides opportunities for students' SMSC development through examples such as:

    - Encouraging students 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 cultures.

4. ICT can contribute to SMSC development by:

    - 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.

5. History makes a contribution to SMSC by:

    - Looking at the establishment of multi-cultural Britain.
    - Enabling students to reflect on issues such as slavery, the Holocaust and Imperialism.
    - Showing an awareness of the moral implications of the actions of historical figures.

Annex 1

6. Design Technology makes a particular contribution to SMSC through:

    - Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
    - Awareness of the moral dilemmas created by technical advances, the impact of 'winners and losers' ethos.
    - How different cultures have contributed to technology.
    - Opportunities to work as a team, recognising others' strengths, sharing equipment.

7. Food Technology contributes to SMSC by:

    - Giving students the opportunity to examine cultural differences in food and diet.
    - Reflecting on the social issues around food, such as price and income.
    - Acknowledging government guidelines for health and dietary requirements.
    - Reflecting on the moral issues concerning food production in third world countries.

8. Geography contributes to SMSC where:

    - Opportunities for reflection on the creation, earth's origins, future and diversity are given.
    - Reflection on the fair distribution of the earth's resources.
    - Studies of people and places gives students the chance to reflect on the social and cultural characteristics of society.

9. MFL contributes to SMSC through:

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

10. Religious Education makes a distinctive and substantial contribution to the delivery of SMSC:

    - 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.

11. Art may contribute to SMSC by:

    - Giving students the chance to reflect on nature, their environment and surroundings.
    - Studying artists with spiritual or religious themes, issues raised by artists which concerns ethical issues, i.e. war and violence.

12.   Music contributes to SMSC through:

- Teaching that encourages students to be open to 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 and behaviour.

13.   Physical Education – 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.