SMSC POLICY

JANUARY 2017

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Aspire Academy Bexley, Endeavour Academy Bexley and Horizons Academy Bexley
are a part of the London South East Academies Trust

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ETHOS

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes the need to foster their own inner lives and non-material well-being. Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them. Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities. Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

INTRODUCTION

Within New Horizons Federation, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards others. We aim to help them achieve an understanding of social and cultural traditions and an appreciation of the diversity and richness of their cultures. The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for opportunities, responsibilities and expectations in life.

Moral values, principles and spirituality will be explored throughout the curriculum and especially in R.E. and collective worship in assemblies. The integrity and spirituality of all faiths will be respected and explored. Pupils are given access to alternative views and a diversity of spiritual traditions. All staff model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children are encouraged to differentiate between right and wrong and look at how their actions affect others. They are encouraged to value themselves and others. Children are encouraged to understand the need for rules for the good of everyone. Classroom and school rules reflect and reward acceptable behaviour and celebrate work and achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning and learning resources.

AIMS OF THE SMSC POLICY

- To ensure that everyone in our schools is aware of our values.

- To ensure a consistent approach to SMSC issues.
- To ensure that a pupil's education is within a meaningful context and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them.
- To give each child a range of opportunities.
- To enable each child to develop an understanding of their own identity.
- To enable children to develop an understanding of their cultural and social environment and an appreciation of the many cultures in our society.
- To give each child an opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

LEARNING AND TEACHING

ENGLISH makes a major contribution to 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 televisions.

Developing pupils' awareness or 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.

Helping pupils to engage in emotional literacy through differing genres.

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 cultures.

SCIENCE provides opportunities for pupils' SMSC development through examples such as:-

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 cultures.

ICT can contribute to SMSC development by:-

Making clear the guidelines about the ethical use of the internet and other forms of communications technology.

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Acknowledging advances in technology and appreciation for human achievement.

HISTORY makes a contribution to SMSC by:-

Looking at the establishment of multi-cultural Britain.

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.

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.

FOOD TECHNOLOGY contributes to SMSC by:-

Giving pupils 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.

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 pupils the chance to reflect on the social and cultural characteristics of society.

MFL (where relevant) contributes to SMSC through:-

Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people.

Pupils' social skills are developed through group activities and communication exercises.

Listening skills are improved though oral/aural work.

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.

ART may contribute to SMSC by:-

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, i.e. war and violence.

MUSIC contributes to SMSC through:-

Teaching that encourages pupils 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.

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.

Individual activities that provide the opportunity for self-reflection and challenge.

LINKS WITH THE WIDER COMMUNITY

Visitors are welcomed into our school. Parents are encouraged to attend all Review Days as well as to participate in celebration events and termly coffee mornings which promote sharing of ideas and discussion around issues they are facing. Visits to places of worship, cultural venues such as theatres, cinemas and libraries are actively encouraged. Visiting groups such as theatre or musical events are planned throughout the year. We offer courses and instruction in a wide variety of establishments in the areas. Children are taught to appreciate and take responsibility for the environment. We liaise with local schools and support groups.

Through our own Outreach Team and Counselling Psychology Service, we offer support to schools with individual cases as well as whole school approaches to managing behaviour and improving attendance. The focus of our work with schools is on social skills, thinking skills and problem solving and, ultimately, improving the chances for young people whilst engaging them positively in their own communities.

MONITORING AND IMPLEMENTATION OF THE POLICY

Provision for SMSC is monitored and reviewed by the SMT, teachers and Governors. Regular discussions are held at staff meetings. Staff share classroom work and practice and the weekly Operational Managers Meeting regularly reviews our practices in our schools through focus on each school, the curriculum, attendance, safeguarding and transition arrangements as well as looking at how we best support the holistic progress and well-being of all students who access our services.

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

DOCUMENT REVISION

Date	Who	Description
Jan 2017		Reviewed
Jun 2017	Governors	Approved
Dec 2017	JH	Re-formatted