



SMSC Policy



DEYES
HIGH
SCHOOL

LYDIATE
LEARNING TRUST

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| This policy links to: | <ul style="list-style-type: none"> - Equal Opportunities Policy - Teachers Pay Policy - Capability Policy - Teachers' Standards - Classroom Observation Protocol |
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SMSC POLICY

At Deyes High School we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We not only recognise that this is our educational responsibility, but that it is our duty to create well-rounded young adults who will grow to be responsible and knowledgeable future citizens. We therefore aim to provide an education that provides students with opportunities to explore and develop their own beliefs and values, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of different cultures. We aim to ensure that we nurture students who can participate fully and positively in a democratic, modern Britain.

Guidelines

All curriculum areas have a contribution to make to a student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families.

The school community will be a place where students can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Students should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Students should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' 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 teacher's planning and purchasing decisions.

PSHE and SRE lessons will be provided to add further depth and dialogue to the students' questions on society, morality, spirituality and cultural value. Students will have the opportunity to question and justify their beliefs, ethics and morals and those of others. All students will look at and be able to understand the overarching themes of:

- Health and Wellbeing
- Relationships
- Living in the Wider World

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Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC, through the curriculum and the general life of the school.
- To ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that students know what is expected of them, in school and within our society, and why.
- To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable students to develop an understanding of their individual and group identity.
- To enable students to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

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Our Vision

'To excel in all that we do so that everyone flourishes and achieves their full potential'

Our vision and core values should always be a reflection of the way in which we expect our students to behave in the likeness of the staff who teach them. As teachers, we aim to inspire and encourage students to excel and achieve their potential. As a community, we hope that all should flourish and realise everyone's capabilities. As a school, we hope that all students encourage themselves and each other to become the best that they can be academically, as well as spiritually, morally, and socially. To become the best person they can be in the modern world will allow the students to interact within the wider community in a mature, respectful and responsible manner that would enable the student to achieve in all circles of life.



Our Core Values

Our core values are intrinsically linked to all that the school does. The values highlight that which is seen as good practice as a member of our school community, but is also clearly visible as the qualities expected of a citizen of the wider community.

'We are fair and honest with each other, earning and building trust by taking responsibility for our actions'

The values not only reflect what is asked of the students, but also what we require of ourselves as professionals. We require that the school environment is fair and just. Through acting thus, we build professional relationships with the children in our care. As we act accordingly, we inspire students to act in a fair and just manner, celebrating their achievements and taking responsibility for their actions where it is needed.

'We are kind and forgiving as we work together, each contributing and committed to our community'

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Our sense of community and pride therein should inform all our actions. We should inspire a kind and forgiving nature in all students, as we act as such towards them. All should be encouraged to contribute towards the community, in whatever way they can.

'We value and respect everyone as we work with enthusiasm to achieve success'

Each student is valued, with mutual respect for all encouraged within the school community. The sense of value that all should feel will encourage an enthusiasm for learning and thirst to achieve success.

The core values can be seen around the school. The messages, with the values, are clearly seen in assemblies, thought for the day moments, PSHE and SRE lessons, as well as through the lessons and daily life within the school. Through this we hope that the core values become part of our daily life and linked to all that we do.

SMSC

Spiritual Development

Students at Deyes High School have and display an excellent set of values; beliefs and principles, which help them every day and inform their perspective on life and their behaviour. Through their extensive work supporting their peers and charity work, they have an outstanding awareness and understanding of the needs of themselves and others. They understand the beliefs of others, from their lessons in Religious Education, and by students delivering assemblies. Students, through the way they present themselves, have a respect for others and for themselves, there is a sense of empathy and students consistently show concern and compassion. This compassion is demonstrated in the charity fundraising activities that take place throughout the school on an annual basis. This also reaches further, out into the community, where the students also provide charity and outreach work. The Students have the courage and conviction to stand up for their beliefs where there has been intolerance from others, ensuring action takes place, examples of this are around the school and within PSHE lessons.

Students have great ambition and self-confidence are involved in many activities that challenge all forms of bullying, racism and other forms of discrimination. They are creative and expressive and have an understanding of their feelings and emotions and their most likely impact on themselves and others. As a school, Deyes High School encourages spiritual development by giving students an opportunity to explore their values and beliefs and develop a climate where all students can discuss, grow, flourish and respect each other. This is evident in their personal aspirations, their destinations when leaving the school at 16 or 18 and their general behaviour around the school. Through teaching we promote and value students' questions and opinions, giving them time to reflect on their own thoughts, ideas and concerns. We encourage students to think beyond themselves and the school by asking the questions 'how', 'why' and 'what is the impact?'.

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Moral Development

Students display an understanding of the difference between right and wrong, this is evident on a daily basis at Deyes through the students' actions. They are confident to act according to their own and our principles and speak to each other and staff if something is wrong and work together to find a solution. We receive positive letters about students' respectful actions in the community and involvement in community activities. They are able to express their view through form periods, in the school council and make responsible judgments on moral dilemmas when discussed through thought for the day, PSHE and SRE lessons, Awareness Days, collapsed timetable days and Form time. They are considerate and respect others' needs and feelings.

The school's code of conduct and charter of values is clear in relation to behaviour, which promotes moral provision. Students are given many opportunities across the curriculum to take responsibility, to explore issues of truth and justice, right and wrong in an open and extremely safe learning environment as evidenced in lesson observations. Good behaviour is recognised through reward credits, positive behaviour prizes and rewards trips at the end of each academic year. Breaches of the code of conduct are dealt with in a fair and appropriate manner. Students recognise and respect the moral conduct of other cultures and are encouraged to take responsibility throughout the school through care of the school environment and respect for all people and property. There are also models of moral virtue seen and promoted through literature assemblies and so on. We reinforce the school's values through posters in classrooms, planner pages, the VLE and the school website.

Social Development

Students become more socially aware as they move through the school and this is evident by the way students relate to themselves and others in their peer group, form or with friends. Behaviour is sensitive and students share their opinions with others. Few conflicts develop in the school, and when they do they are resolved and students reflect on their behaviour so as to move forward as positive members of our community. They show tremendous respect for people and this is evidenced through the work that we do with community organisations. The students greatly benefit from the advice and guidance, which is given by external speakers and they respect the rights and responsibilities of others in the wider community and social setting. As a school we have a good sense of community and ownership of our social presence.

Students participate in many different activities in the school day and beyond and understand the concept of interdependence as demonstrated through the vast extracurricular opportunities, which are offered in all subjects. We promote racial, religious and other forms of equality within lessons, extracurricular activities, through our actions and visitors in the school. We provide opportunities for other experiences for example visits to other schools with different cultures, sporting events, social events in the Arts and PE trips/tours with overnight stays and whole school productions. Honesty and respect for others are inherent in what we do and the students, through the work of the pastoral teams, mentors and student services, work to resolve any tensions. Students have the opportunity to debate various issues, for example, mock court trials and within PSHE, RE, SRE and many other lessons. Students have the opportunity to contribute to democracy and the democratic process through participation in the school council elections in all year groups. A very significant part of the school's work is to develop the leadership skills of

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the students and for them to take responsibility for their actions and these important skills are transferable into the world of work and their lives as citizens of the world.

Cultural Development

At Deyes High School there is an outstanding provision for students to develop their cultural education. Many opportunities are provided for students to explore their own culture and values and to gain a clear understanding and appreciation of other culture's traditions and value set. This helps the students to challenge racism and discrimination whilst promoting and valuing equality. There are trips, visits, activities, visiting speakers, thought for the day tutor times and assemblies which are organised help to ensure that this provision is of the highest quality. Students gain the ability to understand and explore cultural influences through many mediums including literature, sport, food technology, history, geography, music, dance, drama, RE and Art. Students are very willing and responsive to cultural experiences, this is evident through the work done as part of the SLICE initiative and the extracurricular clubs entering and having great success in local, regional and national competition.

We at Deyes High School have extremely well developed and positive partnerships with outside agencies. As a school we evaluate all activities and ask the students for feedback ensuring that the provision is of the highest quality. Across the school the charter of values are promoted through displays, posters, exhibitions and so on. Students are always willing and able to participate in cultural events and have many opportunities to explore and develop their gifts and talents. The extracurricular programme is outstanding and stretches to all subjects across the school. These activities are offered on a daily basis and are extremely well attended throughout the school. Students understand and value these activities.

Teaching and Organisation – PSHE and SRE

PSHE

PSHE takes place once a fortnight. The lessons are taken by form tutors, who not only know the students well, but also play a huge role in developing the students on a day-to-day basis within form time and as part of their on-going pastoral role.

PSHE lessons cover a range of topics, with subject matter that is interesting, informative and above all relevant to the students. The content is aimed at the specific year group to reach them at their level. The work is discussion based, allowing students time to think and interact with each other regarding issues that are, and could potentially, be part of their lives.

Work is marked on a regular basis and is evaluated on the students' sense of progress and learning. Comment is passed on the students' use of skills and developing informed arguments. Students are asked to always review and reflect on their lesson at the end through focussed questioning.

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SRE

This is taught over 4 lessons in Years 7, 8 and 9. The lessons are taught by a select amount of teachers who are trained in teaching sensitive subject matters. Students are taken out of regular timetabled lessons to be taught in half form groups. This allows for a much smaller group, allowing for greater depth of conversations and interaction about these sensitive questions and topics.

The topics covered are sex and relationship focussed, with escalating topics towards the later years. These cover a variety of issues from, friendships and bullying in Year 7, to domestic violence and STIs in Year 9. The aim is to view the impact that the topic has on relationships and sexual health on the individual, ensuring students have the knowledge to make informed decisions.

Work is marked on a regular basis and is evaluated on the students' sense of progress and learning. Students are asked to review each lesson by the PLTS style that they feel they have shown most clearly in the lesson. In the subsequent lesson they are asked to contribute to the lesson through another PLTS style. Comment is passed on the students' use of skills and ability to develop informed arguments. Students are asked to always review and reflect on their lesson at the end through focussed questioning.

In years 10 and 11, students receive their SRE through external agencies in a hope to offer a secure and non-bias environment, where students can express their views and reflect upon the content without feeling judged or embarrassed. Again, these sessions cover various topics. However, this can vary year-on-year, dependent on what topics are relevant to that year group. These sessions also offer the opportunity to discuss and evaluate the subject matter, so that students can fully engage with the material.

Teaching and Organisation – Across the curriculum

Development in SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimensions of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions will give students opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.

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- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc (for comprehensive list see attached sheet).

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

See the SMSC Department review to view a more detailed description of SMSC lesson content for each department.

Monitoring and Evaluation

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

- Monitoring of lesson plans and teaching and learning, by the SMSC co-ordinator
- Audit of policies and Schemes of Work
- Audit of workbooks
- Sharing of good classroom work and practice
- Collation of evidence of pupil’s work in school portfolio
- Student voice on good practice

List of Acronyms

| Acronym | Meaning |
|---------|--|
| SMSC | Spiritual, Moral, Social and Cultural Education |
| VLE | Virtual Learning Environment (Moodle, Office 365 etc.) |
| PSHE | Personal Social and Health Education |
| PLTS | Personal Learning and Thinking Skills |
| RE | Religious Education |
| SRE | Sex and Relationship Education |

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