

Social, Moral, Spiritual and Cultural Education (SMSC) Policy September 2016

Rationale and Objectives

Rationale:

We recognise that the social, moral, cultural and spiritual development of students plays a significant part in their ability to achieve and to contribute to the communities they live in. We therefore aim to provide a PSE programme that provides students with opportunities to develop their own values and beliefs, spiritual awareness, a positive caring attitude towards others, an understanding of cultural traditions and an appreciation of the diversity of other cultures.

SMSC plays a part in all curriculum areas, as well as in the discrete PSE lessons planned for all students.

Staff model and promote appropriate behaviour, treating all members of the college as valuable individuals and showing respect for all students and their families. Students are encouraged to distinguish between right and wrong with reasons for these views, but equally an understanding that the views of others are also valid. Students will also develop an understanding of their impact on the world around them, and the responsibilities that they have towards others. Our discipline policy reflects the values of the school and is reinforced by the Art of Brilliance project and the lessons taught in PSE.

Our philosophy is that the promotion of lifelong learning is at the heart of our ethos which encourages students to:

- Develop enquiring minds and a sense of curiosity that helps to inform their own attitudes and values about the society in which they live
- Develop and maintain high self esteem and a sense of social responsibility; thus respecting others and the environment in which they live
- Extend themselves in mind, body and spirit
- Understand that equality of opportunity is an essential principle that reflects our multi-cultural and diverse society

Objectives:

1. Spiritual development

We seek to provide opportunities for students to question and reflect on their place and purpose, and where they are going. Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of strengths and weaknesses, and their will to achieve. It is about developing their sense of identity, self worth, personal insight, meaning and purpose. We focus on character building and giving students the self confidence to go forward into the world and lead spiritually fulfilling lives. Our ethos and values and the explicit teaching and learning aim to provide learners with the opportunity to develop, explore and respect the spiritual dimension of their lives and those of others.

The Art of Brilliance project is a key vehicle for developing self worth, a passion for learning and a commitment to brilliance. The project focuses on respect for and tolerance of the achievements of others and their personal beliefs. Students organise an annual conference for year 9 students during their induction programme, which has been held both at the King Power Stadium and at Conkers.

Students also have a 'thought for the day' twice a week, which are linked to a range of religious values with a Christian focus. In addition, we offer all students the opportunity to visit Beth Shalom, the Holocaust Memorial Centre, which allows them to consider the impact of spiritual breakdown.

Celebration of individual achievements (sporting, social, academic etc) in the school newsletter, the staff and student bulletins and noticeboards around school enable students to discuss positive role models and to reflect on their place in the school community as colleagues and friends.

2. Moral Development

The college seeks to encourage students to develop moral values by providing opportunities to acquire an understanding of the difference between right and wrong. We seek to develop their awareness of conscience and the moral issues they might encounter. It is important for students to develop an understanding of society's shared values, and an awareness that different people have different views. It is crucial that students understand that society's values and behaviours can change over time. Consequently we help them to think flexibly, and develop tolerance, empathy, resilience and humility in the face of adversity. We encourage students to think independently about the circumstances in which they find themselves and form their own opinions.

Issues such as consumer responsibility, environmental issues and drugs awareness are covered within the PSE curriculum and reinforced by moral questions linked to issues such as animal testing and euthanasia through the twice-weekly Thought For The Day.

3. Social Development

Through our school ethos and learning both within and beyond the classroom, we provide opportunities for students to develop the skills, knowledge, understanding, characteristics and attitudes they need to be active citizens. We seek to enable them to do this citizens in the local, national and international communities of which they are a part, making a positive and therefore active contribution to society. We develop their understanding of the ways in which societies function, and provide them with the tools to operate within these societies. This includes an understanding of people, and the structures, institutions, organs and principles which underpin our lives. Underneath all of this is the development of their interpersonal skills so that they can pursue positive and successful relationships.

The college retains a compulsory Social Studies option at KS4 (Geography, History, Sociology, Psychology, Media Studies and Business Studies) which ensures that all students maintain social understanding as a part of their curriculum. It is vital that we create opportunities for students to gain an understanding of the communities in which they live. They are involved in a range of fund-raising initiatives and are involved in social interactions with people from a range of backgrounds.

In order to support the difficult transition from High School to King Edward VII, we organise an annual Art of Brilliance conference for all year 9 students at the end of the Summer term. This event focuses on building new friendships, building common values and having fun. Students meet their new tutors and fellow tutees, and are able to allay some of the fears they have regarding transition to a new school.

The vast majority of year 10 students also undertake a work experience placement during the summer holidays, which which has a significant impact on their social development/awareness. Linked to this, students complete a programme of lessons which culminate in a mock interview with local employers and structured feedback on their performance. This has proved immensely useful,

both in terms of employability and social development. Students also complete an employability skills project throughout KS5 to introduce them to the social skills they will need in the world of work.

The student council represents the student body and meets regularly to discuss school and wider community issues. They have been involved in:

- Facilitating and analysing a whole-school research project on the school rewards system.
- Organising the Christmas Dinner celebrations both for our school and local residents of Tillson House residential care home
- Discussing and revising the school behaviour policy
- Discussing the school vision and how it should be presented (200 students across all year groups were also gathered in the hall in order to discuss what they felt the 'vision' of their school should be. This was followed up by a whole staff event, and the resultant ideas were discussed by the school council.)
- Organising charity events

4. Cultural Development

Developing students' understanding of the wide range of cultural influences that have shaped our society is crucial in understanding our place in the community. There is a plethora of cultural experiences in society which shape our identities and values, all of which are crucial in understanding our role in the community on all scales. In a rapidly changing and highly technological era, it is more important than ever for our students to understand and feel comfortable within a range of cultures. We aim to develop their curiosity, question their prejudice, and appreciate the cultures and beliefs of themselves and others.

Students have good attitudes to different social and cultural groups, as evidenced by the number of racist, sexist and homophobic incidents. We have links with schools in France, Rwanda and the USA and have hosted both staff and students from some of these countries. Through an extensive offer of educational visits to theatres, museums, galleries and cultural symbols (both nationally and internationally), students are exposed to a wide range of cultural experiences. These include Beth Shalom, Auschwitz, New York, Barcelona and Paris.

Throughout, the concept of British Values is embedded into student learning and ethos; they are reminded by messages in their planners, in assemblies and in lessons that they have a shared British identity. This is reinforced by specific PSE lessons/assemblies on:

- Politics and voting (Democracy and the rule of law)
- Extremism (Tolerance, Democracy, Mutual Respect)
- World Religion (Mutual Respect, Tolerance)
- Human rights, international aid and refugees (Individual liberty)
- Good Character (Tolerance, Democracy, Mutual Respect, Individual Liberty)
- Sex and Relationships, sexual exploitation and online safety (Individual Liberty, Mutual Respect)
- Consumer ethics (Individual Liberty, Mutual Respect)

These sessions are linked to spirituality and the need for personal reflection; they introduce students to difficult ideas which may need to be explored and questioned in order to help them to develop their identity.

Delivery

There are opportunities for the promotion of SMSC in all areas of the curriculum at King Edward VII. Students are encouraged to discuss their beliefs and values and learn about the beliefs and values of others. They have a safe forum in which they can agree and disagree, developing new ideas and reinforcing old ones. Students learn through visitors to the college and activities promoting the idea that all humans should be treated as equals, whatever their personal characteristics. Our strong links with Forest Way Special School also help us to achieve this. Staff act as positive role models and students internalise the information from staff about SMSC education/socialisation.

There are many opportunities for students to work co-operatively and collaboratively. This ranges from small-scale tasks in lessons, to whole-school enrichment projects (such as Black History Month) and charity enterprises such as the Send a Cow project and Children in Need. We have also fostered strong working links with local enterprises such as CEVA logisitcs and Ashfieldin2Focus

Assemblies/Collective acts of worship

The assembly programme goes through the entire year, and focuses on topical issues occurring at specific times of the year. Although the programme changes in response to current issues, the following areas are covered:

- Holocaust Memorial Day
- International Womens' Day
- Earth Day
- World Fair Trade Day
- Refugee Week
- One Voice Day
- Human Rights Day
- Remembrance Day
- 9/11, Islamophobia and extremism
- World Aids Day
- International Day Against Homophobia
- World Mental Health Day

Links with the wider community

- Each year there is a Christmas project which focuses on altruism. Projects have included:
 - Producing nearly 100 shoeboxes for families in need, to be distributed through the Marlene Reid Centre
 - Producing 89 shoeboxes for the Link Romania charity to distribute in Eastern Europe.
 - Raising over £1100 for community development projects in parts of Africa, through the Send a Cow charity.
 - Bringing in enough food to provide food supplies for over 100 families, through the Trussell Trust Foodbank in Coalville.
 - Inviting in residents from Tillson House Care home to share our Christmas dinner celebrations
- Successful links with community enterprises such as CEVA, Ashfieldin2Focus and others through the Leicestershire Cares programme
- Links with local schools to promote the Art of Brilliance project (specifically Broomleys Primary School, Ibstock High School and Newbridge High School)

- Performing arts students dedicate significant time to inviting the community in to see school productions. We also host the Spring Arts project in collaboration with a range of local schools
- 6th form students provide support in Forest Way Special School, Castle Rock High School and Broom Leys primary school. This is primarily mentoring support within classes
- Art and design students have displayed work at Snibston Discovery Centre for the community to access and enjoy
- The college supports a range of charities and promotes their aims. This ranges from creating shoeboxes for the local Marlene Reid Centre to raising funds for national charities such as Children in Need
- The college has a home-school agreement which fosters links with parents and the community and encourages effective partnerships

SMSC in lessons/extra curricular

- Students look at a range of issues which relate to the development of self esteem, centred around the Art of Brilliant project
- There are several lessons taught which directly challenge a range of prejudices and stereotypes, with particular reference to homophobia and racism. These are backed up by interactive assemblies to encourage co-operation and shared values
- The focus of Sex And Relationships education at KS4 and KS5 focuses on the development of social skills to enable students to pursue meaningful and happy relationships
- Students are introduced to a range of different world religions and how they might influence a person's attitudes
- A range of spiritual and moral issues are introduced to students through the 'Things That Make You Go Hmmm' project (a 'thought for the day')
- Targeted groupwork activities within PSE lessons allow them to explore their social development
- Students look in detail at British Values and particularly their rights and responsibilities
- There is a debating group which explores current affairs and gives students a forum for developing their own moral literacy in a safe environment, also improving their social skills.
- The 'Think Tank' group meet once a week after school to focus on spiritual and moral issues which raise discussion and develop critical thinking skills.

Monitoring and evaluation

Staff responsible for overseeing SMSC (and the PSE curriculum) ensure that:

- Lesson observations are conducted to monitor the teaching and learning of SMSC
- Work scrutiny lead by SLT ensures that all aspects of SMSC education are met
- Discussions in year, staff and governors' meetings inform the progression of the programme
- The curriculum is regularly audited and changed according to need
- Lessons are evaluated by staff and students with regular use of student voice and tutor consultation to enable the effective delivery of the PSE curriculum

Definition of SMSC¹

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- 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
- 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

¹ Source: The Citizenship Foundation