



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

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Social, Moral, Spiritual and Cultural Education (SMSC)

School is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension. It ranges from teaching in the classroom to the teaching in specific subjects such as religious studies and citizenship, through to sex and relationship education and a wide range of extra-curricular and out-of-school activities. Importantly these vital dimensions of life and growth should be present across the entire curriculum.

At The Henry Cort Community College we recognise the personal development of students; spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that gives children opportunities to explore and develop their own values and beliefs, 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 other cultures.

All curriculum faculties contribute to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views.

Rational

We aim to ensure:

- That everyone connected with the College is aware of our values and principles.
- A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the college.
- That a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- Our students have a good understanding of their responsibilities.

Spiritual development

To help students in their positive spiritual development, all lessons and additional learning activities should be designed, wherever possible to:

- promote students' self-esteem by valuing and rewarding their achievements;
- encourage students to reflect on their learning and allow them to question and explore;
- provide opportunities in and out of lessons for them to discuss and exchange views;
- ensure tolerance and knowledge of faiths;
- be supportive of those who seek faith or wish to strengthen it.

Moral development

In order for teaching and learning to be effective, students at Henry Cort Community College adopt a shared moral code of respect. This moral code is taught through tutor time activities, assemblies, PSHE, RE, Day 10/Drop down days, and :

- The necessity of, and the importance of, following appropriate rules is seen as vitally important in setting an orderly learning environment.
- Students are encouraged to take on responsibility for their own learning and for that of others through peer support. An example is the role of the older students in the house system in assisting younger students with the organisation of their log books and through the use of Sports Leaders.

Social development

As part of engaging lessons and activities, students are expected to interact with their peers and other members of the community. Consequently, their social development is of great importance. When planning teaching and learning activities, staff should always try to promote an environment where there is:

- a willingness to co-operate with other pupils by balancing individual and collective needs;
- a readiness to celebrate others' achievements;
- a feeling of mutual respect and tolerance.

Cultural development

As well as developing an awareness of their own cultural roots, students should also be able to appreciate the diversity and evolution of cultural traditions. In comparison to other local schools, The Henry Cort Community College has a limited cultural mix of students. Therefore, it is particularly important that the following should occur as part of their learning journey:

- in lessons, assemblies and tutorials pupils should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact;
- further opportunities for the above should take place in extra-curricular activities and school trips, many of which are arranged through curriculum faculties.

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Taking responsibility eg prefects, buddies etc.
- Encouraging teamwork in PE etc.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days and national celebrations.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.

- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba.

Curriculum areas provide opportunities for students to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experiencing good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Through classroom discussions and tasks we will give students opportunities to:

- Share their achievements and successes with others
- Talk about personal experiences and feelings.
- Express and clarify issues enabling students to develop their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Links with the wider community:

- Visitors are welcomed into our college.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- The college will support the work of a variety of charities and contribute to others and to society.
- The development of a strong home-college agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with local feeder schools to support the primary curriculum e.g. modern foreign languages, creative and expressive arts, PE and games. To provide leadership and good role models to younger children.
- Supporting the college's international work whilst developing an understanding of the global nature of citizenship.

Monitoring and Evaluation

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

- Monitoring of teaching and learning and work scrutiny by SLT & Governors.
- Discussions at staff and Governors' meetings.
- Curriculum area reviews/lesson observations

Appendices

[Appendix 1 – Prevent Statement](#)



Appendix 1

Prevent Statement

Our Prevent strategy aims to support fundamental British Values as part of the general social education of our students and ethos of the college.

Extremism is not accepted at The Henry Cort Community College from anyone involved within the college and its community and will be dealt with in line with whole college policies.

The college expects to be a safe place within which students can discuss and express their views and opinions. As an education institution we have a duty to ensure that this expectation is a reality for young people. However, extremism and extremist views can lead to poor outcomes for many individuals and will be regarded and treated as a safeguarding issue.

We regard extremism and/or extremist views as:

“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. Statements calling for the harm to members of our armed forces, whether in this country or overseas, are extremist and should not be tolerated. In line with college practices, statements calling for harm to other genders, races, or ethnic groups should also be treated as unacceptable.”

Staff need to be alert to:

- Disclosures by students of their exposure to extremist views and materials, or the actions of others outside college in their homes or community.
- Graffiti symbols, writing or art work which promotes extremist messages or images.
- Students accessing extremist material online including through social networking sites.
- Parental reports of changes in behaviour, friendships or actions which give concern of extremist indoctrination. Requests to college for assistance should be regarded as a safeguarding concern.
- Cluster schools, local authority services, and police reports of issues affecting students in other schools or settings should be reported to the Child Protection Officer.
- Students voicing opinions drawn from extremist ideologies and narratives and the use of extremist or ‘hate’ terms to exclude others or incite violence should also be reported to the Child Protection Officer.
- Attempts to impose extremist views or practices on others, or anti western and anti British views should be reported to the Child Protection Officer.
- Intolerance of difference, whether secular or religious, including holding views based on gender, disability, sexual, race or cultural matters should be challenged when raised by students.

All adults in the college recognise that safeguarding is their responsibility irrespective of role and strive to demonstrate a pro-active and diligent approach to this aspect of our responsibilities as educators and safeguarders.

Through the consistent delivery of a broad and balanced curriculum we strive to protect our students and the wider community by promoting British values and cohesion amongst the college community. The college works hard to create a positive culture of mutual understanding in the college and community. We strive to promote a sense of belonging and tolerance for all. We are committed to creating an inclusive college which appreciates the importance of SMSC (Spiritual, Moral, Social and Cultural education) and deliver it to all students, encouraging full participation in our broad and balanced curriculum.

All staff are expected to uphold and promote the fundamental British principles of valuing the rule of law and individual liberty, together with the mutual respect and tolerance to those of other faiths, backgrounds and beliefs. Teaching all of our students to respect each other and tolerate differences, we intend to build and develop their resilience giving them a safe place to discuss controversial issues whilst gaining the knowledge and confidence to challenge extremist beliefs and ideologies.

By following the above we seek to:

- Respond to the ideological challenge of terrorism.
- Address aspects of extremism when they arise and the threat faced from those who promote those views.
- Provide practical help where appropriate to prevent people being drawn into terrorism and ensure that they are given advice and support.
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health.

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