

# SMSC POLICY

**Greenacre School**



<b>VERSION CONTROL BOX</b>	
<b>DATE OF REVIEW</b>	<b>July 2018</b>
<b>OVERVIEW OF CHANGES</b>	
<b>DATE OF NEXT REVIEW</b>	<b>July 2019</b>
<b>REVIEWER</b>	<b>Z Wylde</b>

This policy is carried out within the context and spirit of the school's vision for excellence. It supports and reinforces the aims of Greenacre School, valuing all pupils equally and as individuals. All staff work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at school and celebrate their achievement.

The school strives to build a community which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and safe environment where there are opportunities, encouragement and stimuli to develop each student to his/her full potential.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and its community.

## **1. Spiritual Development**

### **Aim**

This area relates to the beliefs, feelings and emotions through which pupils acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, we believe school experiences can make a significant contribution to spiritual development.

### **Objectives**

At Greenacre the pupils will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves;
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values of others through stories, assemblies, drama, music, art and PHSCE including R.E to name just a few;
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others;

**In Practice** at Greenacre this is delivered through:

1. A curriculum which develops self-esteem and an ability to reflect on and deepen individuals' own spiritual values;
2. Assemblies which address the spiritual aspect of quiet and reflection – in particular using past and present role models from the Global Community and encouraging local community participation;

3. A Family support structure that is focused on providing appropriate information advice and guidance for pupils, parents and carers, as well as opportunities to explore pathways of development;
4. Educational enrichment trips, creative partnerships and visiting speakers provide pupils with a range of experiences, which may promote a sense of awe and wonder about the world;
5. A reflective approach to learning through formative assessment techniques – pupils having ownership and understanding of where they are, where they need to get to and how they are to do it;
6. A rewards system developing student self-esteem through certificates, home/school books, merit stamps and awards at all levels;
7. Displays of student work bring a sense of pride in the work pupils produce and therefore a sense of expressing the talents of the individual;
8. The use of school council to involve pupils in the life of the school.

## **2. Moral Development**

### **Aim**

Moral development refers to the pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school promotes a healthy inquiry into British Values; the rule of law, individual liberty and democracy.

**Objectives:** to promote the concept of excellent behaviour for Learning by being:-

- Kind and considerate
- Helpful to others and listening to what they have to say
- Respectful around our school and out in the community
- Committed to school and classroom rules.
- Committed to a healthy, safe and environmentally friendly school
- Motivated and ready to learn

**In practice** – at Greenacre this is delivered through:

- Clear models of good behaviour from staff and reinforcement of school and classroom rules both inside and outside of lessons
- Behaviour Watch system for tracking and monitoring pupils' behaviour /incidents/crises
- Discussions based on moral issues, where appropriate, across the school community from the start of the day in morning work and across all lessons.
- Assembly themes on moral issues, developed and reinforced during Topic work, creative days, literacy and Humanities lessons.
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- The use of pupils across the school: Student council; Bench Buddies
- Supervised and filtered access to the Internet together with lessons focused on the dangers of the internet and related issues.

### **3. Social Development**

#### **Aim**

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society; recognising that we are Global Citizens also.

#### **Objectives**

Pupils will be encouraged to:

- Maintain and develop relationships within the school working successfully with other pupils and adults in the school community;
- Respond to the opportunities being offered, to show initiative and to take responsibility, where appropriate, for their own learning in the school community;
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities;
- Develop an awareness of British values; gaining knowledge and understanding of all that this currently entails(see above)
- Actively participate in the school community and beyond into the wider community outside of school.

**In Practice**, at Greenacre we provide opportunities for pupils to:

- Interact with all staff in school in an appropriate and outstanding manner
- Elected school council representative to feedback views, ideas and concerns to their class and teaching/support staff.
- Participate in the wider community through work experience in year 10/11 making use of our school Shop, Let's go Potty.

### **4. Cultural Development**

#### **Aim**

Cultural development refers to pupils' increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

#### **Objectives**

The pupils will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;

- Recognise that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

**In Practice** at Greenacre we encourage:

- Educational visits locally; visiting speakers from different cultures and backgrounds are incorporated into creative days off timetables/ and as guests to our School Council
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life.
- A whole school approach to a current and relevant PSHCE programme
- Collective celebration assemblies – an approach that gives rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and Holocaust Memorial Day.
- Provision of a Quiet room for reflection and prayer.
- Topic work across the school which explores “culture” in all its various forms in relation to specific subject areas.
- Access to the Global Learning Programme, (Connecting Classrooms through the GLP, 2018) in order to explore cultures and build relationships within a network of participating schools.
- Value of the Month is shared across school by means of a differentiated presentation and a plasma screen reminder; pupils and staff are encouraged to consider the value of the month (which may coincide with one of our core values as a school) in their daily lives at Greenacre as they interact with one another.

## **5. Role of Senior Leaders and Key Staff**

- To undertake audits and observations of departmental developments in SMSC provision.
- To promote and facilitate enrichment events in school.
- To organise themes for termly creative Days/Cross –curricular days.
- To promote student “voice” opportunities and the related teams in order to maximise student participation.
- To coordinate and lead the student council with councillors from every programme area.
- To compile and update a portfolio (photographs and exemplary work) to record the school’s support for S.M.S.C.
- To encourage staff and pupils to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom (e.g. Outdoor Learning)

- To update the Greenacre SMSC online grid; collating a half termly report and monitoring SMSC through teaching and learning in every programme area and satellite provision.

## **6. Expectations of stakeholders**

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in morning Work, assemblies and in the course of daily interactions (with each other) in their classes and on our corridors to promote and celebrate the equality and diversity of the school community.