

# **SMSC**

# **Statement of Practice**

<b>Date Drafted:</b>	<b>September 2019</b>
<b>Date Approved by Governors:</b>	<b>01/10/2019</b>
<b>Review Frequency:</b>	<b>Every 2 Years or if legislation changes</b>
<b>To be Reviewed By:</b>	<b>Miss K Gould</b>

## Introduction

At The Long Eaton School we are dedicated to developing our students to become well-rounded global citizens. We want to help our students grow into caring, responsible and positive members of the community.

This policy has been written in line with The Long Eaton School Vision Statement and reflects the following:

**Care** and respect for ourselves, others and the environment.

**Challenge** and support for all to reach their potential.

**Co-operation** between school, home and the community.

**Consistency** and fairness in our expectations and values.

## Rationale

We believe the Social, Moral, Spiritual and Cultural development of our students is a central part of our purpose, along with ensuring excellent standards in the classroom.

Our mission is to ensure SMSC is developed through a whole school approach, through the taught curriculum, the pastoral Life Skills lessons, topical Theme of the Week discussions in registration periods, assembly programme and through trips, the House system, visits, the enriching programme of extra-curricular activities and school display.

RE is delivered to all students and at KS4 there is the option to take the GCSE. RE makes a vital contribution to the delivery of SMSC. It is viewed as an integral part of all students' education at The Long Eaton School, both in terms of promoting academic success and in their personal and social development. Students study in depth the religions of Islam and Christianity in Year 7 and Sikhism in Year 8 KS3. At KS4 the students study Christianity and Islam.

## The aims of the RE department are clear:

- Encourage an interest in religion and moral issues in a spirit of open enquiry, tolerance and respect for others
- Help students build up their knowledge of important religious and moral beliefs
- Help students to understand why people hold particular beliefs and attitudes, and what it is like to belong to a faith community
- Help students develop and practise skills of investigating religious and moral issues.
- Help students develop their own views on questions of meaning, value and purpose on terms of personal ideals, beliefs and attitudes
- Help students to formulate and express reasoned arguments for their own opinions on religious and moral issues

## Defining spiritual, moral, social and cultural development

The Ofsted Framework (*September 2019*) defines SMSC as:

### The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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.

### The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, to recognise legal boundaries and, in doing so, 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 the ability to understand and appreciate the viewpoints of others on these issues.

### **The social development of pupils is shown by their:**

- Use of a range of social skills in different contexts, for example working and socialising with pupils, including those 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **The cultural development of pupils 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
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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, musical, 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **Implementation**

### **How are we going to develop SMSC in our students?**

- Provide students with the opportunity to **work independently** and show that they can be **self-reliant learners**.
- Provide opportunities for students to develop **teamwork** and **leadership skills**.
- Encourage students to actively **participate** and **engage** in the lesson.
- Provide the opportunity for students to **reflect** and develop **thinking skills**.
- Encourage students to display care, cooperation, consistency and respect to their peers and to staff.
- Provide students with opportunity to be **curious**, **creative** and **responsible** for their learning.
- The school provides high-quality pastoral support through the Pastoral Support Assistants, Student Well-being Officer and Family Support Worker.
- The school provides opportunities for students to nurture and develop their talents and interests through a wide range of artistic, musical and sporting activities.
- Across the curriculum, including morning registration, assemblies and Life Skills, the school prepares students for life in modern Britain by developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- The school encourages volunteerism and a range of activities across the curriculum, providing students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.
- Students engage with views, beliefs and opinions that are different from their own in considered ways. They are taught to respect the different protected characteristics as defined by law and that no forms of discrimination are tolerated.
- Class discussion provide opportunities for students to debate issues and ideas in a respectful, considered way.

Students engage in a range of curriculum projects, including joint projects with our partner schools around the world, together with visits to increase their awareness of the global community of which they are a part. In the coming year we will continue to actively promote SMSC with activities beyond the curriculum including further teacher led cultural visits and additional joint curriculum projects. Across the curriculum there are numerous enrichment opportunities throughout the year which enhance students' spiritual, social, moral and cultural development. The school holds various information evenings and events during the year for students and parents which contribute to SMSC.

## **Roles and Responsibilities**

Whilst a member of SLT oversees the development of SMSC across the school, we believe that all staff in school are responsible for promoting SMSC. It is delivered by teachers across the curriculum and by form tutors through the registration activities and Life Skills pastoral programme. Members of SLT, Achievement Leaders, Heads of Year and Heads of House promote SMSC in assemblies.

## **Monitoring and Evaluation**

The policy will be evaluated and reviewed annually against key improvement objectives set out in the SIP. Student and parental questionnaires throughout the year support the gathering of data to enhance the development of SMSC.