



Social, Moral, Spiritual, Cultural (SMSC) Policy

Rationale

At Titus Salt School our visions and values of 'together, resilient, ambitious and caring' underpin our understanding and development of social, moral, spiritual and cultural (SMSC) aspects of learning. We recognise that the development of pupils spiritually, morally, socially and culturally plays a critical part in their ability to learn and achieve and in their access to the wider world. Titus Salt School aims to create a curriculum with learning and reflection opportunities that provide children with opportunities to explore and develop:

- their own beliefs and values;
- spiritual awareness;
- a caring, compassionate attitude towards others;
- an appreciation of diversity and richness of other cultures;
- high standards in their own behaviour;
- the fundamental British values of liberty, democracy, the rule of law, mutual respect and tolerance of those with different beliefs, faiths, visions and values.

Pupils at Titus Salt School are encouraged to develop an understanding of the world, society and their surroundings and accept responsibility as a member of their community, as well as build capacity to tackle spiritual, social, moral and cultural dilemmas to reach independent judgements. Through togetherness, resilience, ambition and care, we guide pupils to develop questioning, enquiring minds and guide them how to express ideas clearly and appropriately.

2.0 Aims

At Titus Salt School we aim to ensure that:

- all stakeholders are aware of and share our visions and values of 'together, resilient, ambitious, caring';
- members of staff at Titus Salt act as role models in shaping the school's visions and values;
- there is a consistent and holistic approach to the delivery of SMSC aspects of learning through all curriculum areas and general life of the school;
- pupil achievement is acknowledged and celebrated and involves pupils as active participants in all aspects of school life;
- all stakeholders have information about all extra-curricular and enrichment activities;
- assemblies address our visions and values and aspects of SMSC learning;
- links are made with community projects wherever possible;
- displays around school reflect and respect diversity;
- we provide pupils with opportunities to take responsibility in lessons and to discuss SMSC issues within all curriculum areas;
- pupils are given a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience;
- educational visits are provided to enhance pupils' SMSC learning across curriculum areas.

3.0 Definition

For the purposes of this policy document, the following aspects of SMSC as defined in the OFSTED School Inspection Handbook (updated 2022) are:

3.1 Spiritual Learning

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 experience.

3.2 Moral Learning

The moral development of pupils is shown by their:

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

3.3 Social Learning

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 other 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 affectively;
- 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

3.4 Cultural Learning

The cultural development of pupils is shown by their:

- understanding and appreciation of the wider range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures in the 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 and respect diversity. This is shown by their respect and attitudes towards different religions, ethnic and socio-economic groups in the local, national and global communities

4.0 Fundamental British Values

Titus Salt School is committed to serving its community. Members of staff and pupils recognise the multicultural, multi-faith and ever-changing nature of Britain and the vital role we all have in ensuring that groups or individuals within our learning community are not subjected to intimidation or radicalisation by those wishing to illegally, or unduly influence them.

Titus Salt School is committed to preparing learners for their life beyond the school and ensuring that it continues to promote and reinforce British values to all its pupils.

The five British values are:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance of those of different faiths and beliefs.

4.1 Democracy

Principles of democracy are constantly reinforced at Titus Salt School, with processes being used for decisions within the learning community, for instance, elections being held for year councils. Principles of democracy are also explored widely and discussed in the Humanities curriculum as well as in PSHE, form time and assemblies.

4.2 The Rule of Law

The shared understanding of laws, whether these are those that govern the class, the school or the country are consistently revisited at Titus Salt School. Pupils are conversant with the expectations and the rules of the school and the value and the reasons behind laws that govern and protect us. Pupils understand the responsibility that this involves and the consequences when laws and rules are broken.

4.3 Individual Liberty

At Titus Salt School pupils are actively encouraged to make and share independent choices, with the knowledge that they are able to do so in a safe and supportive environment. Members of staff at Titus Salt School will guide, teach and provide boundaries for pupils so that they can make better informed choices, through a varied and detailed curriculum plan. Pupils are taught how to exercise their rights and personal freedoms safely through E-safety and Citizenship programmes. The school has a clear and robust anti-bullying policy as part of the school's Positive Behaviour Strategy.

4.4 Mutual Respect

At Titus Salt School pupils have a shared understanding that their behaviours have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect and this is reinforced through the Positive Behaviour Strategy and displays in all teaching and learning areas. Positive behaviours are regularly reinforced during form time, assemblies and PSHE. Mutual respect is promoted throughout the curriculum through the provision of opportunities for pupils to express their views in a safe environment.

4.5 Tolerance of those of different faiths and beliefs

Pupils at Titus Salt School are encouraged to understand their place and responsibility in a culturally diverse society and by being provided with the opportunities to experience such diversity within the curriculum and the wider school community. The PSHE curriculum and the RE curriculum provide a broad and balanced education on a range of faiths, religions and cultures.

Titus Salt School strives to ensure that its learners leave with the strongest visions and values upon which to build a successful life and make a successful contribution to society.

5.0 Curriculum

Developments and opportunities for the teaching of spiritual, moral, social and cultural aspects of learning take place across all curriculum areas. This encourages pupils to recognise the importance and relevance of SMSC in their learning. Pupils are able to 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 have contributed to the SMSC matrix which outlines how their curriculum area contributes to spiritual, moral, social and cultural aspects of learning.

All curriculum areas provide opportunities for pupils to:

- listen and to talk to each other;
- learn how to agree and disagree;
- express and clarify their own ideas and beliefs;
- speak about challenging events, for example, bullying and death;
- increase awareness of treating all as equals (for example, race, gender, sexuality);
- explore relationships with friends, family and others;
- work cooperatively and collaboratively;
- show empathy;
- develop self-confidence, self-esteem and respect for others;
- develop a sense of belonging;
- develop critical awareness;

Practical activities to develop SMSC will include:

- encouraging pupils to work in teams, in different groups and different situations;
- taking responsibility, for example, for their own learning, in school council or as a sports leader;
- appreciating the performance of other pupils, regardless of their ability;
- involvement in a variety of different educational visits;

- involvement in hearing, seeing and participating in live performances;
- use of assembly time to explore themes and important aspects of our heritage, for example, through religious festival days and national celebrations;
- appreciating the arts, including music, art and literature through workshops which include visits from writers and artists;
- appreciating how other cultures, historical and influential people have made a valuable contribution to society.

6.0 Community Cohesion

- The school supports a wide variety of charities locally, nationally and internationally.
- The school supports community linking opportunities within and outside of school, for example, Science, Technology, Engineering and Maths (STEM) projects, university-based projects, creative writing competitions, careers fairs and work experience.
- Linking projects with local primary schools support transition to secondary school.
- Positive home-school links enable parents and carers to support the learning of their children.
- Pupils are taught to appreciate their local environment and to develop a sense of responsibility towards environmental issues.
- Summer school activities are arranged for primary schools to aid transition to secondary school.
- Assemblies are led by and supported by guest speakers on a variety of issues.

7.0 Monitoring and Evaluation

The provision of spiritual, moral, social and cultural learning is monitored by the Assistant Headteacher (Quality of Education) and the Lead Teacher for PSHE together with Faculty Leaders and Pastoral Leaders .

- Faculty and subject leaders have assessed their provision through a self-evaluation form.
- Teaching colleagues have provided specific examples of learning experiences within the SMSC framework.
- Performance indicators have been identified for SMSC and are included on the Personal Development assessment framework.

Monitoring and review of SMSC provision is undertaken through:

- lesson visits by the PSHE Lead Teacher and other designated members of staff;
- an annual audit of SMSC activities by faculty and subject leaders;
- discussion at staff meetings and governors' committee meetings;
- sharing of best practice following lesson visits;
- work scrutiny undertaken by the PSHE Lead Teacher and other designated members of staff. (Evidence of pupils' understanding and application in exercise books and folders)