
Priory Hurworth House School Spiritual, Moral, Social and Cultural Development of Students (SMSC)



'Inspiring for success'

Hurworth House is unique, we strive to bring inspiration, present endless possibilities and nurture innovation. We recognise and celebrate individuality, developing all aspects of our young people's characters in order to fulfil their ambitions

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September 2020

Procedure for:	Spiritual, Moral, Social and Cultural Development of Students (SMSC)				
Associated Priory Policy:	Spiritual, Mora, Social & Cultural Development & Community Cohesion	Number:	ES10 v04		
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Issue Date:	Sept 2020	Version:	V6	Review Date:	Sept 2021

Procedure for the Spiritual, Moral, Social and Cultural Development of Students (SMSC)

As a school, Hurworth House School has no particular religious affiliation and our student body is made up of young people from a variety of backgrounds, cultures and faiths. We enjoy and value this mix and diversity; and we aim to help our students to develop a set of core values and beliefs that will sustain them through life and see them through the dilemmas, choices and difficulties that they are bound to encounter at one point or another.

We aim to help our students to develop a reflective approach to themselves and to the world around them, one that is based on an informed understanding, tolerance and acceptance of others. These values are central to our school ethos.

Promoting SMSC at Hurworth House School

The development of students' character, personality and values is not something that can be pinned down to a timetable or targets; rather it needs to happen over their school career, organically, and as a result of an exposure to that consistent set of beliefs, attitudes expectations and experiences that is part of the daily life of our community.

Much happens as part of the formal curriculum, especially in PHSE, Morals and Ethics, Citizenship or RE, but far more is also absorbed simply through the daily modelling and implementation of the values we all share. There is no SMSC department as such, yet the messages get through because they are evident in almost everything that we do. Here are just a few examples.

Our ethos

The School's ethos encourages open communication and mutual respect; it values and fosters individuality and diversity within a strong and tolerant community; it relies less on a multiplicity of formal rules and sanctions and more on fostering a growing sense of personal responsibility; and it places a strong emphasis on tolerance and consideration for others. We seek to eliminate bias and encourage balance, in addition to requirements about curriculum content. Expectations in all areas must be adjusted for the age and ability of pupils

There are eleven parts to the SMSC regulations:

- 5(a)(i) To enable pupils to develop their self-knowledge, self-esteem and self-confidence
- 5(a)(ii) To enable pupils to distinguish right from wrong and to respect the civil and criminal law
- 5(a)(iii) To encourage pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- 5(a)(iv) To provide pupils with a broad general knowledge of public institutions and services in England
- 5(a)(v) To assist pupils to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions

- 5(a)(vi) To encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- 5(b) To ensure that partisan political views are not promoted in the teaching of any subject in the school
- 5(c) To ensure that where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils:
 - 5(c)(i) while in attendance at the school
 - 5(c)(ii) while taking part in extra-curricular activities which are provided or organised by or on behalf of the school
 - 5(c)(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere

Aims

- To enable students to develop self-knowledge, self-esteem and self-confidence;
- To enable students to distinguish right from wrong and to respect the law, both criminal and civil;
- To encourage students to assume responsibility for their behaviour, to show initiative and to understand how they can make a worthwhile contribution within their local community and further afield;
- To provide students with a broad general knowledge of public institutions and services in Britain;
- To help students respect and appreciate their own and other cultures in a way that promotes tolerance and harmony between different faiths, beliefs and cultural traditions;
- To encourage students to understand and respect the core values of democracy and individual liberty that underpin our society;
- To ensure that we preclude the promotion of partisan political views in the teaching of any subject in school, and to take such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of students, a balanced presentation of opposing views is given. This should apply whether students are in attendance at school or taking part in extra-curricular activities which are provided or organised by or on behalf of the school.

Spiritual Development

Spiritual development is associated with attitudes, feelings, beliefs and emotions rather than that which is experienced through the physical senses. The spiritual dimension of life at Hurworth House School is derived from our shared ethos – perhaps to be defined as a set of values, attitudes, expectations and reflections which help us to gain direction and meaning in our lives.

‘Spiritual’ is, of course, not synonymous with ‘religious’ though it certainly extends to an awareness of religious belief and of the diversity of religious belief systems. And, though as a school we have no particular religious affiliation, we fully recognise that some students will wish to express their spiritual awareness in religious terms.

We aim to foster the spiritual development of our students through:

- Promoting an environment where every student is given the scope to reach his or her full potential regardless of gender, race, disability or other equality issues;
- Providing a school ethos which is tolerant, non-judgemental and respectful of the individual beliefs and values of every member of the school community;
- Modelling this ethos in the relationships established between staff and students and within the staff community;
- Providing information and support to those who wish to pursue their own religious and spiritual development more actively, e.g. through participation in local societies, church, synagogue, mosque, etc.

- Demonstrating that there are many different legitimate belief systems and ways of celebrating and that all deserve understanding and appreciation;
- Proactively exploiting opportunities provided within the taught curriculum to explore issues relevant to spiritual development. This may well be more appropriate in some subjects than others most humanities and social sciences provide plentiful opportunities; the creative arts have strong associations with spirituality in its various expressions; and the interface of science and religion/human spirituality is also fertile ground for exploration and discussion;
- Encouraging students to explore and develop that which animates and inspires them and others through debate, discussion and reflection, both in class and through other opportunities that present themselves both in and outside school;
- Taking advantage of our small class sizes and teacher-student relationships to foster a climate in which aspects of spirituality may be discussed actively, frankly and openly without undue embarrassment or self-consciousness;
- Using the Enrichment activities programmes to allow the exploration of spirituality (e.g. through speakers participating in termly Deep Learning Enrichment days.)
- Creating a coherent and cumulative programme of Personal Development.

Moral Development

Moral development is concerned with enabling young people to build a framework of moral values, aligned with the law of the land, which regulates their personal behaviour. It is concerned with fundamental judgements and precepts about how people should behave and about the reasons for such behaviour.

It is about developing an understanding of societies shared and agreed values while at the same time developing a capacity to reflect on these and evaluate them for oneself. It is also about understanding that society's values are in continuous evolution in response to social and cultural change, and that there are many issues over which there is disagreement. Not least it is about respecting the needs, interests and feelings of others; being ready to explore and discuss one's own views and those of other people; and understanding the need to review and reassess one's beliefs, preconceptions and conduct in the light of experience.

We aim to foster the moral development of our students through:

- Maintaining an ethos which is characterised by mutual respect and tolerance throughout our school community;
- Defending these core values as the foundational context in which moral understanding develops and modelling them in staff attitudes and behaviour;
- Providing a clear framework of values and behaviours which is promoted consistently through all aspects of school life;
- Operating an effective and explicit system of sanctions and rewards which is based on reason and fairness;
- Giving students opportunities across the curriculum and, where appropriate, in extra-curricular activities to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities;
- Offering students a degree of freedom and self-regulation that is often greater than they have experienced previously, in order that they may develop their own autonomous moral values and understanding in a manner appropriate to their age, and to encourage them to take responsibility for their own moral decisions;
- Combining this sense of freedom with secure and effective support and monitoring mechanisms, in order that students may receive whatever support and guidance may be necessary as they develop their own moral awareness and values; Ensuring a prompt, decisive response to any expressions of discrimination, bullying or abuse;

- Encouraging conflict-resolution based on co-operation, discussion and agreed responses;
- Encouraging students to get involved in supporting charities and fundraising events and activities.

Social development

Social development refers to the abilities and qualities that young people need to acquire if they are to play a full and active part in society. It is about acquiring the skills and personal qualities necessary for living and working together in harmony with others and making a positive contribution to the school community and to the wider society. It also involves the development of the inter-personal skills necessary for successful relationships.

Social development has wider implications, however, also involving the ability to function effectively in a multi-racial, multi-cultural society and developing into a tolerant and responsible human being. It involves a developing knowledge and understanding of others as well as an understanding of society's institutions and structures, of its economic and political principles and organisations, and of individuals' roles and responsibilities within it.

We aim to foster the social development of all of our students through:

- Developing a student community that is anchored in shared values of respect, co-operation, self-discipline and friendship;
- Developing links between staff and students characterised by concern for individuals, open discussion and consultation and encouragement of individual personality and talents;
- In small class settings, ensuring the practice of respectful listening to others and encouraging individuals to contribute with confidence;
- A preference for promoting co-operation and self-motivation, rather than hierarchy and imposed discipline;
- Providing a range of opportunities for larger scale group activities (assemblies, sporting events , musical events the annual Barbeque etc.) to foster a sense of community amongst the whole student body.
- Ensuring that all students have a voice that is actively heard and taken into consideration (e.g. through the Student Voice Forum);
- Teaching students about public institutions and services;
- Providing positive and effective links with the world of work and with the wider community (for example, through the work experience programme and other aspects of the schools wide-ranging Careers IAG Education programme, involving contributions from external speakers);
- Providing opportunities for students to learn about, and to engage in, local and national democratic processes, including having democratic processes within the school whose members are voted for by the students (School Council/Student Forum; involvement in Rights Respecting schools , etc.);
- Providing activities which promote awareness of the wider world, e.g. visiting speakers, trips.
- Encouraging students to develop valuable personal qualities such as thoughtfulness, honesty and respect by acting as exemplars and through the medium of a structured programme of Personal Development;
- Encouraging students to work co-operatively and providing opportunities for students to work in a variety of social groupings;
- Providing effective pastoral care and, where necessary, helping students to resolve any tensions and conflicts that may arise within school fairly, respectfully and considerately;
- Encouraging students to support nominated charities through school events;
- Encouraging students to develop pastoral awareness and support for one another e.g. through the system of student mentors

- Encouraging tolerance for individual, cultural and other differences. This, coupled with a zero-tolerance approach towards bullying, helps to create an atmosphere in which students feel secure and form strong friendships which often span year groups, nationalities and cultural backgrounds.

Cultural development

By cultural development we mean the development of a knowledge and understanding of differing cultural beliefs, customs, traditions and 'ways of doing things' which, taken together, form the basis of identity and cohesion in societies and groups.

At its heart lies the need to develop a sense of rooted personal identity while at the same time acquiring an understanding and tolerance for other cultures and their traditions. Students develop an ability to recognise and understand their own cultural principles and values (and their dynamic and developmental nature) and to appreciate the influences which have shaped their own cultural heritage, whether music, drama, art, science, poetry or history, alongside an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs.

Cultural development should result in an ability to appreciate and operate within the emerging world culture of shared experiences provided by television, art, theatre, travel and the Internet. It is also about understanding that cultures are always changing and coping with change. Promoting students' cultural development is intimately linked with the value we place on cultural diversity and on a firm rejection of all forms of discrimination.

We aim to foster the cultural development of our students through:

- Cultivating a harmonious, well-knit student community. We value the different nationalities and cultural diversity, and the opportunities to learn from one another.
- Tackling any issues of discrimination or prejudice directly, and doing so in a way that ensures that any such occurrences become useful learning experiences for those involved and for others around them;
- Encouraging expressions of cultural diversity e.g. in the creative arts, in the annual cultural / International day, through clubs and activities and through food (themed lunches) and language and through the curriculum;
- Providing opportunities for students to participate in literature, drama, music, art, crafts and other cultural events and encouraging students to reflect on their significance giving students the opportunity to explore different values, beliefs, and cultures through a variety of approaches, including discussion and debate, in order to gain a broader cultural understanding;
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness (visits and or virtual tours to theatres and galleries etc.)
- Maintaining an effective equal opportunities policy and practice.

British Values

Hurworth House School is committed to supporting British Values:

- Encouraging pupils to respect specified fundamental British values
- Not promoting extremist views, or partisan political views, through the curriculum and/or teaching
- Ensuring pupils are offered a balanced presentation of views when political issues are brought to their attention.

Here is a more detailed explanation of what is meant by each of the statements.

Believe in yourself

This is to ensure that as a school, we do all we can to help pupils develop into self-assured, confident, happy, positive young people. Pupils are encouraged to articulate their feelings and justify them in formal and informal settings and given responsibility and trust to develop their confidence. At Hurworth House, we celebrate achievements and always encourage pupils to have the confidence to express themselves and enjoy a wide range of experiences.

To help students with this a questioning approach is adopted in order to help them develop into confident young adults. This also helps to tackle a lack of aspiration and resist unfair discrimination. Older students are also encouraged to act as role models for younger pupils.

Show you know right from wrong

As well as students showing respect for, "the law", students will be helped to understand civil and criminal law. As the school already promotes an ethos of respect for religious beliefs, students will engage in age appropriate conversations that can be about different views or even issues that can cause conflict. Students will always be encouraged to understand that while different people may legitimately hold different views as to what is "right" and "wrong", all people living in England are subject to the laws of the land. Students will be free to develop their own moral sense and to understand the impact of their actions on other people.

Contribute to your community

This means more than contributing to community life. This is about encouraging pupils to accept responsibility for their own behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which school is situated and to society more widely.

Therefore, this encourages students to reach beyond the school itself or even particular faith communities and refers to local, national and global society. Students are encouraged to interact with the world outside the school and have a wider focus. Students will be encouraged to act responsibly by participating in events and activities in order to make a positive impact on the lives of other people.

Respect those who keep us safe

Students will be helped to become aware of public institutions and services in England. This means that students will have a better knowledge of how to grow up knowing how public institutions, (Parliament, police, health care, welfare services etc.) both operate and enhance their lives. Pupils will be shown how public services have developed in their historical context and how they relate to their daily lives. Therefore, educational visits, guest speakers and presentations by relevant organisations will be shared with students.

Accept other people's beliefs

Pupils will be assisted to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions. Pupils will be encouraged to gain knowledge and respect for their own culture in an authentic and accurate manner promoting integrity. Communities which express cultural values, such as traditions, dress, food, etc will feature in the SMSC curriculum. Even though culture is different to faith, pupils will be encouraged to regard all faiths, races and cultures with respect. Teaching will promote a positive aspect to all of these elements and pupils will be prepared to interact easily with people of different cultures and faiths. Hurworth House School will promote and pursue opportunities for pupils to be linked with other schools and organisations in order to understand that other people's beliefs are important.

Rights and Respecting Schools

As a school, we operate the Rights and Respecting Schools initiative and are currently accredited at Bronze Award. The benefits of this programme are the following:

- Young people can develop better relationships with peers, staff and other adults
- Young people are more involved with the school life and the wider world
- Young people feel safe
- Young people feel healthier and happier

The Curriculum

Every subject on the curriculum has its part to play in developing the spiritual, moral, social, and cultural aspects of student development. Certainly, some subjects such as Personal, Health and Social Development, History, Humanities, Biology, Sociology, English, Morals and Ethics, Citizenship and RE have, by their nature, more obvious opportunities for exploring these issues; but the less overt contribution of other subject areas should not be underestimated. Art explores cultural diversity and encourages discussion about the moral and spiritual aspects of life as a product of student investigation into the work of particular artists; ICT classes have tackled issues such as 'Photoshop hides the truth and accentuates the impossible' or 'Computer games are bad for children'; Maths investigates the misuse of statistics; Creative subjects such as Art allows for personal exploration, discussion and reflection, enabling students to develop their own judgement and to compare this with other people's different opinions; it encourages respect and nurtures artistic talent, vision and creativity, developing a strong degree of individual and group responsibility to each other, the work and the audience. SMSC in abundance!

An annual SMSC programme is delivered through assemblies with work supported in form tutor, students follow drop down days raising understanding of Prevent with work in key stage 2 based on stereotyping and work in KS3 /4/5 focusing on radicalisation. Other drop down days add further support to the curriculum with a focus on cultural diversity, e-safety, risk management and careers advice to name a few.

Key Stage 2

This Scheme of Work follows the SEAL model of a whole school spiral curriculum with each year group looking at the same theme each half-term. It is laid out in a two year programme to allow for a wider and deeper coverage of PSHE education and Citizenship and is divided into twelve half-termly topics, six in Year A and six in Year B. The focus in Year A is mainly on personal and interpersonal relationships and health issues. This is widened out in Year B to include social and economic relationships, including international relationships. The range of topics ensure a comprehensive coverage of most PSHE education and Citizenship issues which would include community and participation, safety (including e-safety), health education (inc. SRE and Drugs Education), difference and diversity, personal relationships, the environment, financial capability, globalisation, social injustice, growth and change.

The colour-coded curriculum overview shows the balance of PSHE education, Citizenship and SEAL over the two years. The SEAL themes have been adhered to in calendar order and are intended to be supportive of, and therefore integrated into, the wider PSHE education or Citizenship focus rather than a stand-alone topic. Where possible, the topics have been linked to whole school/calendar events which might be taking place and which provide a further opportunity to link with and reinforce the PSHE education focus of the half-term.

Key Stage 3

KS3 SMSC is delivered weekly by Citizenship, RE and PHSE sessions and supported with 6 deep learning days per year, these days have a focus theme which is responsive to the development needs of the students eg themes such as Risk, Cultural and Heritage days are planned per term.

The citizenship curriculum is delivered over 3 stages where planning is specifically tailored to addressing the following key concepts:

- Democracy and Justice, Rights and Responsibilities and Identities and diversity: living together in the UK.

The PHSE curriculum is delivered via **Stages 1-3** as follows –

- Setting goals / Sex and relationships
- Healthy body and mind
- Drugs Education
- Community based project
- Careers and the economy
- The way I learn

Content is differentiated in ensuring progression linked to the given theme across the key stage. The RE curriculum follows a locally agreed syllabus for key stages 2 and 3. Resources are found on the standards site. The scheme of work can be translated into manageable units of work. At Hurworth House we follow a staged provision to ensure access for those who are working towards and beyond national expectations.

The units are aimed at pupils who are that are broadly appropriate for their age. We adapt them tailored to our individual pupils' needs. The 'Adapting units' section provides guidance on doing this.

Each unit in the scheme of work is designed to take approximately half a term (minimum six hours). Although the units are sequenced in the scheme of work, they may be rearranged. In reordering the units it will be necessary to take account of what has been studied previously. The level of demand and expectation of each unit will also need to be adjusted to take account of the age group to which it will be taught.

Key Stage 4

At Key stage 4 the SMSC scheme of work is supported with vocational elements of accreditation subjects, such as work skills, enterprise and personal finance. A works experience placement is attached to Y10 / 11 provision. The PHSE scheme covers the following themes:

- Making Decisions
- Looking after yourself/food
- Anger Management
- Prejudice and self esteem
- Drugs awareness and mental health
- Managing Finances
- **Career planning**

Citizenship lessons across KEY stage 4/5 take into account the following themes:

- Community Action and Active Citizenship
- Democracy and Identity
- Fairness and Justice

- Global Issues

Therapeutic Intervention

The school delivers therapeutic programmes through PHSE sessions. These sessions are led by the school psychologist who has in conjunction with education staff developed 6-10 week programmes on anxiety and anger management. These programmes offer a solution-focused opportunity to develop the insight and skills to understand and manage emotional turbulence and mood swings in a healthy and regulated manner. This work uses advanced counselling skills in a coaching relationship to cover a series of specified topics.

The sessions comprise short, achievable tasks that incorporate a range of learning styles: discussion, problem cards and scenarios, brainstorming, questions and closing evaluations/plenary.

Assemblies

The weekly assemblies give staff and students the opportunity to celebrate achievement with our Headteacher award and other certificates. The daily assembly and form tutor programme address's a very wide range of significant issues. These can be very powerful in what they promote and in what they reject. Recent themes have included 'conflict, memory and remembrance', 'the nature of friendship and positive relationships', 'what is the meaning of charity', linked to concepts of resilience, reflection and reasoning', 'present-giving at Christmas time', 'how to promote cultural understanding in communities', etc.

Promoting Environmental awareness

We believe that an informed awareness of environmental issues, both in one's own immediate context and more globally, is an important part of the education that we must give our students.

Outside Speakers

Please note that during covid the school seeks to utilise virtual speakers via zoom

The school has a programme of outside speakers. Some are regular visiting College speakers, or part of the Schools termly Deep Learning Day programme (where recent visitors have included an inspirational speaker, and local armed and police services.) Such visits have a huge influence on students, not simply in the knowledge they convey, but also in providing opportunities for interacting with a wide range of different personalities and life experiences, something which will inevitably provide material for reflection and evaluation in the development of their own character.

Links with the wider community

Hurworth House School is very much part of its community and we engage with our local community in a variety of ways. Recent examples include charity fundraising for the local Hurworth Parish and a community tea event in the village. In addition students have contributed to enhancing a local memorial bench with their joinery skills and collected sufficient funds from the neighbourhood to support a dog's trust initiative.

Charity Fundraising

Considerable sums are raised by students each year for charities locally, nationally and internationally. Comic Relief, Sport Relief and the Cancer research have all been recent recipients. Students participated in a Christmas Shoebox Appeal and in fund raising events for the homeless.

Associated resources (external links)

- <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>
- <https://www.gov.uk/government/publications/teachers-standards>
- <https://www.pshe-association.org.uk/>