

# SMSC Policy

**Last reviewed on:** 30/09/24

**Next review due by:** 30/08/25

## Rossendale School SMSC Policy

### Introduction

Rossendale school puts the development of the pupil as a whole at the forefront of its aims; encouraging self-esteem and respect for others, independence and responsibility, creative and critical thinking, innovation, problem-solving and a passionate interest in the wider world. As our students move through the school, we are committed to developing not only their academic standards and level of achievement but also their spiritual, moral, social and cultural awareness, embedding this in our curriculum and developing the 'whole child'. **Spiritual, moral, social and cultural (SMSC)** development and British values are promoted at every opportunity as part of the overall ethos and values of the school and are embedded in the curriculum. They are impossible to separate from everything else that the school embodies and examples for developing SMSC opportunities are therefore found in all aspects of school life; through assemblies, form time, residence, interactions with external agencies, extra-curricular opportunities, and student voice. All adults model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families.

### Policy Aims

- That everyone connected with the school is aware of our values and principles.
- That a consistent approach is adopted to the delivery of SMSC issues through the curriculum and the general life of the school.
- That a student's SMSC education is provided within a context that is meaningful and appropriate to their age, aptitude and background.
- That students have a good understanding of their responsibilities and how to exercise them
- That we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief.

### What is SMSC?

(SMSC is defined in the Ofsted School inspection handbook November 2019:) 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

**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, recognise 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 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 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 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 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 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 religious, ethnic and socio-economic groups in the local, national and global communities.

## **Key Personnel and staff responsibilities**

All members of the school community have a responsibility to promote SMSC & British Values in their lessons and wider practice

The following staff have responsibility for SMSC:

- Deputy Headteacher
- Teaching and Learning Lead
- PSHE Lead

All curriculum areas provide opportunities for students to:

- Listen and talk to each other;
- Develop an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties;
- Agree and disagree;
- Experience good role models;
- Take turns and share ideas, equipment and give peers the opportunity to contribute;
- Work co-operatively and collaboratively.

## **The Value of Spiritual, Moral, Social & Cultural Education**

The ultimate test of SMSC isn't where it is "delivered", but on the impact it has on learners. At Rossendale School we recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and personal challenge, 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 areas contribute to the pupils' spiritual, moral, social and cultural development. Expected behaviour is promoted and modelled, seeing all people as valuable individuals and showing respect for pupils and their families. Children learn to differentiate between right and wrong in as far as their actions affect other people and to take responsibility for their actions. They will be encouraged to value themselves and others. Pupils should understand their rights and responsibilities and the need to respect the rights of others. The ethos of the school and classrooms promote high expectations of behaviour. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teachers' planning and learning resources.

## **British Values**

The values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different religious faiths and beliefs, as well as for those without religious faith, are promoted to students by:

- Enabling students to develop their self-knowledge, self-esteem and self-confidence;
- Enabling students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Furthering tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures;
- Encouraging respect for other people;
- Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

## **Below are some of the ways that Rossendale promotes the understanding and knowledge expected of students with regard to fundamental British values:**

- An understanding of how citizens can influence decision-making through the democratic process. Pupil voice allows pupils to put this into practice to have their say and influence decision making in school. They are also taught how parliament and government work in PSHE lessons and the importance of taking part in democratic processes.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. On a micro level this is reflected in the school ethos and behaviour expectations, pupils have the chance to reflect on their behaviour and actions and see how the system is designed to keep themselves and others safe whilst in school, allowing them to develop, reflect and be involved in the decision-making process of developing personal and school strategies to help improve life in school. On a level it may be taught in PSHE lessons about how the law and judiciary operate in the UK, pupils may be visited by law enforcement officers, or take part in a 'mock trial', or visit a court of law.
- An understanding of the importance of identifying and combatting discrimination.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

- Through PSHE lessons pupils are taught that actions have consequences, and that laws exist to protect the different characteristics that we each have. They are taught about the history of the Equality Act 2010, and how it is designed to provide opportunities to allow them to be treated fairly and not be discriminated against.

### **Monitoring and evaluation**

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

- Identification of SMSC aspects in the curriculum by subject leads
- Monitoring of teaching and learning by HOD's, SLT and Governors;
- Regular discussions at staff and governors' meetings;
- Audit of policies and schemes of work.
- Student feedback on the delivery of SMSC and future areas of importance and interest;
- Regular monitoring of strategic whole-school SMSC opportunities in the School Development Plan.

### **Conclusion**

We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC development will purposefully ensure our students develop the skills they need to achieve success and fulfilment in life.