



Woodview School

Spiritual, Moral, Social and Cultural Development and Community Cohesion Local Procedure

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SMSC

Local Procedure Title	Spiritual, Moral, Social and Cultural Development and Community Cohesion
Site	Woodview School
ECS Policy number and title	ECS 34 Spiritual, Moral, Social and Cultural Development and Community Cohesion
Local Procedure template reference	ECS LP 34
Local Procedure date	September 2024
Local Procedure review date	September 2025
Local Procedure Author(s)	Andrew Crush
Local Procedure Ratification	Checked and Approved by: Nicola Craig

1. Section Title - Introduction

At Woodview School we recognise that education should not solely be concerned with the development of knowledge and skills but should also encompass the personal development of each young person. We understand that the social, moral, spiritual and cultural development of our students plays a significant part in their ability to learn and achieve. Our School values and curriculum focuses on the holistic development of the individual. Therefore our intention is to provide an education that delivers opportunities for the young people to explore and cultivate:

- Their own personal values and beliefs
- Spiritual awareness
- A positive, caring and tolerant attitude towards other people
- The importance of teamwork & community awareness and a sense of belonging
- An ability to communicate effectively and interact positively in all social settings
- An appreciation of the diversity and richness of cultures, including their own.

We also promote the development of responsibility towards others and the environment. We encourage students to respect the five fundamental British values:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance

2. Section Title - Intent
<p>By providing a nurturing environment along with the delivery of a broad and balanced curriculum our intention at Woodview School is to:</p> <ul style="list-style-type: none"> • Ensure that our student's education is set within a context that is meaningful and appropriate to their age, ability and background. Their education is enriched to ensure the essential knowledge that children need to prepare them for their future success to achieve cultural capital. • Empower students to develop their self-knowledge, self-esteem and confidence. • Enable students to distinguish right from wrong and to respect the rule of law. • Encourage students to accept responsibility for their actions and choices, show initiative and understand how they can contribute to the school community and the wider world. • Give our students a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences. • Enable students to develop an understanding of their individual and group identity. • Enable students to begin to develop an understanding of their social and cultural environment and an appreciation of the many diverse cultures that now enrich British society. • Give our students the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility. • Encourage students to respect fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. • Offer a balanced presentation of opposing viewpoints where political issues are brought to the attention of students.
3. Section Title – School Values
<p>At Woodview School, our intention is to support our students during their life journey to develop into self-assured, confident, happy, well-balanced and healthy young people. Our six school themes foster and help our students recognise the importance and value of:</p> <ul style="list-style-type: none"> • Creativity • Fun and Friendly • Resilience • Independence • Teamwork • Aspirational
4. Section Title – Spiritual Development
<p>At Woodview School we support our students to be reflective about their own beliefs and perspectives on life. We are inclusive and respectful to all individuals, their faiths, feelings and values. We encourage our students to develop a positive attitude towards themselves, others and the world around them. The curriculum is designed to allow them to use imagination and creativity in their learning.</p>
5. Section Title – Moral Development
<p>At Woodview School we support our students to reflect upon their own experiences, enabling them to distinguish the difference between right and wrong and develop a respect for the civil and criminal law of England. The young people are encouraged to develop an understanding of their own emotions, actions and consequences of their behaviour. They participate in discussions and develop opinions about contemporary moral and ethical issues.</p>

6. Section Title – Social Development
<p>At Woodview School, our students are supported to develop their personal, social and communication skills so that they can develop positive relationships with others; interact successfully within the school and wider community.</p> <p>Students are encouraged to be cooperative and effectively resolve conflict. They are encouraged to develop tolerance and understanding so that they can contribute effectively in a multi-racial, multi-cultural society and develop into positive, helpful human beings.</p> <p>We teach knowledge and understanding of our society including people, society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities. We endeavour to prepare our students for life as a citizen, parent, volunteer or worker within the community.</p>
7. Section Title – Cultural Development
<p>At Woodview School we believe in helping students to develop their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of other communities. We strive to enhance their understanding and respect for diverse faiths and cultures. They are taught about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p>
8. Section Title – Implementation of SMSC/cultural capital & British Values
<p>At Woodview School, SMSC will be delivered through all aspects of the school's broad and rich curriculum.</p> <p>Our intention is to embed a nurturing ethos at Woodview School. We promote teaching styles which value students' questions and encourage reflection, thoughts, ideas and concerns. We create an environment where opportunities are accessible to all, enabling each student to recognise and achieve their potential.</p> <p>Woodview School provides opportunities for SMSC development outside of the classroom, such as visits to museums, historic buildings, through exploration of art and the sciences. This is documented in the medium-term planning across the school.</p> <p>At Woodview, students in year 9-11 select their enrichment option from at least three different choices that consider SMSC, cultural capital and British values. This provides students with an opportunity to follow specific interests to help motivate and engage them. Student feedback regarding enrichment options is welcomed to inform future options and planning.</p> <p>Students are provided with opportunities to participate in fund raising work to support local charities, such as baking different goods to sell in the local community.</p> <p>At Woodview School our therapy lead encourages our students to participate in regular relaxation/therapeutic techniques to explore ways of understanding and dealing with their emotions.</p> <p>We plan regular themed events to develop and deepen cultural awareness, such as World book day.</p> <p>Woodview School organises guest speakers from within our community to give an insight into roles, responsibilities and career opportunities, such as artists, musicians, police (These provide students with</p>

opportunities to develop and consolidate their understanding of the law and also to help students understand how positive relationships support communities) and career advisors.

Every assembly theme at Woodview School is mapped and linked to the School Values, SMSC and British values.

Students at Woodview School are taught about the importance of democracy and we provide opportunities to involve them in democratic action, such as, through the election of tutor representatives to sit on the school council. Students are encouraged to debate and exercise democracy in decision making, such as during school council meetings.

Students in year 10 are encouraged to begin a two-year GCSE course- Citizenship studies. This course covers all aspects of British values.

PSHE is embedded through tutor time sessions at School. The Long term plan for PSHE is organised into six themes with a variety of topics linked to them. There are overlaps between these topics, exploring more than one theme. The six themes are:

- Self-Awareness (Me, who I am, my likes, dislikes, strengths & interests)
- Self-care Support & Safety (Looking after myself and keeping safe; aspects of relationships and sex education)
- Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of relationships and sex education)
- Changing & Growing (How I and others are changing; new opportunities and responsibilities; aspects of relationships and sex education)
- Healthy Lifestyles (being and keeping healthy, physically & mentally)
- The World I Live In (Living confidently in the wider world)

Through these six themes our students develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, and critical awareness.

All curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals and accepting people who are physically or mentally different.
- Agree and disagree and learn to deal appropriately with conflict.
- Take turns and share equipment and resources.
- Work co-operatively and collaboratively in pairs and small teams.

PSHE lessons are an effective way of providing pupils with time to explore sensitive or controversial issues, and equip them with the knowledge and skills to understand and manage difficult situations. At Woodview School embedded within the PSHE curriculum are opportunities for pupils to build resilience to extremism and enable them to develop a positive sense of identity through the development of critical thinking skills.

Woodview School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning society's values. Pupils regularly participate in discussion, with speaking and listening being embedded in all subjects. Pupils and teachers speak freely and voice their opinions. However, there is an understanding that freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

To support students come to terms and take responsibility for their actions and behaviour, the school implements restorative justice meetings where key staff support students to identify what happened, why it happened and what needs to be done to put things right.

9. Section Title - Impact

By promoting Our School and British values and embedding all aspects of SMSC across the curriculum, when students leave Woodview School, they should:

- Have developed their self-knowledge, self-esteem and self-confidence.
- Have aspirations for their future learning.
- Be able to distinguish between right & wrong and respect all members of society.
- Accept responsibility for their behaviour.
- Have a broad general knowledge and respect for public institutions and services in England.
- Demonstrate tolerance and harmony between different cultural traditions, appreciate and respect their own and other cultures.
- Have respect for democracy.
- Have the confidence to challenge extremism and prejudice where and when it happens.

10. Section Title – How SMSC is assessed

At Woodview School, SMSC is assessed by the pastoral and therapeutic lead. Students' progress in regards to their pastoral emotional wellbeing is recorded

Tutors can monitor students' progress weekly using the school CRITA value system which is reported weekly to parents and carers.

Students achievements regarding SMSC are recognised and celebrated every week in Primary and secondary assemblies.

Contents Checklist (Local Sites may add additional items – this is a core list)

Links to the aims/mission of the school			
How is SMSC delivered?			
How is SMSC tracked and monitored?			
Reference to the prevent agenda			
Visits and visitors programme			
Link to the Priory policy			

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions