



POLICY DOCUMENT FRONTPAGE

POLICY NAME: SMSC
(Spiritual, Moral, Social & Cultural)

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SMSC POLICY (SPIRITUAL, MORAL, SOCIAL & CULTURAL)

Introduction

Alec Hunter aspires to be a school where students are encouraged to strive for academic excellence and develop a spirit of open and shared enquiry whilst realising their individual potential and qualities of character so they can make a positive contribution to the world. It is our aim to offer a curriculum that is inspiring, challenging, caring and all-inclusive in order to enable our young people to be responsible, reflective and active citizens with a strong awareness of British values. In doing so, we hope that students enjoy learning and that they have a sense that their achievements are celebrated and valued through a range of events during the academic year.

We endeavour to actively promote all students' spiritual, moral, social and cultural (SMSC) development by providing positive, engaging and supportive experiences through planned and coherent opportunities in the school curriculum and through interactions with teachers, other adults and the local, national and international community. To further reinforce this, the school has a comprehensive Learning for Life (LfL) programme which focuses heavily on developing SMSC values as well as PSHE, PD, RSE and Citizenship. In addition we run a structured assembly programme, weekly tutorial reflection time, and Skills Days (collapsed timetable days) which support and complement the SMSC curriculum that is offered at Alec Hunter.

This policy relates to the whole life of our school. It threads throughout our whole curriculum at Alec Hunter, but also through the examples set by the adults in our school and through the quality of relationships they adopt with our students. All members of staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the school.

1. Spiritual Development

The aim of spiritual development is to help students to explore their own beliefs, feelings and values that influence their perspective on life. Our curriculum is designed to allow students to reflect, use their imagination to express themselves through creativity and to encourage enjoyment in learning about oneself, others and the surrounding world.

At Alec Hunter we promote this in a variety of ways including through:

- An RPE (Religion, Philosophy and Ethics) curriculum across all 5 year groups where students reflect on their own beliefs and the beliefs of others.
- A Learning for Life programme (supported through additional Skills Days) taught to all year groups that encourages the development of self-esteem, reflection and understanding of oneself and others.
- An assembly programme which focuses on a range of key religious events within the Christian calendar and other World Faiths but also encourages students to reflect upon our world with awe and wonder.
- A weekly tutorial Reflection programme that allows students to reflect on a range of topics and to promote curiosity.
- A rewards system that celebrates and promotes pride in learning through the use of VIVOs, certificates in assemblies, the Jack Petchey Award, PROUD points and Awards Events.
- Educational enrichment trips, creative partnerships and visiting speakers which provide students with a range of experiences that allow them to reflect and establish their own views about themselves, each other and the world.

- A curriculum in which students learn about spiritual values in a whole range of subject areas such as through the stories in English, Drama, Music, Art, History and RPE to name just a few.

2. Moral Development

The aim of moral development is to help students to recognise the difference between right and wrong and to apply this to their own choices in life. Students are taught to respect English law and understand the consequences of their behaviour and actions. They are given opportunities to explore a range of moral and ethical issues, allowing them to reach their own reasoned views upon these issues.

At Alec Hunter we promote and deliver this in a range of ways that include:

- Through our Behaviour for Learning Policy which is shared with staff, students and parents. Our policy aims to be supportive and allow students to correct their behaviour before sanctions are applied.
- Through modelling good behaviour among all adults that work at Alec Hunter inside and outside of lessons to promote and reinforce good behaviour among our students.
- Through the work that our Student Support Leaders and our Tutor Team do to help restore broken or damaged relationships between students, their peers and adults.
- By giving students the chance to become Proud Ambassadors who promote the positive attribute of respect across year groups.
- Through a range of themed moral issues that are covered throughout our Reflection Tutorial programme and weekly Assemblies focusing on morals such as gratitude and fairness.
- Through our comprehensive Learning for Life Curriculum which covers a range of moral issues and delivers a curriculum that covers English civil and criminal law, the consequences of crime and the ways to prevent crime.
- Through our RPE curriculum where a range of moral and ethical issues are debated and discussed such as abortion, euthanasia and Just-War Theory.
- Through our History curriculum where we study ethical issues such as slavery, child labour, the development of rights and responsibilities through the Feudal System.

3. Social Development

The aim of social development is to enable students to develop a range of social skills and personal qualities that would enable them to function and contribute effectively to life in modern Britain. We aim to encourage our students to be co-operative and to accept and engage with people from a range of different backgrounds and with differing opinions.

At Alec Hunter we aim to encourage this through various media by providing students with the opportunity to develop their social skills through:

- Interacting with staff in school and external visitors and guests in a mature and exemplary manner.
- Working in teams and developing leadership skills throughout the school through roles of responsibility such as Peer Mentors, Prefects, Proud Ambassadors, Recycling Volunteers, House Teams, Sports Teams, Road Ambassadors, Language Leaders, Anti-Bullying Ambassadors and through a whole range of other clubs and enrichment opportunities offered to them at Alec Hunter.
- Engaging with the School Council where students can share their views with elected School Council Representatives within each year group and tutor group to voice their ideas and concerns to their peers, and to the senior leadership team.
- By offering students in Year 11 the opportunity to become Head Boy/Girl and Prefects to develop confidence and take greater responsibility in the life of the school.
- Through a range of programmes such as the Jack Petchey 'Speak Out' Challenge and the 'Have Your Say' Competition which allows students to develop greater confidence in public speaking.
- Through the opportunity Year 8 students have to act as School Monitors and take greater responsibility for the day-to-day running of our school.
- Through a range of fund-raising opportunities for people outside of the local area. Students have the opportunity to participate in various charity events such as Children In Need, Comic Relief and Sports Relief Weeks.

- Through our comprehensive Learning for Life Programme (boosted where needed by Skills Days) where students delve deeper into our British Values, and develop their social skills further through a range of activities.

4. Cultural Development

The aim of cultural development is to help foster in students an appreciation of the cultural influences that guide them, as well as develop greater awareness of our British parliamentary system and the British Values that shape our nation. We aim to provide our students with a range of cultural opportunities that help them to understand, accept, respect and celebrate diversity.

- Through a comprehensive Learning for Life Programme in Years 7-11 which develops student knowledge of our parliamentary democracy system, British Values and tolerance and diversity.
- Through a range of subjects that give time to learning about British Values, Democracy, British Heritage and give students an opportunity to participate in a range of cultural activities. Subjects that promote this actively include History, Physical Education, Music, Drama and Art.
- Through an Assembly and Tutorial Reflection Programme that promotes diversity, inclusion, tolerance, conflict resolution, British Values and Human Rights.
- Through the work of our Erasmus Programme which allows students to engender links with other young people from countries across Europe. Our current partnership focuses on the theme of 'No Place for Hate' promoting acceptance and understanding the value of diversity.
- By becoming a member of the RAAP (Raising Awareness Against Prejudice) Group which has so far campaigned for inclusion and tolerance among young people from a range of different cultural backgrounds.
- Through our work as a school that has gained Stonewall Champion status and by promoting equality, fairness and inclusion for all.
- Through a range of enrichment trips abroad to learn about different cultures, their history and what makes them so diverse. This is most notable through our biennial involvement in the World Challenge Programme and through trips run by the MFL and Humanities Departments.
- Through a range of cultural visits to places of interest such as museums, art galleries, universities, theatres and concerts to explore our rich culture in Britain and different ways of life.

Process and Practice

The school has appointed a Learning for Life Co-ordinator, a designated SMSC Senior Leader and an SMSC Governor. The Learning for Life Co-ordinator and Senior Leader will meet regularly to ensure that the aims of this policy are met. The SMSC Governor will visit the school at least twice per year to monitor progress with the SMSC section of the School Improvement Plan.

At a departmental level, Heads of Curriculum Areas will regularly audit with their teams the opportunities for covering relevant SMSC criteria in their Schemes of Work/Programmes of Study and update the SMSC tracking tool accordingly.

As a Senior Team we will regularly promote student voice and democracy via the School Student Council, student forums, focus groups and involve students in the appointment of staff. Those with responsibility for publicising the school or liaising with other schools and organisations should consider the SMSC aspects of their public relations. In addition to being representatives of the school, they should report SMSC matters arising from their links to the school at appropriate occasions.

At a pastoral level, the Student Support Team and groups of tutors will regularly discuss SMSC issues and appropriate thought will be given to how aspects of these issues may be best communicated to members of staff, to students and parents, and to other interested individuals.