

SMSC POLICY

THIS POLICY INCLUDES THE EARLY YEARS FOUNDATION STAGE

ISI Code:	Spiritual, Moral, Social and Cultural Policy
Policy Author:	Heads of PSHEE Ellie Edsor & Leah Goddard
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1. INTRODUCTION:

The importance of pupils' Social, Moral, Spiritual and Cultural (SMSC) development is recognised in law. Independent schools are required to meet the Spiritual, Moral, Social, and Cultural (SMSC) regulations as set out in the Education (Independent School Standards) (England) Regulations 2019. Section 78(1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.

Included in SMSC is education for Social Responsibility, which is the promotion of well-being, the rights responsibilities, knowledge, skills and opportunity that will enable young people to be valuable, compassionate and constructive members of society. This is embedded within all parts of the curriculum and links learning to the wider world, economic and cultural difference and helps promote the British values of service, leadership, character, empathy and tolerance. Pupils are encouraged to explore and support the love of the natural world and issues of conservation and sustainability. Internationalism is at the heart of the school and pupils are expected to embrace the ideals of global citizenship, protecting human rights, exercising responsibility and citizenship and stepping up to the mark. We aim to enable pupils to play a confident, informed role in society and have a fully developed values system and be able to interact with others in a positive way.

2. AIMS:

Pennthorpe has the following aims in developing SMSC in every pupil:

- To play a part in the personal development of their pupils, in a manner that is beneficial to the pupils.
- To develop a climate or ethos in the school within which all pupils can grow and flourish, respect others and be respected.
- To help pupils develop into self-assured, confident, happy, positive young people who are developing their self-knowledge.
- To develop pupils' values and their understanding of British values and the law of the land.
- To teach pupils how to be responsible for their behaviour from an early age.

- To encourage pupils to show initiative.
- To foster and develop a strong sense of community in the pupils, by creating a strong school community and through work with other communities, and to develop pupils' contribution to community life.
- To ensure that pupils are knowledgeable about the public institutions and services in England, enabling them to understand the support these offer and how they can be accessed.
- To ensure that pupils are encouraged and enabled to interact with people of other cultures and faiths in a positive way, thus promoting community cohesion.
- Actively promote the Fundamental British Values

3. KEY ELEMENTS OF SMSC PROVISION

The SMSC regulations are all inter-related and shown below:

- To enable pupils to develop their self-knowledge, self-esteem and self-confidence:
 - Self-knowledge* – Knowledge about strengths, weaknesses, and character
 - Self-esteem* – Being able to appreciate yourself, your strengths and character
 - Self-confidence* – Being able to trust your own capabilities, and feeling sure of yourself;
- To enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

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 at the School, in the locality of the school and to society more widely;

- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- To enable pupils to acquire an appreciation of, and respect for, their own and other cultures in a way that furthers tolerance and harmony between different cultural traditions;
- To encourage respect for other people;
- To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in England;
- To encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

4. TERMS OF IMPLEMENTATION OF SMSC:

A. SPIRITUAL:

Pupils should be:

- Enabled to explore beliefs and experience.
- Respect faiths, feelings and values.
- Enjoy learning about themselves, others and the surrounding world.
- Use imagination and creativity.
- Reflect.

Pennthorpe is fostering these attributes through:

- The delivery of subjects such as Philosophy, PSHE, Tutorials, History, Drama, English and Art, alongside Huddle (Chapel) Services and Extra-Curricular activities charity work, for example by:
 - Giving pupils the opportunity to explore values and beliefs including religious beliefs and the way in which they affect peoples' lives - (various schemes of work and examples of pupil work).
 - Pastoral time in year groups and Form time.
 - Enabling pupils to develop a set of values, principles and beliefs to inform their perspective on life and their behaviour – (debates and discussion within subjects e.g. History)
 - Encouraging pupils to explore and develop what animates and inspires themselves and others – (e.g. through PSHE and the Wellbeing program).
 - Encouraging pupils to express innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight – (examples seen in reflections on artwork, creative pieces of writing in English and reflections after PSHE lessons).
 - Encouraging pupils to reflect and learn from reflection – (evidence seen in pupil work, and the Wellbeing program).
 - Encouraging pupils' self-knowledge and awareness in terms of thoughts, responsibilities and experiences; and giving them the opportunity to understand human feelings and emotions, the way they affect people, and growing awareness of when it is important to control emotions and feelings – (specifically covered in PSHE, tutorials and the Wellbeing program).
 - Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected – (School & Eco council meetings).
 - Accommodating difference and respecting the integrity of individuals – (various Huddle (chapel) services).
- Promoting teaching styles which:
 - Valuing pupils' questions and giving them space for their own thoughts, ideas and concerns.
 - Enabling pupils to make connections between aspects of their learning E.g. STEM events such as Goblin Car, Leavers' Programme.

- Encouraging pupils to relate their learning to a wider frame of reference – for example, asking why? how? and where? as well as what?
- Monitoring in simple, pragmatic ways, the success of what is provided.

B. MORAL:

Pupils should:

- Recognise right and wrong.
- Respect the law.
- Understand consequences.
- Investigate moral and ethical issues.
- Offer reasoned views.

Pennthorpe encourages pupils' moral development by:

- Providing a clear moral code as a basis for behaviour, which is promoted consistently through all aspects of the school (e.g. through classroom displays and the school's Core Values).
- Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong (e.g. in History, PSHE, tutorials and Huddle (Chapel) services).
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision-making (House and School Forums as well as in PSHE, and tutorials, Computer Science for online safety, and the wellbeing program).
- Rewarding expressions of moral insights and good behaviour (teacher awards such as Praise postcards, Commendations and Citizenship Awards).
- Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school (e.g. in PSHE).
- Modelling, through the quality of relationships and interactions, the principles which they wish to promote, for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts.
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour (e.g. the Eco Council).
- Providing models of moral virtue through literature, humanities, sciences, arts, Huddles (Chapels) and acts of worship (see Schemes of Work).
- Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions.

C. SOCIAL:

Pupils should be able to:

- Investigate moral and ethical issues.
- Appreciate diverse viewpoints.
- Participate, volunteer and cooperate.
- Resolve conflict.
- Engage with the British values of democracy, the rule of law, liberty, respect and tolerance.

Pennthorpe encourages pupils' social development by:

- Identifying key values and principles on which school and community life is based.
- Fostering a sense of community, with common, inclusive values which ensures that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.
- Encouraging pupils to work co-operatively (e.g. in house and school competitions, sport and group tutorials).
- Encouraging pupils to recognise and respect social differences and similarities (e.g. in MFL lessons, PSHEE, RSE).
- Providing positive corporate experiences – for example, through Huddles (Chapels), team activities, school productions, sports tours and other trips.
- Providing opportunities for pupils to develop leadership skills through the PSB curriculum and projects, Citizens, House Captains, Prefects, Seniors and Head Boy & Head Girl.
- Helping pupils to develop personal qualities which are valued in a civilized society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self- respect (e.g. School Prefect training and the allocation of 'Buddies' to new pupils).
- Helping pupils to challenge, when necessary, and in appropriate ways, the values of a group or wider community (e.g. work done on anti- bullying, anti-bullying ambassadors).
- Helping pupils resolve tensions between their own aspirations and those of the group or wider society.
- Providing a conceptual and linguistic framework within which to understand and debate social issues.
- Providing opportunities for engaging in the democratic process and participating in community life - (e.g. Mock elections, including hustings, class monitors or other roles of responsibility).
- Providing opportunities for pupils to exercise leadership and responsibility – (numerous including roles in houses and sports teams).
- Providing positive and effective links with the world of work and the wider community (various cross-curricular mornings, raising money for charity).

D. CULTURAL:

Pupils need to be able to:

- Appreciate cultural differences.
- Appreciate the role of Britain's parliamentary system.
- Participate in cultural opportunities.
- Understand, accept respect and value diversity.

Pennthorpe is encouraging pupils' cultural development by:

- Providing opportunities for pupils to explore their own assumptions and values (e.g. opportunities for volunteering and raising money ensuring the raising of the understanding of the needs of others).
- Presenting authentic accounts of the attitudes, values and traditions of diverse cultures (e.g. visiting speakers).
- Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality (e.g. covered in PSHEE, RSE).
- Recognising and nurturing particular gifts and talents (scholars and Head's Commendations successes mentioned in Head's Huddles (Chapels) and House Meetings as well as Speech Day).
- Providing opportunities for pupils to participate in literature, drama, music, art and other cultural events and encouraging pupils to reflect on their significance (opportunities for all to take part in sporting, musical, drama and artistic activities as well as visits to museums, galleries and theatres).
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre visits, gallery and museum visits, language trips, cultural visits, foreign exchanges.
- Reinforcing the school's cultural values through displays, posters, exhibitions, etc.
- Monitoring, in simple, pragmatic ways, the success of what is provided.

5. EVIDENCE OF PERSONAL DEVELOPMENT:

Pennthorpe monitors its SMSC development through planning and monitoring, pupil Happiness surveys and Kindness surveys. The School places responsibility on the pupils for developing themselves in each of the SMSC areas and they discuss these areas with their Tutors or Class Teachers.

Pupils' development is constantly monitored through the following:

- Reporting procedures.
- Tracking data.
- Prep School Staff Meetings.
- Rewards and sanctions systems.
- Behaviour logs i.e. the DayBook in Engage.

- Pupil evaluation and review.
- Staff and Tutor meetings.
- The Roots, Shoots and RISE Wellbeing Program
- Lessons, activities and tutorials.

Pupils' opportunities are regularly monitored through the following:

- Annual planning and policy review, development plans and updating and improving Schemes of Work and Programmes of Study.
- The curriculum: All teachers are expected to consider any possible SMSC links in what they are teaching. Mutual respect and personal development are encouraged by the nature of interaction between teachers and pupils. Specific subjects include discussion of SMSC ideals within the taught curriculum. This is diverse and wide ranging, including teaching of other religions in RS, environmental issues in Geography, cultural differences in MFL, emotional intelligence and personal growth in PSHE and many more.
- Huddles: Huddles (Chapels) are used to celebrate individual and group successes, stressing the wide range of opportunities available for pupil contribution. Chapel services are broadly rooted in Christian ethos, but also contain a strong moral message which is non-denominational.
- The tutor system. Each pupil has a tutor, key worker or class teacher who helps their academic, social and personal welfare. Form Time explicitly and implicitly deals with the promotion of personal values.
- The Wellbeing Program. Pupils in Year 3 to 8 engage half termly with a personal champion/coach. Each are designed to be organic in developing the individual pupil and enabling them to tackle issues personal to them in addition to setting personal targets and goals.
- Cross-curricular Activities: There are numerous and diverse cross-curricular activities including a timetabled session called Think Tank for Years 5-8 which make a major contribution to personal development. Working as a team in a range of sports, overseas trips and tours, music, art and drama, concerts and plays all contribute to the social, cultural and moral development of pupils;
- Responsibilities and Leadership: The opportunity to develop leadership skills and take responsibility for their own and others well-being is developed as pupils' progress through the school. In all year groups, pupils enjoy the opportunity to be a leader be it a House Captain or class monitor.
- School prefects help take responsibility for many areas of the running of the school. Most age groups have the opportunity to be team captains in sports teams. There is also a School, Eco Council, Food Council and the Anti-Bullying committee so that pupils can contribute to the community through a whole school pupil voice.
- Specialist staff: In addition to the teaching staff, there is Matron and a Wellbeing Guardian who have a particular role to play in working closely with individuals to assist them to prepare in diverse ways for the outside world;
- Special Services: During the school year there are occasions, such as the Remembrance Service and the Carol Service which are celebrated in and through Christian acts of worship. These serve both to remind Pennthorpe of its heritage and enable it to celebrate what it is.

- Visiting Speakers: Great care is taken to select and recruit outside speakers from a wide range of backgrounds, who have a valuable moral, social, spiritual or cultural story to tell. All speakers are vetted to ensure that they do not hold extremist views but can deliver an enlightening, uplifting and inspirational message to pupils of all ages.
- The School Ethos and Rules: Although there is more to SMSC development than enforced compliance of a set of rules, it is important to have set boundaries and expectations. All school rules and policies are based upon the basic tenets of mutual respect, empathy and compassion. These, together with the schools Aims and Ethos, are expressions of the values that Pennthorpe seeks to encourage.