*Slough and Eton Church of England*

*Business and Enterprise College*

# **Slough and Eton** SMSC Development **Policy**

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**SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF STUDENTS AT SLOUGH AND ETON POLICY**

## 1. INTRODUCTION

The importance of students' Social, Moral, Spiritual and Cultural development (SMSC) is recognised in law. All students should follow a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of students and of society, and prepares students 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 opportunities 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. Students are encouraged to explore and support the love of the natural world and issues of conservation and sustainability.

## 2. AIMS

***Slough and Eton have the following aims in developing SMSC for every student. Our PSHE and RSE/RSHE programme, class subjects and the all-round ethos of the school, help to further embed the presence of SMSC.***

- To play a part in the personal development of their students, in a manner that is beneficial to the students.
- To develop a climate and ethos in the school within which all students can grow and flourish, respect others and be respected.
- To help students develop into self-assured, confident, happy, positive young people who are developing their self-knowledge.
- To help students develop an attitude of resilience to everyday learning and life, so that they are able to respond constructively to the opportunities and challenges that it may bring.
- To develop students' values and their understanding of society's agreed values and the law of the land.
- To teach students how to be responsible for their behaviour.
- To encourage students to show initiative.

- To foster and develop a strong sense of community in the students, by creating a strong school community and through work with other communities, and to develop students' contribution to community life.

- To ensure that students are knowledgeable about the public institutions and services in England, enabling them to understand the support these offer and how that support can be accessed.
- To ensure that students are encouraged and enabled to interact with people of other cultures and faiths in a positive way, thus promoting community cohesion.

## 3. THE KEY ELEMENTS OF SMSC PROVISION

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

- To enable students 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 students to distinguish right from wrong and to respect the civil and criminal law of England;

- To encourage students 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 students to acquire a broad general knowledge of and respect for public institutions and services in England;

- To enable students 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. DEFINING THE TERMS -SPIRITUAL, MORAL, SOCIAL AND CULTURAL

**Spiritual**

Students should be enabled to

- explore beliefs and experience;
- respect faiths, feelings and values;
- enjoy learning about themselves, others and the surrounding world, continuing to develop an attitude of empathy as they progress through their learning;
- use imagination and creativity;
- reflect.

***Slough and Eton School is fostering these attributes through the delivery of academic subjects such as, PSHE, Tutor time, GTM, History, Drama, English and Art, alongside collective Worship and Co-Curricular activities including D of E, EPQ, volunteering, the House System within and outside the school community, for example by:***

- giving students the opportunity to explore values and beliefs including religious beliefs and the way in which they affect peoples' lives
- enabling students to focus on their own feelings and values through dedicated "awareness events within the Personal Development Roadmap.
- enabling students to develop a set of values, principles and beliefs to inform their perspective on life and their behaviour – (debates and discussion within GTM/ORACY- all lessons)
- encouraging students to explore and develop what animates and inspires themselves and others
- encouraging students 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 art work, creative pieces of writing in English and reflections after PSHE lessons)
- encouraging students to reflect and learn from reflection – (evidence seen in student work)
- encouraging students' 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 – (covered in PSHE)
- developing a climate or ethos within which all students can grow and flourish, respect others and be respected
- accommodating difference and respecting the integrity of individuals ( Collective Worship )
- promoting teaching styles which:
    - value students' questions and give then space for their own thoughts, ideas and concerns
    - enable students to make connections between aspects of their learning
    - encourage students to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?', and 'where?' as well as 'what?' This also supports the '"(How we teach @ S&E) learning approaches
- continuing to offer a clear, pastoral 'Tutor' system within the, where every student feels that they have an adult that they are able to discuss their own feelings and values with and seek necessary advice to support them on both academic and pastoral matters.

**Moral**

Students should:

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

***Slough and Eton School encourages students' moral development by:***

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- the promotion of the School's Anti-bullying through national awareness events.
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria (eg "Equal Opportunities Statement");
- giving students 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 (eg in RS, History, PSHE, tutor time and Collective Worship);
- developing an open and safe learning environment in which students can express their views and practise moral decision-making (School Council, Collective Worship reviews as well as in PSHE, RS)
- rewarding expressions of moral insights and good behaviour (awards of Houses based on our Christ values.
- 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 (eg in PSHE and RS);
- modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, students' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts- ( Student leadership)
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community;
- encouraging students to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour;
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and Collective Worship;
- reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions;

**Social**

Students 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.

***Slough and Eton School encourages students' 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 – ethos
- encouraging students to work co-operatively (eg in house, school competitions, sport and otherwise);
- encouraging students to recognise and respect social differences and similarities ( eg in MFL lessons, PSHE);
- providing positive corporate experiences – for example, through assemblies, team activities, school productions, sports tours and other trips;
- helping students to develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect (eg Prefect training and the allocation of "Buddies" to new students);
- helping students to challenge, when necessary, and in appropriate ways, the values of a group or wider community – (eg work done on anti-bullying);
- helping students 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 – (eg TVLP- MUN);
- providing opportunities for engaging in the democratic process and participating in community life - (eg Mock election, including voting for School Presidents);
- providing opportunities for students 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 Career Weeks and raising money for charity);

**Cultural**

Students 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.

***Slough and Eton School is encouraging students' cultural development by:***

- providing opportunities for students to explore their own assumptions and values - Raising money enhancing the understanding of the needs of others;

- providing students with the opportunity to help make a difference to the local community (e.g. donating food and harvest goods to Slough Foodbank during Harvest festival).
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures – (eg 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 – (eg covered in PSHE);
- recognising and nurturing particular gifts and talents – (awards, successes mentioned in Collective Worship and House Assemblies);
- providing opportunities for students to participate in literature, drama, music, art, Multi-cultural event and other cultural events and encouraging students to reflect on their significance – (opportunities for all to take part in sporting, musical, drama and artistic activities);
- developing partnerships with outside agencies and individuals to extend students' cultural awareness, for example, theatre visits, language trips)
- providing students with the opportunity to take part in House charity and fund-raising events (e.g. Children in Need )
- reinforcing the school's cultural values through displays, posters, exhibitions, etc;

## 5. ORGANISATION OF THE SPIRITUAL, MORAL SOCIAL AND CULTURAL ELEMENTS OF PERSONAL DEVELOPMENT

All subjects provide opportunities to promote students' spiritual, moral, social and cultural development. Explicit opportunities to promote students' development in these areas are provided in , the Personal, Social and Health Education Programme and the Tutor Programme, a significant contribution is also made by the school Ethos, effective relationships throughout the school, Collective Worship, and other curriculum activities.

## 6. GATHERING EVIDENCE AND MAKING JUDGEMENTS ON STUDENTS' PERSONAL DEVELOPMENT – WHERE TO LOOK

The School monitors its SMSC development through planning and monitoring

***Students' development is constantly monitored through the following:***

- reporting procedures
- tracking data
- rewards and sanctions systems
- behaviour logs
- student evaluation and review
- staff, and Tutor meetings
- learning walks,, tutor time

***Students' 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 Slough and Eton 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 students. 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.
- Assemblies and Collective Worship: Assemblies are used to celebrate individual and group successes, stressing the wide range of opportunities available for student contribution. Collective Worship is broadly Christian but also contain a strong moral message which is non-denominational.
- The tutor system. Each student has a tutor who helps with their academic, social and personal welfare.
- Co-curricular Activities: There are numerous and diverse co-curricular activities, which make a major contribution to personal development. Working as a team in a range of sports, music, art and drama, concerts and plays all contribute to the social, cultural and moral development of students.
- In the PSHE curriculum, opportunities are provided for students to reflect on their understanding of the taught topics, This method help students to review their own personal development and growth based on the content that they have been learning.
- Responsibilities and Leadership: The opportunity to develop leadership skills and take responsibility for their own and others well-being is developed as students' progress through the school. Inter-house competitions allow all students the opportunity to take part in a wide range of activities representing their house. School prefects help take responsibility for many areas of the running of the school. There are also School councils, Collective Worship Ambassadors, House leaders so that students can contribute to the community.

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- Special Events: During the school year there are occasions, such as the Remembrance Day, Harvest Festival, celebrated in Form or through Collective Worship. These serve both to remind Slough and Eton School of its heritage and enable it to celebrate what it is.
- Slough and Eton's year 7 students are also invited to visit St Mary's church and the local Mosque,
- 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 students. Seniores and the House System provides these opportunities
- Community Service: The school supports a number of local and national charities. Students work hard to raise money for these and also provide practical hands-on help on a regular basis. Through DoE and volunteering a number of students support the local community.
- 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 Slough and Eton seeks to encourage.
    - Relevant Award and Inspection Reports: -the following helps underpin the SMSC development of students:
- RE Gold Award
- SIAMS Report
- OFSTED report

**Other relevant policies**

- Collective Worship Policy
- Equality Information and Objectives
- Health and Safety Policy
- E-safety Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy