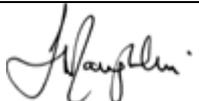




The Heys School

SMSC Procedures

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Date Reviewed:	September 2020
Next review Date:	September 2021
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Signed:	
Role (COG/CEO Trust)	I Mclaughlin
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Statement of Policy on Spiritual, Moral, Social, and Cultural Development (SMSC)

RATIONALE

The Heys School believes that SMSC development is encouraged within the curriculum, our school ethos, the range of opportunities provided for students, the breadth of the curriculum offer and our pastoral structures and systems. We want all young people to become confident individuals flourishing in an environment which appreciates their own, and others' worth. The aim is to explore our own and others' beliefs, high standards of personal behaviour, an understanding of our own and others' cultural heritage and traditions, respect for religion and spiritual development.

This policy must be read in conjunction with the following:

- **Extremism and Radicalisation**
- **Anti bullying**
- **CEIAG**
- **Child Protection**
- **Safeguarding**
- **Collective worship policy**
- **Educational Visits**
- **ICT – staff and students**
- **Pastoral care and behaviour**
- **Sex Education**
- **Personal Development, Humanities, Arts Faculty Policy**
- **Equal Opportunities policy**
- **Enrichment Policy**
- **Learning and Teaching Policy**
- **Curriculum Policy**
- **Behaviour Policy**

AIMS

Throughout a child's experience at The Heys School we aim to provide opportunities to promote students' spiritual, moral, social and cultural development.

Explicit opportunities to promote students' development in these areas, the non-statutory framework for personal, social and health education (PSHE), the compulsory aspects of the relationships and health aspects of PSHE education and citizenship are taught through form time, drop down days and dedicated PD at KS4.

It is recognised that at The Heys that a significant contribution is also made by school ethos, effective relationships throughout the school and other curriculum activities.

All areas of the curriculum play an important part in the development of SMSC and these are planned within the curriculum- see audit

All adults in the school model expected behaviour and positively promote SMSC through our words and actions.

All students need time to consider and reflect upon SMSC themes or challenging concepts without fear of being judged.

GUIDELINES

The school provides opportunities for Spiritual Development in fostering creative and independent thinking, times for reflection, discussion opportunities of own and others' beliefs, celebrating the awe inspiring mysteries that make up 'life'.

The school provides opportunities for Moral Development as all members of the school community are expected to follow and abide by the rule of being courteous and considerate of other people. This is rigorously enforced through our principles, literature and ethos. Children are encouraged to learn from mistakes. They are expected to examine the world around them, questioning in a safe and open environment.

The school provides opportunities for Social Development by learning in a school based on community and family. All students are expected to be able to have an understanding of their own identity and self-worth.

The school provides opportunities for Cultural Development by recognising and valuing the cultural richness of Britain and their own locality. Children are given vast opportunities to learn about the world at a local, National and International level- studying key times, key people, key movements and key influences.

PRACTICES

- Audited range of curriculum SMSC themes.
- Evidence of impact- provision, pastoral statistics, trips, EAL statistics, tutorial programme based on diversity calendar, records of staff development and training, Learning Community Programme. **Statistics reported to Governors each term.**
- Staff training on safeguarding, diversity issues, equality, SMSC themes throughout the year. **Annual evaluation.**
- A coordinated range of tutorial activities and assemblies to reflect SMSC themes & British values.
- A system of pastoral care which follows a full and active tutorial programme that builds on SMSC areas linking to prevalent themes/activities.
- Curriculum breadth and balance meeting the needs, aptitudes and interests of students.
- Promotion and identified SMSC opportunities throughout schemes of learning in all subjects e.g. Moral dilemmas in Drama, Poetry from a variety of cultures in English, Black History in Humanities etc.
- Evaluation of opportunities through Faculty SEF and SIP created by the school for students to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of students' SMSC development.
- Teaching that encourages participation, creativity, reflection and independence; assessment and feedback that values students' work and/or effort; and activities that develop teamwork, leadership skills and self-reliance evidenced by DLW and appraisal observations.:
- School Council and its involvement in events such as Bury Youth Parliament, Circles of learning etc. The school code of conduct which is in each pupil organiser to reflect the respect which children must show at all times to others.

- Teaching that promotes discussion and understanding of beliefs, religious or otherwise, which inform students perspective on life and their interest in and respect for different people's feelings and values.
- Teaching that encourages a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible- evidenced by Student Voice & DLW.
- Assembly pattern to reflect SMSC themes such as: understanding of, and respect for cultural diversity, celebrating diversity, encouraging positive relationships towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- SOL in Personal Development are themed on SMSC development.
- All Faculties must include a commitment to SMSC where appropriate.
- The school utilises many external agencies as part of the Learning support and PSC programme in school. Relateen, EWO, Early Break, behaviour support, Young carers etc all enhance the work of the school to help young people to be confident and socially aware.
- Language support and cultural support is given to new arrivals with EAL students by the CLAS support service.
- Throughout the year there are a number of events and drop down days such as: BsafeBcool, anti-bullying week, National Holocaust Memorial Week and our school charity fundraising and awareness. Each event and drop down day raises awareness of one of the SMSC and PSHE strands.