



Bishop Rawstorne Church of England Academy

Social, Moral, Spiritual and Cultural (SMSC) Policy

'But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere'

James 3:17

FORTITER ET FIDELITER

Bravely and Faithfully

This policy document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

Review date:	April 2022
Date of next:	April 2023
Reviewed by:	Mr Rawlinson
Approved by DHT:	April 2022

THE CHRISTIAN COMMUNITY

Bishop Rawstorne is a Christian community that delights in seeking wisdom and knowledge, building relationships and character based upon the Word of God, enabling us all to flourish bravely and faithfully.

CODE OF CONDUCT IN OUR CHRISTIAN COMMUNITY

Our aim is to ensure that you feel happy, safe and secure in your school.

We believe:

- that every individual in our community is a unique and valuable creation made in the image of God.
- we all have a right to be considered equal, worthy of respect and esteem.
- we all have a responsibility to treat others as we would like to be treated ourselves.

STATEMENT OF INTENT

At **Bishop Rawstorne Church of England Academy**, the students and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of students and does not discriminate against any protected characteristics.

The school prides itself on providing a consistently safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential. This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's activities and is not limited to specific SMSC lessons.

Introduction

Bishop Rawstorne is a Church of England Academy whose ethos is founded on Christian teaching and values and in particular recognises the uniqueness and worth of each individual member of the school, both students and adults alike, all of whom are loved by God.

Bishop Rawstorne recognises that the spiritual, moral, social and cultural element of students' education is crucial to their development as individuals, allowing them to take their rightful place in their community as a local, national and global citizens. SMSC is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people for society and at Bishop Rawstorne Church of England Academy students are helped to develop positive attitudes and beliefs by being given opportunities to:

- develop spiritual values and reasoned personal and moral values

- consider the pluralistic nature of society; developing their understanding and respect for those with different religions, beliefs and ways of life
- value everyone equally
- make and develop personal relationships, based on trust, self-esteem and mutual respect
- become active, responsible citizens in a democratic society
- develop an appreciation of human achievements and aspirations
- develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment

Through our SMSC commitment and intended outcomes, we promote British values and this is done so through SMSC, though Ofsted will assess it through the curriculum too.

Our ethos and climate promotes 'British values' at every level, within SMSC, the curriculum and school leadership.

'Fundamental British values' are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

At Bishop Rawstorne Church of England Academy, SMSC permeates the life and work of the school. Through SMSC we seek to develop attitudes and values that will enable students to become responsible and caring members of society. We give students the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose. We provide students with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. We seek to foster an attitude of tolerance and acceptance towards those from a culture and background different from their own. Students are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements which reflect universal human principles. Through perception and sensitivity, tolerance and respect for others as individuals and in groups we would also expect students to develop questioning, enquiring minds and learn how to express their ideas appropriately.

As a school we are aware of our collective responsibilities towards spiritual, moral, social and moral education and we:

- ensure that all staff are aware of their role in developing students' morals.

- offer opportunities to develop students interpersonal skills, self-esteem and prepare students for the opportunities, responsibilities and experiences of adult life.
- ensure we celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve students as active participants as much as possible. There are also Celebration of Achievement assemblies for all year groups to recognise effort and participation in the life of the school and activities outside Bishop Rawstorne. The rewards system encourages a culture of success and achievement for all. Students are also encouraged to contribute to the school by developing their leadership roles as prefects, peer mentors, tutor and worship representatives, etc. Sport of all types also fosters leadership qualities.
- ensure students have opportunity to participate in extra-curricular and enrichment activities
- ensure that the PSHE and worship programmes provide opportunities for discussion, challenge and reflection.
- build community and business links into the curriculum wherever possible.
- ensure displays reflect and respect cultural variety.
- provide opportunities for all students to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips, visits and enrichment days such as the collapsed weeks and spirituality days.
- Ensure that the teaching of languages provides a rich variety of additional opportunities for students in terms of developing aspects of SMSC. Our overseas visits are particularly powerful in developing their sense of being part of a global community.

Teaching staff are expected to provide a role model based on courtesy, mutual respect, positive intent and be prepared to listen to students' views and encourage them to listen to each other. They are also aware of the opportunities presented every day through curricular and extra-curricular activities to develop students' skills, attitudes and understanding.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2021) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

2. A whole-school approach to SMSC education

The governing board will ensure that SMSC education is embedded across the school's activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities.

The Headteacher and SLT will facilitate and encourage a school environment which is welcoming, inclusive and safe for all students and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

The school's spiritual development provision enables students to:

- Be reflective about their beliefs, religious or otherwise, and their perspective on life.
- Have knowledge of, and respect for, different people's faiths, feelings and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.

The school's moral development provision enables pupils to:

- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Understand the consequences of their behaviour and actions.
- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues.

The school's social development provision enables students to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

The school's cultural development provision enables students to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The Headteacher will work in collaboration with the SENCO to ensure that lessons and activities, and expectations of students in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of pupils with SEND.

3. Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to religious education, citizenship, history and PSHE. The school has developed an SMSC matrix, which shows where SMSC education, respectively, are embedded into subjects and provides evidence of their inclusion.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and team work are encouraged and prioritised in line with the guiding principles of SMSC education.

Teaching staff will use classroom discussion to support students to:

- Talk about their experiences, thoughts and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Explore their relationships with friends, family and others.
- Consider, and show empathy towards, the needs and experiences of others.
- Develop self-esteem and personal confidence.
- Develop a sense of belonging.
- Develop their SMSC skills, e.g. compassion, respect, open-mindedness, sensitivity and critical awareness.

Many areas across the curriculum provide opportunities for students to:

- Listen and talk to each other.
- Learn to treat one another as equals, regardless of protected characteristics and/or background.
- Recognise and celebrate the differences and similarities between themselves and others.
- Agree and disagree with people respectfully.
- Work co-operatively and collaboratively.

The school will use the following methods to help students develop an understanding of how they can influence decision making through the democratic process:

- Electing a school council
- Hearing students' voice through a suggestion box
- Establishing monitoring roles for students, e.g. class monitors and cloakroom monitors, to allow students opportunities to develop and display leadership skills
- Issuing students questionnaires to gather student opinions on decisions
- Providing students with opportunities to build balanced arguments and form opinions, e.g. by taking part in debates and public speaking

The school will use the following methods to help students develop an understanding of the rule of law:

- Setting and enforcing high expectations for attendance, punctuality and behaviour
- Setting and enforcing classroom and school rules
- Teaching students about laws that are relevant to the school setting
- Teaching students about adults who fulfil roles designed to help others, including staff members, emergency services, friends and family
- Teaching students about the role of the monarchy and of previous monarchies
- Providing students with opportunities to celebrate the lives of people who have influenced the course of history
- Implementing clear, consistent and defined sanctions for challenging behaviour in line with the Behaviour Policy

We may use the following methods to help students develop an understanding of different faiths and beliefs:

- Celebrating differences and similarities through cultural event days, for example, Cultural Awareness Days
- Arranging trips to places of worship
- Teaching about different beliefs and cultures
- Exploring moral values through lessons, stories and assemblies
- Arranging visits from various religious leaders
- Blocking out times in the timetable for in-depth PSHE, Citizenship and RSE study
- RE lessons

The school will also employ additional practical activities and practices to encourage pupils' SMSC development, including:

- Encouraging students to work together in different groupings and situations.
- Providing opportunities for students to consume and study literature, art, music and media from artists of different cultures, backgrounds, genres and faiths.
- Organising in a variety of different social and cultural school trips, e.g. to museums or places of worship.
- Hearing and seeing live performances by professional actors, dancers and musicians.
- Learning songs from different cultures and playing a range of instruments.
- Making and consuming food from other countries.
- Studying the contributions to society that famous people of all backgrounds have made.

Teaching staff will help students' SMSC development by:

- Encouraging teamwork across all subjects.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of perceived ability.
- Using themes, e.g. in assemblies and lessons, to explore important aspects of British heritage and other cultures, e.g. religious festival days and global events.

4. Community links

The school recognises that an important part of SMSC development is enabling students to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities, including:

- Community fundraising activities.
- School-community link organisations, e.g. Parental Consultation Group.
- Hosting school events to which community members are invited as participants or audience members.
- Setting up work experience and volunteering opportunities for students with community organisations.
- Questionnaires sent to parents and other members of the community to gather opinions, e.g. on school initiatives or practices.

The school will engage parents and members of the wider community in the educational life of students, ensuring that the diversity and varying experiences of the local community are reflected in the way in which students are educated.

5. Promoting fundamental British values

The school will use SMSC education to promote fundamental British values by:

- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching students a broad and balanced international history.

- Representing the cultures of all our students within the curriculum.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all students and promoting active participation in democratic processes, e.g. through a school council.
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help students learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

By promoting fundamental British values through SMSC education, we will provide students with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

The school is not obliged to promote teachings, beliefs or opinions in conflict with its own, but will not promote discrimination against students or groups based on their belief, opinion or background.

6. Monitoring and review

SMSC provision is reviewed on an **annual** basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by the curriculum coordinator, headteacher and governors as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- Annual policy audits.
- The development of RE, PSHE, Citizenship, RSE and collective worship to reflect the diversity of both our school and society.
- The sharing of classroom work and practice.

This policy is reviewed on an annual basis by the headteacher and pastoral lead, and any changes will be communicated to all stakeholders.

SMSC Matrix

Complete the matrix to demonstrate where spiritual, moral, social and cultural education, respectively, are embedded into subjects and activities, and to provide evidence of their inclusion.

Activity or lesson	Does it contain spiritual education?	What evidence can you provide?	Does it contain moral education?	What evidence can you provide?	Does it contain social education?	What evidence can you provide?	Does it contain cultural education?	What evidence can you provide?
Maths								
English								
Science								
Art								
History								
RE								
PE								
Geography								
Music								
IT								

Assemblies								
Trips								
Languages								
Charity events								
School council								
Key considerations							Yes	No
Are all aspects of SMSC evident when pupils move around the school?								
Are all aspects of SMSC reflected in classroom and corridor displays?								
Does the school website reflect a consistent approach to all aspects of SMSC?								