



## SMSC Provision at Congleton High

The School takes very seriously its responsibility to actively promote students' Spiritual, Moral, Social and Cultural development and holds the International School Award for its work in this area.

### SPIRITUAL

Students' spiritual development is demonstrated by their:

- ✓ ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- ✓ sense of enjoyment and fascination in learning about themselves, others and the world around them
- ✓ use of imagination and creativity in their learning
- ✓ willingness to reflect on their experiences



### MORAL

Students' moral development is shown by their:

- ✓ ability to recognise the difference between right and wrong, their readiness to apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- ✓ understanding of the consequences of their behaviour and actions
- ✓ interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues



### SOCIAL

Students' social development is shown by their:

- ✓ use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- ✓ willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- ✓ acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.



## CULTURAL

Students' cultural development is shown by their:

- ✓ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- ✓ understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- ✓ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- ✓ willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- ✓ interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they 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



### We provide many opportunities to develop the above aspects of our students' SMSC development through, for example:

- ✓ **The curriculum: in lessons and PHSE**

All subjects provide many opportunities for SMSC development. Examples include: in PHSE students explore the topics of 'Conflict and resolution', 'The reasons for bullying and how to deal with the situation' 'Rights and responsibilities of being an individual and a member of a group', 'Tackling stereotypes and 'Equality of opportunity', to mention but a few of the many topics explored: in History, students look at their local history, linking it to the past, the role of women in WW1, the British Empire, slavery, cultural, economic and social change, changes to the class system: In

Drama, students use their imagination and creativity to explore moral and social attitudes through 'Living in the Dark' (racism and prejudice) and 'Stealing': In Textiles, students take inspiration from the influence of different cultures, including their own. In RE, SMSC development is an intrinsic part of all lessons and our students not only tolerate but value the opinions of others in their day-to-day discussions. We are proud that the British values of tolerance, mutual respect, consideration for others, and tolerance permeate all lessons. We recognise the importance of preventing radicalisation and there is an expectation that all staff complete online Prevent Duty training. The vast majority of staff, including all those who work directly with children, have done so.



- ✓ **Assemblies, registrations and 'Stop Days'**

In assemblies, a wide range of topics is covered to provide opportunities for reflection, such as 'Perseverance and support', involvement in the Student Leadership Team elections, 'Kindness and consideration', the Youth Council, our South African and Namibian partner schools, promotion of charity work such as Operation Christmas Child, Children in Need, Christian Aid, the Gathehu School Project in Kenya, celebration of our students' achievements, 'Making the right decisions' (what is right and



wrong). In registration time, each week, students have the opportunity to reflect on the 'Thought for the week', which often explore topics relating to beliefs and values such as valuing difference and diversity, equality and respect. Many of our activities and events are supported by local churches and other groups, allowing students opportunities to develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture and disability. For example, a recent RE Day, organised by a local church, featured a presentation on 'Respect and abuse', a Gospel group and an inspirational talk by fire victim and ex-drug addict, Peter Gladwyn. In our Year 7 Africa Day, students were able to reflect on moral issues and inequalities in a workshop delivered by Christian Aid and a 'Slum Survivor' session organised by a local church, as well as dancing and singing in a Zulu workshop, led by professional performers. In our primary school Cultural Diversity Days, pupils have had opportunities to consider other people's feelings and appreciate different cultures by taking part in wheelchair basketball, Bollywood dancing and African beading. Local churches and other organisations regularly lead assemblies to raise awareness of issues such as poverty, and the work of various charities.

#### ✓ **Extra-curricular clubs and activities**

The school has an excellent reputation for sporting achievements and a large number of our students take part in a wide range of sports, many at a very high level. The students' sporting achievements are celebrated by staff, parents and students at the annual Sports Awards Dinner. A wide range of extracurricular clubs and activities are available at lunchtime and after school. These include Drama, Dance, Art, Media, Creative writing, Choir, Eco and Science clubs, Christian Union, Trampolining, Badminton, Table Tennis and many more. Performing Arts are strong and many of our students are involved in concerts, musicals or plays throughout their school career. School music concerts include a diverse range of music from the School Samba band, the School Concert band and School Choir, all of which have performed in community events too, with items such as Karl Jenkins' 'Adiemus', with its ethnic elements. Our many musicals and plays, which have involved hundreds of students over the years, have included 'Blood Brothers', 'Grease', 'Our Day Out', 'Guys and Dolls', 'We will Rock You', 'Bugsy Malone' and 'High School Musical.' Examination Drama performances have focused on topics such as Child Abuse, Terrorism and Domestic Violence.



#### ✓ **Visits**

Visits throughout the school year to a wide range of places enable students to explore their own and other cultures, use social skills in different contexts and enjoy learning about the world around them. For example, there have been Geography field visits, visits to the theatre ('War Horse', for example), the Clothes Show, Italy, Skiing, a Football trip to Malta, MFL visits to Spain and Germany, the Battlefields, local museums and galleries, Siemens and Bentley Motors. Student Leaders from Congleton High have taken part in workshops in the Houses of Parliament, with students from other Congleton schools. Participation rates for visits are excellent and are monitored to ensure students are not disadvantaged.



### ✓ **The Student Leadership Team (School Council)**

Students are able to learn first-hand about British values of democracy by voting for their Form Representatives to voice their views on the Year Leadership Team and for their Year Representatives to ensure their views are heard on the whole School Student Leadership Team. Our Head Boy and Girl are Associate Governors and attend Full Governors meetings, which gives them the opportunity to represent their peers at the highest level. Once a year, they deliver a presentation on Student Voice to governors. We also have students who represent their School and Community on the Congleton Youth Council and our students have taken part in surveys to inform School and Community developments. The Student Leadership Team has benefitted from visits by Councillors and the Town Mayor, who have given an insight into the workings of the Council. Students are also involved in the interview process for all new staff, conducting interviews on a Student Panel.

### ✓ **Student voluntary work**

Many of our students volunteer to assist with a range of activities, which allows them to play a valuable part in their community and demonstrate moral leadership. For example, a large number are Sports Leaders, supporting younger students at CHS or in primary schools. Sixth Form mentors provide support at after school Homework Clubs, in lessons and in other clubs and Year 10 'Reading mentors' assist younger students, to improve their reading skills. Our Sixth Form students take plants to local elderly residents each Christmas. Our Senior Student Leaders play a valuable role in leading and assisting in whole school events such as the Primary Cultural Diversity Day and the School's 50<sup>th</sup> Anniversary. Many of our students are involved in fundraising activities for charity, enabling them to give their support and make a positive contribution to the local or wider community. They organise, or assist with, fundraising for charities such as Operation Christmas Child, Children in Need, the Donna Louise Trust, 'Ruby's Fund' and the Kenyan Gathehu School Project.



### ✓ **International partnerships**

The school has held the International Schools Award since 2007 for its outstanding work across the curriculum to promote an understanding of other cultures with activities such as the British Council funded Comenius project ('Energy in Europe 2050'), involving our partner schools in



Hamburg and France, the German Exchange, Year 7 Languages Day, Africa Day, South African (Afri-Twin) projects with reciprocal staff and student visits (funded by the British Council), the Carrot Tops project (India) and Fair Trade activities. Other activities have included an iPal penfriend link with South Africa, World Book Day and support for the Hokisa Orphanage in South Africa. We now have a partner school in Namibia (Rocky Crest High School), which has a very different socio-economic background from our other partner schools. Our staff are visiting Rocky Crest High in October 2014. Through our international projects, such as 'Identity and Belonging', 'Conflict and Peace through the Performing Arts', 'Bullying under attack', 'Fairness and equality through the medium of German and Afrikaans' and 'Shared Culture', our students have been able to reflect on their own culture and experiences, and compare them with those of students in partner schools. They have been reading extracts from the book 'Bullying under attack' and are currently working with their African and South African partners to draw up an International Anti-Bullying Charter.