



**Twyford**  
**C of E**  
Academies Trust

<b>Document Title</b>	<b>SMSC Policy</b>
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<b>Policy Author</b>	<b>Chaplain</b>

## Assessment of the Impact of a Policy on Equality & Diversity

Policy: SMSC Policy	
Impact assessed by: D Brammer	Date: 20/11/2023
<p>1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else?</p> <p>The policy may not provide for equivalent opportunities for wider learning to students with protected characteristics</p>	
<p>2. How would this be evidenced?</p> <p>Through analysis</p>	
<p>3. Is there evidence that the operation of the current policy might impact a person or group with a protected characteristic differently from everyone else?</p> <p>No</p>	
<p>4. If the answer to 3 is 'Yes', please provide details and evidence.</p>	
<p>5. How might the new policy change this?</p>	
<p>6. Are there any other changes to the policy which might impact a group with a protected characteristic differently from everyone else?</p> <p>No</p>	
<p>7. If the answer to 6 is 'Yes', please provide details and evidence.</p>	
<p>8. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy passes or fails this test?</p> <p>Pass</p>	

## Introduction

This policy aims to define and describe aspects of the curriculum and activities that contribute to Trust schools' spiritual, moral, social and cultural life (SMSC). SMSC has a fundamental role in expressing Trust schools' Christian identity and in fulfilling the Trust's holistic aims as a Church of England Foundation.

SMSC is explicitly an integral part of whole school ethos and identity across the curriculum. This policy therefore finds its place within, and permeates the whole of, school policy and life, providing a strong context for students' development on each of the SMSC axes, consistent with legal requirements articulated in statute.

Our desire as a Church School Trust is that Christian students' faith may be critically nurtured and grow; that students of other world faiths may be supported in their faith commitment and faith development; and that students with no faith might find helpful challenge and critical engagement, with affirmation of the spiritual dimension of their experience and understanding.

The strength of the school's ethos lies in both the connectedness of all aspects of SMSC, which allow students to engage actively with the school's values, and the tessellation between the ethos and all areas of school life – referred to in the Trust as the hexagons. Key elements of SMSC in the Trust are: -

- Whole school worship practice (including Assemblies, Communion services and Singing strategy)
- A pastoral curriculum (made up of a pastoral tutor time programme, weekly assemblies and PSHE workshops)
- RE Curriculum offer (forming part of the compulsory core for all students)
- The House system and student leadership (including inter-house competitions, enterprise /house charities and school council)
- Christian Fellowship and Chaplaincy led activities.

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## Trust vision and SMSC

### 10:10 Ethic and SMSC – Christian vision of Trust

The foundation of the Trust ethos comes from Jesus speaking to his disciples: 'I have come that you might have life and have it to the full.' John 10.10

#### *Trust vision*

The Aim of the Twyford Church of England Academies Trust was agreed by Directors in March 2012, giving the moral and spiritual purpose of the Trust. It follows that through SMSC, Trust schools:

- *communicate the narrative of salvation: creation, fall, redemption and restoration, articulating this afresh through the schools' life, language and practices; and*
- *Provide for God to be worshipped in spirit and in truth*

In practice, Trust schools will:

#### *Creation*

- Affirm God's love for every individual as seen in Jesus Christ;
- Broaden students' horizons and nurture their faith; to offer opportunities for enrichment and enjoyment;

#### *Fall*

- Be a safe place in which mistakes can be made, learned from; forgiven;
- Foster transformation of life: for individuals to be clothed with compassion, kindness, humility and patience, bearing with one another. Forgiving as the Lord has forgiven us. Cf. Colossians 3:8-12

#### *Redemption*

- Develop in all individuals a respect for themselves and for others and a love of God;
- Release the potential of each individual and equip them for life;
- Prepare God's people for the life of good works they were created for (Ephesians 2.10, NRSV);

#### *Restoration*

- Encourage care for others before ourselves and the stewardship of the world;
- To be an institution which is a force for good in the community and which corporately lives a life 'worthy of the Lord.' (cf. Colossians 1.10)

## **10:10 Ethic**

**'I have come that you might have life and have it to the full'.**

The educational values and disciplines inspired by this text are referred to in all Trust schools as the 10:10 ethic and are summarised in the diagram:

The overall mission of the Trust is to communicate the love of God in Christ by providing and resourcing schools that:

- Model Christian distinctiveness within the Church of England family of schools
- Serve the communities for which they are founded.
- Help every child gain a secure hope and a future (Jer 29:11)
- Resource the education profession through training new staff and sharing best practice in innovative teaching and learning.



The schools run by the Trust should be found to be both creative and systematic. The curriculum & assessment systems are intelligently and simply designed; the support systems for both pupils and staff are clear and consistent. There is an emphasis on simple sustainability and the human potential to do and be good.

## **Use of narrative in SMSC**

Narrative is used within Trust SMSC as a powerful catalyst for learning. Trust schools use stories – predominantly Bible stories – as an educational resource to help students to reflect on their identity and values, whilst bringing the Christian faith as a stimulus and reference point.

## **Delivery**

Twyford Trust schools are committed to learning that is wider than the constraints of exam syllabuses. Being a part of one of our school communities is about growing in confidence, self-knowledge and understanding of our place in the world. Trust schools support this through a full programme of enrichment activities.

Our curriculum programmes are varied and elective element/option choices allow students to make good choices about courses that will suit their gifts and aptitudes. There are a wide range of extra-curricular and extension activities to allow students to engage more fully and to stretch themselves.

As Christian schools, we are committed to giving students a clear moral framework and space to explore and understand right and wrong. The consistency of our pastoral systems helps re-enforce

these values. Our wider learning programmes give opportunity for responsibility-taking, through leadership roles and enterprise activities within the school, through outreach in local community and charitable engagement with the wider world. Our pastoral workshops through years 7-10 stimulate students to develop a range of critical thinking skills in challenging personal & moral situations.

The following elements are constituent parts of SMSC:

	<b>Wider Learning Elements</b>
<b>Spiritual</b>	Assemblies, Tutor time reflections, Chaplaincy Activities, School practice on Singing & Silence, Communion and celebration services
<b>Moral</b>	Personal development Workshops, Tutor time Programme , Whole school social responsibility & community service – including charity days, student leaders, peer mentoring
<b>Social</b>	Pastoral Programmes, Clubs & Elective programmes (including Sports, Music, Arts, Languages), Residential Programmes, House system
<b>Cultural</b>	Music, Art, Drama, Languages & MFL enrichment activities

Outstanding RE teaching and strongly supportive staff/student relationships reinforce all aspects of students’ social, moral, spiritual and cultural education and are therefore central to the Trust’s SMSC strategy.

## **Collective Worship and SMSC**

*Many peoples shall come and say, 'Come, let us go up to the mountain of the Lord, to the house of the God of Jacob; that he may teach us his ways and that we may walk in his paths.'*

*Isaiah 2.3*

### **Collective Worship**

Collective worship is a vital feature of the Trust schools. Assemblies have a distinctive style which reflects our positive and purposeful character. All assemblies start with instrumental or sung student-led music, through which students model use of their own gifts in community and appreciation of other's performance. Collective worship is, in line with the C of E guidance, inclusive, invitational and inspirational.

Worship in Trust schools is framed by an opening call and response followed by a reading from scripture at the start with a period of reflection, closing prayer and responses at the end, all student led. The assemblies' content covers a wide range of cultural and intellectual topics. Material is age appropriate and informs, stimulates and challenges.

Head of Year assemblies progress through a continuous seven-year Bible story programme that integrates with tutor time material. Senior Leadership team assemblies use the material across all year groups. The seasons of the church year and major festivals of the world faiths feature in the mix of material covered.

All students have two assemblies per week: one taken by a senior member of the school staff, and the other by their Head of Year or pastoral team. Some year assemblies have content led by tutor groups or student leaders. Pastoral assemblies also celebrate success and address negative conduct.

All assemblies re-enforce key learning disciplines (intent listening, purposeful speech and coherent argument) and contain set reflection routines (e.g. formal posture, breathing and silence – see below)

### **Legal basis**

Twyford Trust schools have an overt religious identity which is consistent with formal faith designation following from their Church of England foundation. It follows Collective Worship in the schools is controlled by Section 5, Schedule 20 of the Schools and Standards Framework act 1998:

In the case of a foundation school which has a religious character or a voluntary school, the required collective worship shall be—

(a) In accordance with any provisions of the trust deed relating to the school, or

(b) Where— (i) Provision for that purpose is not made by such a deed, and

(ii) The school has a religious character,

In accordance with the tenets and practices of the religion or religious denomination specified in relation to the school under section 69(4).

### ***Delivery and compliance with legal requirements***

- All students at Trust schools attend assemblies, subject to parental consent or withdrawal under the 1988 Education Reform Act [s.9(3)]
- The requirement that students attend a daily act of worship is met by tutor time reflections in addition to these assemblies. Reflections are led within form groups in morning registration
- Materials for both SLT and year assemblies are planned centrally and sequentially, which ensures that the content delivered is given in a frame of worship and with a reflective attitude
- The chaplaincy team seeks to ensure that the needs of all students are met through the assembly material delivered, recognising the diversity of faith conviction and background represented and the richness of Anglican tradition
- The weeks of the school year are themed to allow the spiritual, moral, social and cultural aspects of the curriculum to be developed and taught through assemblies, along with their connections to the wider curriculum
- Students are given a central role in leading worship in assemblies. Corporate responses and prayers at the beginning and end of the assembly encourage students' active participation in parallel to students' leadership roles. In addition, music at the start and end of each assembly provides an additional opportunity for student participation and encounter with the transcendent.
- Silence has an important place within the worship life of the school, with students being required to enter and leave the assembly spaces in silence to preserve a reflective attitude.
- Chaplaincy and SMSC team members support staff in preparation of SLT assemblies to

discuss the theme of the assembly and its theological orientation to consider the material the staff member will deliver as content and how this will relate to theme. This allows for continuing professional development in assemblies, for theological exploration of the school's faith identity and for connections to be made between the broader curriculum and areas of SMSC

- Resource to support heads of year in generating their assemblies is held on Copia as a curriculum with accompanying supportive notes. Overall responsibility for this lies with the Trust chaplain with the Trust SMSC group. Members of the chaplaincy / SMSC teams offer one to one support on the story content of the assemblies, its integration with the pastoral content and the assembly structure and delivery

The standard format of the Collective worship frame for an assembly may be found on the Copia link below:

<https://copia.twyfordacademies.org.uk/sites/twyfordschool/staff/assemblies/Shared%20Documents/SLT%20Assembly%20Resources/Master%20SLT%20assembly%20PPT%202015-16.pptx>

### **Reflectiveness**

Our institutional faith practice is distinctively and firmly Christian and our communities embrace students and staff from a wide range of religious and cultural backgrounds. We have developed a whole school stilling practice designed to invite those of all faiths and none to be included within our collective worship.

The use of music has been described as a means of making a simple statement of the capacity of humans to do and be good, but also to create an appropriate atmosphere of openness and welcome.

Students and staff are carefully inducted into habits of reflectiveness and stillness akin to 'mindfulness' - using an awareness of breathing and posture to achieve a sense of calm attentiveness. Formal moments of silence are used in assemblies and tutor times to create a habit of stillness and reflectiveness which it is hoped students will take with them into their future lives. In this way we hope to achieve a space for the spiritual and openness to God for all members of our community.

*For further explanation of our practice of stillness please see the Trust Copia link on stilling behaviour:*

<https://copia.twyfordacademies.org.uk/trustmenu/Shared%20Documents/Good%20practice%20guidelines%20for%20stilling%20behaviour.pub>

### **Communions & Formal Worship**

Our Trust practice is to utilise core Anglican practice as the basis of our formal services in Trust schools. All year groups attend a communion once per term . Students prepare for the leadership of worship with the support of the Chaplaincy team – including the vocal coach.

*For a full summary see the Collective Worship good practice guidelines linked on Copia:*

<https://copia.twyfordacademies.org.uk/sites/twyfordschool/staff/assemblies/Head%20of%20Year%20Assembly%20Themes/Trust%20GPG%20for%20Collective%20Worship%202017.pub>

## SMSC and curriculum

*The beginning of wisdom is this: Get wisdom and whatever else you get, get insight.*

*Proverbs 4.7*

Trust schools hold that human beings are by nature curious; it is in our nature to question, explore, experiment. That curiosity is directed towards a created world that is open to our understanding and our engagement with it as intelligent creatures.

The academic curriculum fosters students' intellectual growth and knowledge, providing for their human growth and development which has spiritual, moral, social and cultural elements in ways that are peculiar to those subject areas. It follows that the Trust understanding of learning is a holistic one that has intellectual and outward looking, social and collaborative elements. These two strands are reflected in 'Twyford Learning Culture' – a series of learning disciplines that students are taught so that they can best access the curriculum offer.

The Trust learning disciplines which we aim to develop in all our students are:

Skills		Creative Applications
Listen intently	Read critically	Look Outward
Write cogently	Speak Purposefully	Exercise Curiosity & Enquiry
Memorise accurately	Explore analytically	Act Responsibly
Discern logical pattern	Apply systems	Engage Creatively
Form coherent arguments		Work Co-operatively

Five specialisms that presently exist in the Trust are used on the pages that follow illustrate broadly different ways in which the full range of curriculum subjects contribute to SMSC:

- Literacy
- Music
- Languages
- Science
- Computer Science

### **Literacy**

*Blessed is the one who reads aloud the words of this prophecy, and blessed are those who hear it and take to heart what is written in it.*

*Revelation 1.3*

## **Aims**

Literacy is the bedrock of all learning. Students experience all of their subjects through reading, writing and talk. As such, high quality literacy provision across the whole curriculum is vital in enabling students to reach their full academic potential. However, the significance of literacy reaches far beyond the classroom. The ability to process information and communicate with others is vital to the spiritual, moral, cultural and social development of all young people; it also plays a crucial role in combating social inequality. Furthermore, inspiring students with a love of reading gives them access to an endlessly valuable series of worlds, ideas and emotions. The trust therefore holds as a foundational belief that 'we are all teachers of literacy' - every teacher has a responsibility to support students to communicate with accuracy, precision and meaning, both through their academic teaching and through their delivery of pastoral content such as tutor times and assemblies.

**Spiritual** Reading can be a profoundly spiritual experience. It allows students to experience worlds and ideas that may be entirely alien to their own. In so doing, the limits of their own world can be expanded and their understanding of their place within the world strengthened. The power and beauty of language also has a strongly transcendent quality.

**Moral** Teaching students to read and listen critically empowers them to engage constructively with the world and navigate the dangers of misinformation and manipulation. As such, they are enabled to make moral decisions about the way they live their life and engage with the world around them.

**Social** A child's literacy levels have been shown to determine how successful they are in building lasting and meaningful relationships with others. Genuine human connection is built on the ability to communicate. Furthermore, reading widely has been shown to inspire and strengthen the ability to empathise with others.

**Cultural** A huge amount of British and global culture is contained within the written word. Experiencing this not only brings great joy to students, but also equips them with the cultural capital they need in order access society more fully. Moreover, as well as experiencing culture, students also grow through opportunities for self-expression and creativity.

## **Music**

*The Lord shall count, when He registers the peoples, saying that each one was born there.  
The singers as well as the players on instruments shall say, 'All my sources of life and joy are  
in the city of our God.'*

*Psalm 87.6-7 (Amplified Bible)*

## **Aims**

The use of silence and music in worship allows for the fullest participation of students and staff in the spiritual, moral, social and cultural life of the school.

**Spiritual** Music provides for access to transcendence: a sense that the person is taken beyond

themselves in the meaning that music communicates. In music, *value and meaning* are communicated in ways that cannot be rationally defined, taking an individual beyond themselves, so that their sense of what is real is extended.

**Moral** The structured order of music and the discipline required for playing an instrument corporate singing takes students immediately into relationship with others. In corporate singing, students are drawn into a positive and constructive relationship together and model this. The quality of students' singing in worship often echoes their moral and social health as indicated by other markers.

Music and singing also engage the individual with the relationship between what is said and the resonance that has with the moral values expressed.

**Social** Music is intrinsically social and draws students into relationship with each other. Students' share a common experience, whilst each student experiences retains their individuality.

Music as performance is social: musicians as they play and sing together; and through the social dynamic created between those leading music and the wider participants in their audience or congregation, which can be received as a gift. A whole range of shared experiences can be experienced: joy, love, the effect of beauty, sadness, and the relationship between performer and audience shows how an individual can relate to a group.

**Cultural** Students will encounter different cultures through the use of different genres of music, including in worship and beyond it. This helps students to appreciate that diversity is of value and to be valued.

## **Delivery**

### ***Assemblies***

Every assembly has music or singing at its start and end, this is programmed so that this will almost always be provided by student musical groups, to optimise the SMSC dimensions of the encounter.

### ***Music in Communion and celebration services***

Music in communion and celebration services is planned collaboratively between the chaplaincy and SMSC team, music department and student representatives.

### ***School events***

Many events through the school year have a strong musical focus. Services of worship include services of induction and welcome, celebrations of students' achievement and seasonal celebrations.

### ***Music curriculum***

The music curriculum extends the description of the SMSC elements of music into global and historical spheres. For example, considering the significance of music in African culture in year 7 enables students to think about music as providing a universal language and the cultural and social significance of that language.

### ***Extracurricular activities***

The extra-curricular programme of the music college is extensive and provides students with the impetus to cultivate personal excellence, to engage in public performance, to deepen their understanding of interdependence in working with each other.

### **Outreach programme**

The outreach of programmes of the Trust extend the SMSC dimensions of the music by fostering relationships with local primary schools through peripatetic lessons and by cultivating relationships between schools in the Local Diocesan Board network and beyond.

### **Modern Foreign Languages / Languages**

*After this I looked and there was a great multitude that no-one could count, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb.*

*Revelation 7.10*

### **Aims**

If music provides an icon of how the transcendent across the curriculum provides for development of the SMSC elements, the language college provides a model for the corresponding SMSC elements in people who are from different countries and languages, met in direct engagement.

Across the Trust schools students learn Latin, French, Spanish, German; and students also sit exams in Arabic and any other language spoken in their own home. These languages are taught through immersion and with the cultural, geographical and social context in which the language is spoken.

**Spiritual** Language-learning models learning about others through an expansion of a student's knowledge and experience; in the process of such learning, the individual's idea of the world and themselves expands. The language-learner gets used to being disorientated in order to learn; s/he develops discipline in memorizing what is unfamiliar and is rewarded as novel words take on meaning, value and resonances.

Learning a language can bring a sense of wonder at the diversity and richness of human experience and culture, this wonder being arrived at through the detail of the learning of vocabulary and grammar.

**Moral** Language learning requires a depth of listening and attentiveness. Being motivated to learn a language suggests generosity towards someone who is unknown, and that generosity is often required in practical ways when native speakers struggle with the learners' accents and diction. Finally the discipline required for language learning emulates the self-discipline required to choose the morally good action, including being self-conscious in working towards a particular outcome, and deferral of reward that is needed to achieve it.

**Social** Learning a language is a social endeavour, as speaking and listening are as much required in language learning as are writing and reading. Language learning quickly requires that student move beyond language as a code and language use as 'decoding' to the appreciation that a language has its true form and meaning in a social and cultural context and relation. To learn a language is to become aware of its social significance and so to embark on a process of being more aware of social difference and similarity.

**Cultural** Language learning readily brings learners into relationship with unfamiliar cultures, also providing them with the means with which to engage with and understand those cultures. This is true through time (as with Latin) as it is with geography; in

both, the unfolding political and social movements of history are implicit in a full appreciation of languages that are learnt; this is especially so as the language college teaches languages that allow access to a wide range of cultures.

### **Science**

*The heavens are telling the glory of God; and the firmament proclaims his handiwork.  
Day to day pours forth speech and night to night declares knowledge.*

*Psalm 19.1-2*

### **Aims**

Science relies on empirical enquiry in the form of experiments and investigation to gather information about the world we live in; scientists then apply reason to develop an understanding of phenomena and create models and theories that represent that reality.

Most students' learning in science will concentrate on acquiring knowledge about the physical world and our relation to it; of scientific methods and will seek to develop students' understanding of scientific models. Empirical enquiry allows that human knowledge through science is ever further refined through continuing enquiry and experiment.

Science takes as a basic premise that the universe we live in is rational: that an understanding of the world we live in can be built up through observation and reason; and that the created order is stable and reliable and meaningfully open to investigation. In the context of the Trust's Christian foundation, this ethic of curiosity leading to enquiry and investigation also serve well an openness to explore the convictions of faith, finding that they are also open to empirical exploration and testing.

Spiritual	Learning about the physical universe can lead to a sense of wonder and awe corresponding to the beauty and order discovered through scientific enquiry. The scale of the universe – the fine-tuning of its order, whether at a cosmic or at a molecular scale – leads to contemplation man's place within the world.
Moral	Science also leads to an appreciation of the natural beauty of creation and raises questions about its purpose. The way in which the form of what exists manages to fulfil a function – whether DNA, the structure of a cell or the place of gravity in the universe – can give rise to an appreciation of form as 'good' as it fulfils that function.  Social science and psychology reveal a further layer of ordering – in which the behaviour and thought of individuals and societies can lead to benefit or disadvantage.
Social	Science is a collaborative endeavour, building on historical insights as well as bringing together teams – sometimes from diverse disciplines – to engage in productive enquiry and develop new understanding.  Students engaged in scientific experiments will often have to work collaboratively; as they reason together to make sense of their observations, they see the need for a range of perspectives and range of individual's strengths to come together.
Cultural	Knowledge of global phenomena – such as the impact of global warming; or that of weather systems, heightens sensitivity to the cultural and economic diversity of our world. Awareness of the use of technology and information systems can also be seen to have a cultural transforming.

## **Religious education**

*For gaining wisdom and instruction; for understanding words of insight; for understanding proverbs and parables, the fear of the LORD is the beginning of knowledge.*

*Proverbs 1.2,6-7*

## **Legal basis**

Trust schools are academies free to define their RE curricula to reflect the Trust ethos and meet the needs of students within Trust schools.

## **Aims**

The Christian identity of Trust schools means that they can draw upon a rich model for critical intellectual inquiry and as well for motivation to be open to new insights and understanding through learning in RE.

RE is taught as an academic subject and not a confessional one; but students have the opportunity to learn *from* as well as *about* in their RE lessons.

Through RE teaching, Trust schools seek to foster cohesion within a diverse student population, starting from the base of individuals' knowledge, experience and conviction. The RE curriculum provides for students' understanding to be enriched and refined by engagement with and critical appraisal of the insights of others as well as shared learning about world faith traditions and their associated beliefs.

## **Delivery and compliance with legal requirements**

Church of England schools within the Trust endeavour to meet the Statement of Entitlement produced by the Church of England Board of Education and National Society (see appendix).

RE is given a high profile within the schools as a means of understanding more about students' own faith and the faiths of others. Students follow a course in which the beliefs, values and practices of the six major world faiths are explored.

All students at KS3 follow a foundation programme which explores the idea of faith and belief and introduces major world religions. KS4 follow a GCSE course which focuses on Christianity and on one other world religion.

For schools with Sixth Form provision, RE is continued for all students in KS5 through a programme of lectures or conferences designed to complement the wider curriculum. The A Level offer includes academic RE, studying Philosophy, Ethics, and Christian Thought. Within the course, students are required to explore how personal and religious values relate to society and culture.

The RE curriculum is standardised across the Trust under the direction of the Trust Lead. The RE team regularly review policy and syllabus, in keeping with the school SMSC policy and in response to statutory and non-statutory guidance. This is kept under review by the Trust directors and local governing bodies, through school curriculum committees.

## **Pastoral Programme**

### ***Personal, Social, Health and Economics Education***

*Let perseverance finish its work so that you may be mature and complete, not lacking anything.*

*James 1.4*

#### **Legal basis**

RSHE (relationship, sex and health education) is delivered in line with statutory guidance that comes in to effect from September 2026: statutory guidance from the Department for Education (DfE) issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Three areas should be covered within a curriculum that meets students' needs on a local basis:

- relationships and Sex Education (relationships)
- Health and Wellbeing Education (health and wellbeing)
- CIAG/Citizenship (living in the wider world)

#### **Statutory components**

- Sex education is compulsory in secondary schools (link above)
- All schools are obliged to provide access to independent careers advice for students from years 8-13

#### **Aims**

RSHE forms one of the most important parts of the spiritual, moral, social and cultural development of students at Trust schools, exactly because it seeks to equip students for the important life choices that will determine the shape and moral quality of students' lives in the present and as adults. If students are to experience life in all its fullness – life in abundance – then the life choices that are anticipated by PSHE will be keystones in achieving that abundance.

#### **Delivery**

The curriculum offered at Trust schools is through a combination of the Trust Pastoral Programme and Pastoral workshops and covers the following areas:

- Personal identity and self esteem
- Relating well to others: difference and being a good friend
- Prejudice and discrimination: bullying, homophobia, racism, sexism
- Physical health and well-being: including use of drugs and alcohol
- Sex and relationships education

NB. Outline of updated RSHE workshops to be added when confirmed for use from Sept 2026

### ***Tutor time programme***

A key relationship for students is the one which they have with their form tutor. Form tutors provide pastoral support and guidance as well as being the first port of call if things are not going well at school. They are also therefore a key link person for parents.

Our tutor programme has been designed to support all aspects of the spiritual, moral, social & cultural development of students. Not only will tutors monitor pupil progress in all the aspects mentioned under 'Delivery', they will also teach the core PSHE programme which has been developed for the Trust.

## Good practice guidelines for tutors:

Outstanding tutors will...

<b>Ethos/SMSC</b> <ul style="list-style-type: none"><li>• understand, articulate and champion the school ethos/SMSC</li><li>• Lead students in their developing SMSC education (and wider citizenship) through the use of tutor time resources/activities</li><li>• Support an outstanding environment for inclusive, reflective, purposeful discussion and work on the key stories/texts/narratives each week to support the SMSC</li><li>• Ensure the daily reflection activities are suitably used to include all students</li><li>• Support the Trust etiquette by referencing/positively referring to it</li></ul>	<b>Curriculum</b> <ul style="list-style-type: none"><li>• Check planners/independent learning routines</li><li>• Administer/lead the termly self-reflection</li><li>• Give their tutees sensible advice/guidance about future pathways by understanding the curriculum/progression routes for those students</li><li>• Support the Trust Learning Culture skills by overt referencing and reinforcement during tutor time activities</li><li>• Deliver the resources of the PSHE programme as linked to the SMSC/ethos themes.</li></ul>
<b>Pastoral</b> <ul style="list-style-type: none"><li>• Be a positive presence at the start of the day</li><li>• Build positive relationships with the students</li><li>• Know/understand the wider context of students' lives (e.g. home situations where appropriate)</li><li>• Set the high expectations which the students keep for the rest of the day</li><li>• Consistently challenge low-level issues – for example, uniform, lack of equipment.</li><li>• Reinforce pastoral/curriculum messages from other teachers</li><li>• Contact home where possible with positive praise or concerns (academic or pastoral)</li><li>• Support HoY if meetings are required with parents regarding their tutees</li></ul>	<b>Administrative</b> <ul style="list-style-type: none"><li>• Take the register</li><li>• Give out routine messages/notices in a structured way</li><li>• Report any concerns/problems to HoY as appropriate</li><li>• Complete annual Tutor reports</li><li>• Sign student planners</li><li>• Promote and monitor wider reading</li></ul>

### ***The Twyford Trust Pastoral Curriculum***

The tutor time programme has been created as core to delivery of SMSC. The seven year programme co-ordinates a frame of Collective Worship and Bible stories with content that delivers age

appropriate PSHE, IAG, Citizenship material and thinking and learning skills. As such, a student's needs from thinking about a new start and settling into a school community in year 7, through to consideration of post-16 routes in Y10-11, then to UCAS applications in KS5 are delivered with the support of form tutors through the programme. Head of year assemblies co-ordinate with and support the tutor time content, helping tutors to position themselves and the material for students.

The seven year programme spanning their school career allows students to take regular time to reflect on their progress in all elements of school life, including their pastoral targets and academic targets.

Crucially, students undertake the programme as a group with the form-tutor, whose job it is to get to know them as individuals and support them to grow into responsible adults. The tutor time programme is therefore core to the delivery of the Trust ethos which demands that students know themselves as individuals but see their value through being in community. The relationship they will build with the members of their form and with their tutor will make it possible to accept support from each other when it is needed.

The reading and discussion work at tutor time has also been designed to support basic and higher level literacy in line with the Trust literacy strategy. Tutor times always conclude with a prayer and reflection in order to give each student the space to engage spiritually with the material they have covered and the discussion they have had.

An overview of the programme content is available on the Trust Copia system:

<https://copia.twyfordacademies.org.uk/trustmenu/Shared%20Documents/Twyford%20Trust%20Pastoral%20Curriculum%20overview.docx>

### ***The Twyford Trust Pastoral Workshops***

Workshop programmes have been designed to provide core teaching in PSHE. They will also ensure that students are aware of and understand the Trust learning disciplines and begin to develop their use. Each workshop takes a different context and asks students to take an active role in teasing out solutions to the problems / issues presented. Workshops are 2 hours long and the style of learning is collaborative – encouraging students to work well in groups and teams. Usually the challenge of the workshop is to produce an outcome/solution which can be presented and evaluated – outcomes may be as varied as a speech for used in debate, an irrigation system or a bridge made of spaghetti.

In some cases workshops may be run in single gender groups. In some workshops there is external input from experts such as Health professionals /police/ local magistrates.

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

At key stage 5, there is a focus on preparing students to manage their current lives and laying the foundations for managing future experiences. The education offered supports the crucial transition in pupils' lives at this stage. In addition, topics from key stage 4 will be revisited and reinforced. This key stage represents the last opportunity to ensure that students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career.

## **Wider Learning**

### ***House System***

Trust schools have house systems which provide for enjoyable competition outside the classroom as well as within it. These houses collect together forms which span the year groups within the school.

The concept of the house *system* is that they should build community and a sense of shared responsibility through fun events and so foster unity within the school by

1. Giving students a common sense of identity and belonging within their house
2. Draw upon and value the contribution of students in all year groups
3. Be outward looking through charity support and engagement
4. Sustainably develop student (and staff) leadership, including mentoring
5. Be fun and engaging, fostering a love of learning and growing together
6. Motivate student participation and self-value across diverse groups
7. Support the school's spiritual identity through charitable outreach and building a sense of community
8. Reflect on the achievements of the house and areas for improvement

Opportunities for leadership and participation within the house system provide for students' growth and development within SMSC. The intent of these opportunities is sequenced by year group and is expressed to students through the Pastoral targets and engaged with through the self-evaluation programme:

	<b>Wider Learning &amp; Career development</b> <i>(Engage fully &amp; Stretch)</i>	<b>Wellbeing, spirituality and reflectiveness</b> <i>(Engage fully &amp; Stretch)</i>
<b>Outward-looking</b>		
<b>7</b>	<p>I have represented my House in an inter-form event or Enterprise day.</p> <p>I have represented my school on a team or a trip.</p> <p>I have taken on a position of responsibility in my House or form.</p> <p>I have participated in Pastoral Workshops and worked well as part of a team.</p> <p>I regularly attend at least two extended electives (including Study Club) per week.</p> <p>I have contributed to a project or event outside of lesson time.</p> <p>I have demonstrated my reliability in a range of situations.</p>	<p>I have understood and can effectively use the Trust stillness techniques and the Trust posture.</p> <p>I use Communion, tutor times and assemblies to reflect upon my spiritual life and personal development.</p> <p>I have contributed to the wider life of the school by reading in assembly, tutor time or Communion.</p> <p>I have used the Pastoral area on COPIA to explore topics that interest me.</p>
<b>8</b>	<p>I have represented my House in an inter-form event or Enterprise day.</p> <p>I have represented my school on a team or a trip.</p> <p>I have taken on a position of responsibility in my House, form or the school.</p> <p>I have participated in Pastoral Workshops and worked well as part of a team.</p> <p>I regularly attend at least two extended electives (including Study Club) per week.</p> <p>I have contributed to or led a project or event outside of lesson time.</p> <p>I have contributed to the school community in a way that can have a positive impact on my future.</p>	<p>I have understood and can effectively use the Trust stillness techniques and the Trust posture.</p> <p>I always use Communion, tutor times and assemblies to reflect upon my spiritual life and personal development.</p> <p>I regularly contribute to the wider life of the school by reading in assembly, tutor time or Communion.</p> <p>I have used the Pastoral area on COPIA to explore topics that interest me.</p> <p>I reflect upon my role in society and responsibilities in life.</p>
<b>9</b>	<p>I have represented my House in an inter-form event or Enterprise day.</p> <p>I have represented my school on a team or a trip.</p> <p>I have taken the opportunity to be a leader in my House, form or the school.</p> <p>I have participated in wider learning events such as workshops and worked well as part of a team.</p> <p>I regularly attend at least two extended electives per week.</p> <p>I have contributed to or led a project or event outside of lesson time.</p> <p>I have contributed to the school community in a way that can have a positive impact on my future.</p> <p>I have researched future pathways and am engaged in acquiring the additional skills/experience I need to prepare me for those.</p>	<p>I reflect upon my role in society and responsibilities in life.</p> <p>I can effectively use the principles of stillness, breathing and posture to help me face challenging moments.</p> <p>I use Communion, tutor times and assemblies to reflect upon my spiritual life and personal development.</p> <p>I have contributed to the wider life of the school by reading in assembly, tutor time or Communion.</p> <p>I have used the Pastoral area on COPIA to explore topics that interest me.</p>

1 0	<p>I have taken responsibility for activities within my tutor group, House or other team to create a positive working environment.</p> <p>I have contributed to the school community through a leadership responsibility or community service.</p> <p>I have continued with at least one key extra-curricular activity, which contributes to the school and adds to the skills/experience on my CV.</p> <p>I have considered future career pathways and what would make me a good employee.</p> <p>I can present my experience in a letter of application or CV.</p> <p>I have done a work experience placement.</p> <p>I pursue opportunities that may help me in future courses.</p>	<p>Communions, tutor times and assemblies help me to develop ideas about my own moral / spiritual identity and its relation to the wider community.</p> <p>I have led in assembly, tutor time reflections or communions.</p> <p>I know the Christian narrative and understand how it relates to my/other beliefs.</p> <p>I have used the Pastoral area on COPIA to explore topics that interest me.</p>
1 1	<p>I have taken responsibility for activities within my tutor group, House or other team.</p> <p>I actively contribute regularly to the school community through role-modelling, a leadership responsibility or community service.</p> <p>I have continued with at least one key extra-curricular activity, which contributes to the school and adds to the skills/experience on my CV.</p> <p>I have researched my post-16 opportunities and I have a clear understanding about which pathways are suitable for me.</p> <p>I can confidently present my experience in a letter of application or CV.</p> <p>I have supported Year 10 students to apply for work experience.</p> <p>I actively pursue opportunities that may help me in future study or careers.</p>	<p>Communions, tutor times and assemblies continue to develop ideas about my own moral and spiritual identity and I can see how this can be sustained from a range of traditions.</p> <p>I am confident to lead in assembly, tutor time reflections or communions.</p> <p>I can explain the Christian narrative (creation, fall redemption, restoration) and understand how it relates to my/other beliefs.</p> <p>I have used the Pastoral area on COPIA to explore topics that interest me.</p>
1 2	<p>I have taken the lead within my tutor group, House or other team.</p> <p>I actively contribute regularly to the school community through role modelling, a leadership responsibility or community service which contributes to the school and adds to the skills/experience on my CV.</p> <p>I have been to open days, taster sessions &amp; undertaken appropriate work-related learning (enterprise activities, work experience, internships etc.).</p> <p>I have a plan for targeted further work experience in the summer.</p> <p>I am in a good position to select the appropriate post-18 route for me.</p> <p>I have deepened my understanding and increased my confidence as a leader.</p>	<p>I have taken an active approach to the communions, tutor times and assemblies, which have developed my own experience of prayer, worship and morality.</p> <p>I am confident to lead in assembly, tutor time reflections or communions.</p> <p>I can explain the Christian narrative (creation, fall redemption, restoration) and understand how it relates to my beliefs and those of other faiths/position.</p>
1 3	<p>I have taken the lead within my tutor group, House or other team.</p> <p>I actively lead the school community through role modelling, a leadership responsibility or community service, which contributes to the school and adds to the skills/experience on my CV.</p> <p>I have a plan for further work experience or transitioning to my next stage of education, training or employment.</p> <p>I have deepened my understanding and increased my confidence as a leader, ready to apply this beyond school.</p> <p>I have at least one area of wider interest which I can continue beyond school.</p>	<p>I have taken an active approach to the communions, tutor times and assemblies, which have developed my own experience of prayer, worship &amp; morality. I am confident to lead in assembly, tutor time reflections or communions.</p> <p>I can confidently explain the Christian narrative (creation, fall redemption, restoration).</p> <p>My spiritual practice is well rooted so that I can be true to myself but open and interested in the faith of others.</p>

### **Extra-curricular offer**

Trust schools offer a rich extra-curricular programme and see students' extra-curricular learning as being an essential part of their education.

Students in Trust schools are required to engage in at least one extra-curricular activity or club each week, and focus is given to ensuring that key cohorts of students who are less likely to engage and gain the benefits of extra-curricular participation are equally represented in attendance.

### ***Fundraising and charitable outreach***

All four Trust schools share a link with our partner school in Mozambique and help to raise money for it through events such as the annual sponsored walk. Information about the school is shared with students through assemblies and tutor times in order to help raise students' awareness of young people whose educational context is very different from their own.

### ***House Charities***

- In all four schools, each house selects a charity to support. These may be local, national or international.
- Throughout the year, students help to organise and run various fundraising events for their house charities, including but not limited to, non-uniform days, cake sales and sponsored events.

### ***Community service***

Trust schools encourage students to look outwards to the world around them and its needs and actively engage in age-appropriate ways, including through community service.

This allows for students' spiritual growth as they develop their sense of identity and self-worth through serving others. Moral growth results from commitment and actively being and doing good. Students' social development is served as they come to better understand the communities around the schools and engage with them, as well as their cultural diversity.

## Chaplaincy

Unless the LORD builds the house,  
those who build it labor in vain.  
Unless the LORD guards the city,  
the guard keeps watch in vain. *Psalm 127:1 NRSV*

The Twyford Trust chaplaincy is an integral part of Trust schools and serves their Christian identity. The chaplaincy operates as a team which includes an ordained chaplain as lead, with a team of lay volunteers and ordained clergy. SMSC leads in each school play an active role in enabling the Anglican ethos to infuse the practice of the schools in the Trust.

The chaplaincy team has responsibility for:

- Establishing a distinctive Anglican ethos in Trust schools
- Leading the formal and informal expression of Christian ethos and worship in Trust schools
- Inducting students, staff and parents into Trust ethos
- Contributing to the pastoral care of the school community
- Contributing to teaching and learning
- Schools' mission in justice and peace: charity links, fundraising, charitable outreach
- Schools' mission in community outreach: local churches, faith communities
- Schools' Christian mission: articulating the gospel and presenting a Christian apologetic
- Supporting Trust schools' spiritual development and that of their wider community

### ***Extra-curricular chaplaincy activities***

The chaplaincy extra-curricular offer is designed for the school community within the Trust school it serves, but ranges across opportunities for fellowship (i.e. age based Christian fellowship groups) to active community service. This provision includes ensuring that non-Christian students' spiritual needs are represented in the extra-curricular offer.

## Pastoral system

*“This is the covenant that I will make with them  
after those days, says the Lord:  
I will put my laws in their hearts,  
and I will write them on their minds,”*

*Hebrews 10:16*

### Aims

As the verse above from Hebrews suggests, the over-riding aim of the pastoral system is to enable students to flourish and endeavor to reach their full potential. This can be achieved through the pastoral system which operates on 3 levels:

1. School rules and the corresponding behaviour code / code of discipline provide firm boundaries and expectations within which school life operates. These secure the identity of the school as a positive learning community for students and provide systems for their safety and welfare.  
  
The school rules and code of discipline dovetail with the school systems that operate to encourage students to relate positively, to engage in extra-curricular activities and make good academic and personal-development progress consistent with their potential.
2. The pastoral relationships that enable Twyford to be a ‘corporate parent’ provide for tutors and staff to guide and direct the development of students within school for their fullest growth in a way that is personalised. Tutors, peers and older students take on roles as exemplars, Mentors and supporters.
3. The aim of the systems and pastoral relationships is to produce self-regulating, disciplined, self-directed learners, well-resourced to become independent, motivated and fulfilled adults.

Twyford Trust schools could be thought of as a corporate parent of the children who are students within the school. The pastoral system has an oversight of students’ spiritual, moral, social and cultural development, recognising that their academic achievement and personal growth are interdependent if both are to be healthy. Consistent with the school motto, Twyford seeks to support students to realise their fullest human potential in all aspects of living through their school life. A comprehensive understanding of that potential can only be achieved through explanation using the SMSC axes.

Effective oversight of students entails monitoring and supporting students’ academic progress, their engagement in school activities and offering guidance and encouragement in all areas of their life as it impinges on students’ school career. Discipline and sanctions offer reinforcement of the firm boundaries provided by school rules; they are vital to providing a positive ethos in which the norm for promoting and establishing good conduct and self-realisation is through providing exemplars, role-models and setting and agreeing high but realistic expectations of students.

## **Delivery**

### **Year teams**

Each student has their own form group with a tutor, who has oversight of their students. This oversight takes the form of a pastoral relationship, making the tutor the first point of contact for parents or students when either personal difficulties or academic difficulties occur. Tutors are also kept in touch with students' engagement in the school community and their academic success. The regular contact between tutors and their students in registration and assemblies; and with parents

through parent evenings and email contact enables an accountable, three-way relationship between home, school and the student.

Oversight of students through tutors is managed by the head of year in the first instance, with the support of the assistant head of year and then heads of Key Stage and then deputy Headteacher with responsibility for the pastoral systems of the school. There are short fortnightly meetings between heads of year and their tutors to discuss concerns and successes and a longer meeting every half term between the head of year and tutors to work through new strategies.

Head of year and SLT assemblies are key for establishing an effective relationship between a head of year and their year group and for the senior leadership team to have access to students; assemblies are one of the primary contexts in which SMSC elements of the curriculum are articulated and explored. The SLT has executive oversight, seeing that the different areas of the schools life work together to a co-ordinated and symbiotic end.

### **Information systems and data**

Information systems and data analysis are important tools in maintaining effective oversight and support of students. Heads of year and tutors review students' achievement, effort and behavioural points regularly. Attendance is monitored closely – lesson by lesson – by the data team and the absence of any student alerted.

Academic data (achievement and academic progress) is also monitored closely and interventions devised for students who are failing to progress at the expected level. Heads of department and subject teachers work together with the pastoral teams to monitor students' progress and celebrate their success, with the pastoral systems providing appropriate support to students to help them engage with the classroom-based curriculum.

### **Home school partnership**

Partnership between the school and parents is key to supporting students' engagement and

progress in school. This is enabled through:

- **A home-school agreement** -indicating common expectations, which is signed by a school representative, parent/carer and student when they join the school.
- **Target setting day** –academic and personal development targets are set between parents and a member of staff, usually a tutor or head of year.
- **a year ahead evening** at the start of the academic year, in which the programme and expectations for the year are previewed
- **parents evenings** –with discussion between subject teachers and tutors with parents to review students’ progress
- **school reports** and **parental access to school data through computer systems**
- correspondence between school and home

The pastoral teams at Twyford Trust schools make a huge contribution to students’ spiritual, moral, social and cultural development:

***Spiritual Development:***

- Pastoral teams actively encourage spiritual reflection with 2 minutes silence at the end of tutor time and assemblies
- Assemblies and tutor times provide engagement with the text of scripture and content that directs students’ attention and worship towards God. They also offer time for students to reflect on: -
  - Who they are
  - How they feel about important issues, including news items and life choices
  - Important milestones e.g. exams/work experience etc.

***Moral Development:***

- Rewards and Sanctions
- Clear expectations and consistency in sanctions
- Parental Involvement

***Social Development:***

Assemblies draw attention to the differences between the students and potential confrontations and the consequences of their actions. This is done in the hope that by recognising problems and facing them head on we can avoid social confrontations before they arise.

The structure of forms and year groups places students in a network of relationships that they have not chosen. These relationships demand that they interact with each other co-operatively and to constructive ends and so learn quite complex social and self-management skills.

Socially inappropriate behaviour, such as bullying, discrimination, racism, homophobia and gender stereotyping are not tolerated within schools. Students are helped to see why the related social constructs are destructive and unhelpful; they are asked to make amends for their errors in conduct in these areas; and are sanctioned for wrong-doing when required.,

Students are given a positive sense of their social identity within school through the house system; their participation is reflected in positive conduct points and celebration of their achievements and participation through the pastoral systems, through conduct points and assemblies.

***Cultural Development:***

Twyford Trust has a distinct culture of its own, communicated in whole school ethos and expectations, through which students learn about their own (home) cultural context. The primary context for such experience is in the pastoral systems that operate.

The culture of Trust schools provide a stable and equalising base from which students can learn about each other's cultural and religious backgrounds. Such learning is supported through tutor time reflections, in RE and assemblies as well as students' membership of a culturally diverse year and form group.

Cultural diversity is explicitly celebrated in school through extra-curricular activities. These are then highlighted and celebrated in assemblies. Examples would include: Black History Month events; Celebrating Diversity events; music competitions; an annual carol service; school productions.

## Diversity and inclusion

*'...the members of the body that seem to be weaker are indispensable... God has so arranged the body that there may be no dissension in the body, but the members may have the same care for one another.'*

*1 Corinthians 13.22, 25*

### Aims

A range of resources are in place as part of Trust school's SMSC provision to ensure that our communities are integrated and foster deep cohesion. Amongst these are the clarity with which the Trust vision is expressed as the 10:10 ethic; consistent learning conduct and behaviour expectations; the place of Collective Worship within school life; the House system and provision for wider learning and extra-curricular activities.

The active inclusion of students within the school community fosters – of itself – students' SMSC development. Particular areas warrant more focused consideration:

### Religious diversity:

Trust schools are religiously diverse communities: this is true of schools that select strongly by religious faith at admission and schools that do not.

By articulating the Trust's faith foundation with confidence and clarity our intention is that students will be well placed to understand and articulate their own identity in relation to it. Collective Worship is designed to be inclusive by virtue of asking students and staff to participate in ways that allow them to retain integrity of conscience and yet explicitly be actively engaged to be part of one community.

Student and staff's religious or philosophical identity is their gift within the school community; our hope is that time as part of the school community will allow their personal understanding to grow and develop and that their personal conviction might lead to others developing their understanding too.

### Language / ethnic diversity:

Trust schools are also ethnically diverse communities with students, staff and parents speaking a range of languages, including many students and parents for whom English is an additional language.

Trust schools are careful to tailor their learning support and curriculum to enable students to access the curriculum offer. Students' ethnic diversity is also valued as enriching the ethnic and cultural content of school life.

### Learning and inclusion:

All Trust schools make extensive provision for learning support to enable students to access the curriculum.

Implications for the spiritual, moral, social and cultural development follow from Twyford Trust schools' distinctive identity as part of a Church of England Trust. Christian theology holds that the dignity of a human being derives from being created in the image of God; that this image is indelible in each individual. But more than this, Christian theology is over and

against the observed human tendency to neglect the needs and inclusion of individuals who tend to suffer through the normal exercise of power, one in which the needs of majority groups tend to find advantage.

The Learning and Inclusion department embodies a *spiritual* reality at the heart of Twyford that reflects this gospel 'bias to the poor' and shows the reality that each individual is held to be made in the image of God. That human dignity is honoured as students are supported in their learning to have the fullest possible access to the curriculum and as every effort is made to keep vulnerable students within the school community. This insight into the moral value of each person is a foundation for students' *spiritual development* – understanding their own dignity – equal to that of others – to be grounded in the way in which they are unconditionally valued and loved by God.

The *moral* agency of the department is that its counter-cultural work speaks of the equality of all students. The ethos of a positive acceptance of difference, with each individual having their unique gift to contribute to the school community is pervasive within the school community. The department lives out an ethic which refuses to treat some students as 'less' equal to others. The department crystallises this aspect of the school's life and perpetuates this value within the school community, contributing to all students' *moral development*.

The work of the department – through paid staff, volunteers and through students – is to support the establishment of an unusually diverse student body. The social stratification that in wider society separates individuals who are vulnerable, have particular learning needs, have physical, psychological or social disability from those who do not is significantly overcome in the Twyford Trust through the work of the department. It follows that the Learning and Inclusion department makes a significant contribution to the *social development* of all students in the school.

This inclusion makes the school culturally rich. The department not only values the cultural backgrounds of many students who might otherwise struggle, including those who do not have English as a first language, but cultural activities also have a significant profile in the department's work. Examples are horticultural work, arts and crafts based activities, cooking – which often takes into account cooking styles that students are familiar with from home - and literary and music resources used to promote basic literacy and listening skills. These activities in the Learning and Inclusion department promote the *cultural development of all students in school*.

## External requirements

### Statute

#### Background for provision for SMSC Education

Under the 2002 Education Act, Maintained schools in England are required to deliver a curriculum which includes provision for students' spiritual, moral, social and cultural education. This requirement is stated in statute as follows:

#### *Part 6 – The Curriculum in England*

#### 78 General requirements in relation to curriculum

(1) The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly based curriculum which—

- (a) Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- (b) Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### Ofsted Definitions

In the 2004 document *Promoting and evaluating pupils' spiritual, moral, social and cultural development*, Ofsted offered generic definitions for use in inspections across faith and non-faith contexts. These follow:

#### ***Spiritual development***

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

#### ***Moral development***

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

#### ***Social development***

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

### ***Cultural development***

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and

coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

### **National Society requirements**

Church of England schools undergo a denominational inspection relating to their Christian identity. The latest framework came into force on 1<sup>st</sup> September 2023.

SIAMS inspections are triggered by an Ofsted inspection, unless the last Ofsted grading was outstanding; in this case, the inspections take place every 5 years. One week's notice of an inspection will be given.

The principal objective of the inspection is to evaluate **the distinctiveness and effectiveness of the school as a church school.**

A church school's self-evaluation, verified by inspection, will seek to judge how well the school is living up to its foundation as a Church school, and is enabling pupils and adults to flourish. [Further information can be found here: 2023-siams-framework.pdf \(churchofengland.org\)](#)

The inspection also appraises the school's delivery of Religious Education according to the Statement of Entitlement for students from Church of England schools. Further information can be found here:

[re-statement-of-entitlement-for-church-schools.pdf \(churchofengland.org\)](#)

## Internal appraisal of SMSC

### Appraising School delivery of students' SMSC development

The Ofsted document *Promoting and evaluating pupils' spiritual, moral, social and cultural development* indicates the kinds of evidence sought by inspectors to make a judgement of the school's provision for students SMSC development. On p. 27:

SMSC development will be influenced by what the school stands for and almost everything the school does. Inspectors' judgements on pupils' development will be based on evidence from right across the school. The starting point is how well the school provides an environment in which pupils' spiritual, moral, social and cultural development can flourish. The climate and values of a school may be evident from the moment one enters it: whether it is welcoming, keen to help the visitor, and proud of the achievement of those who work and learn there. Is there a drive for learning and respect for reflective responses? Other pointers include:

- The values projected by staff, governors and pupils
- The relationships it encourages between pupils and staff and between pupils
- The way staff address pupils and vice versa
- The way pupils address and care for each other
- The way disputes and dissent are addressed
- The quality of the physical environment
- The range of opportunities provided by the school outside the formal curriculum
- The relationships developed by the school with the wider community
- The tone and content of material published by the school.

In addition, some activities will be consciously planned to contribute to pupils' SMSC development; for example, activities such as assemblies, acts of collective worship, extra-curricular programmes and lessons in PSHE and RSE and CIAG. There will also be important contributions from National Curriculum and other subjects.

At TCEAT schools, data is collected for the following quantifiable markers which are used to monitor students' SMSC development:

- Attendance; Punctuality; Behaviour
- Participation in extra-curricular activities
- Exclusions – internal and external
- Learning habit grades
- Amount of money raised for charities
- Participation in community outreach activities
- Students, staff and parent surveys
- Reports of bullying and discrimination
- Student voice