



Twyford
C of E
Academies Trust

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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 the connectedness of all aspects of SMSC which allow students to engage actively with the school's values. Key elements being: -

- Whole school worship practice (including Assemblies, Communion services and Singing strategy)
- A pastoral curriculum (made up of a pastoral tutor time programme, weekly Head of year assemblies and PSHE workshops)
- RE Curriculum offer (forming part of the compulsory core for all students – including 2 annual post-16 RE conferences)
- The House system and student Leadership (including inter-house competitions , enterprise /house charities and school council)
- Christian Fellowship (Chaplaincy led activities including weekly Bible study & Discussion groups, Youth Alpha, voluntary communions, residentials and London Citizens)

Index

Introduction	
Introduction	2
Index	3
Trust vision and SMSC	
10:10 Ethic and SMSC – Christian vision of Trust	4
<i>10:10 Ethic</i>	5
<i>Use of narrative in SMSC</i>	5
<i>Delivery</i>	5
Collective Worship and SMSC	6
SMSC and curriculum	9
<i>Music</i>	9
<i>MFL</i>	11
<i>Science</i>	12
Wider curriculum	
RE and SMSC	13
PSHE & Citizenship	13
Tutor time	16
Pastoral workshops	19
Wider Learning	
<i>House System</i>	20
<i>Charity links</i>	22
Extra-curricular offer	23
<i>Chaplaincy</i>	24
Pastoral system	25
Diversity and inclusion	27
External requirements	
Statute	31
Ofsted Definitions	32
National Society requirements	33
Statement of Entitlement	34
Internal appraisal of SMSC	35

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 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 resource 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 which is wider than the constraints of exam syllabuses. Being a part of one of our school communities is about growing in confidence and self-knowledge. 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 wider 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:

	Wider Learning Elements
Spiritual	Assemblies, Tutor time reflections, Chaplaincy Activities, School practice on Singing & Silence, Communion and celebration services
Moral	Personal development Workshops, Tutor time Programme , Whole school social responsibility & community service – including enterprise days, student leaders, peer mentoring
Social	Pastoral Programmes, Clubs & Elective programmes, Residential Programmes, House system
Cultural	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.

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, both student led. The assemblies’ content covers a wide range of cultural and intellectual topics. Material is age appropriate and informs, stimulates & 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. Pastoral assemblies also celebrate success & 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 a 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:

5 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 in Y7-11 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 is available on Copia which ensures that the content delivered is given in a frame of worship and with a reflective attitude
- The chaplaincy 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 role. 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. A member of the chaplaincy team gives 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 & be good, but also to create an appropriate atmosphere of openness & welcome. Students and staff are carefully inducted into habits of reflectiveness and stillness akin to 'mindfulness' - using and 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%20stillness%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 or celebration service on an annual basis. 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

Four 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:

- Music
- Languages
- Science
- Computer Science

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	<p>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.</p> <p>Music and singing also engage the individual with the relationship between what is said and the resonance that has with the moral values expressed.</p>
Social	<p>Music is intrinsically social and draws students into relationship with each other. Students' share a common experience, whilst each student experiences retains their individuality.</p> <p>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.</p>
Cultural	<p>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.</p>

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	<p>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.</p> <p>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.</p>
Moral	<p>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.</p>
Social	<p>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.</p>
Cultural	<p>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.</p>

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*

Psalms 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	<p>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.</p> <p>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.</p>
Social	<p>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.</p> <p>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.</p>
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 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 school 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 all of the 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 will follow a GCSE which focuses on Christianity and on one other world religion.

RE is continued for students in KS5 through two half day RE conferences. Within the course, students will be required to explore how personal and religious values relate to society and culture.

RE departments determine their own syllabus in keeping with the RE department Philosophy and both are kept under review by the Trust directors and local governing bodies, through school curriculum committees. The RE departments regularly review their own policy and syllabus, in keeping with the school SMSC policy and in response to statutory and non-statutory guidance.

Citizenship

Submit yourselves for the Lord's sake to every human authority: whether to the emperor, as the supreme authority, or to governors, who are sent by him to punish those who do wrong and to commend those who do right.

1

Peter 2.13-14

Legal basis

Citizenship was introduced as a statutory subject within the National Curriculum under part 6 of the Education Act 2002 and remains statutory at Key Stages 3 and 4; whilst free to determine our own Citizenship curriculum, Trust schools teach the requirements for the National Curriculum current from September 2013

The statutory curriculum for Citizenship aims to ensure that pupils:

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- Develop a sound knowledge and understanding of the role of law in our society and how laws are shaped and enforced
- Develop an interest in, and commitment to, volunteering that they will take with them into adulthood
- Are equipped with the financial skills to enable them to manage their money on a day-to-day basis as well as to plan for future financial needs.

Academies are not bound by the National Curriculum, but the Trust citizenship curriculum is taught as part of PSHE in tutor time and workshops and through wider learning.

Aims

The Twyford Citizenship curriculum aims to give pupils the knowledge, skills and understanding to play an effective role in society. It is designed to form students to become informed, thoughtful and responsible citizens aware of duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and aware of their own agency. The syllabus encourages pupils to play a vital part in the life of their school, community and world.

Delivery

Is within a graded programme delivered through a combination of the Pastoral programme (tutor times and assemblies) and pastoral workshops

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

PSHE is not a statutory subject, but the Department of Education expects all schools to teach Personal, Social, Health and Economics Education (PSHE), drawing upon best practice.

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

- drug education
- financial education
- sex and relationship education (RSE)
- the importance of physical activity and diet for a healthy lifestyle

Statutory components

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

Aims

PSHE 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
- Use of drugs and alcohol
- Sex and relationships education

Tutor time

Tutor time programmes

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.....

<p>Ethos/SMSC</p> <ul style="list-style-type: none"> • Be the person to understand, articulate and push the school ethos/SMSC • Lead the students in their developing SMSC education (and wider citizenship) through the use of tutor time resources/activities • Support an outstanding environment for inclusive, reflective, purposeful discussion and work on the key stories/texts/narratives each week to support the SMSC • Ensure the daily reflection activities are suitably used to include all students • Support the Trust etiquette by referencing/positively referring to it 	<p>Curriculum</p> <ul style="list-style-type: none"> • Check planners/independent learning routines • Administer/lead the termly self-reflection • Give their tutees sensible advice/guidance about future pathways by understanding the curriculum/progression routes for those students • Support the TLC skills by overt referencing and reinforcement during tutor time activities • Deliver the resources of the citizenship curriculum as linked to the SMSC/ethos themes.
<p>Pastoral</p> <ul style="list-style-type: none"> • Be a positive presence at the start of the day • Build up a positive relationship with the students • Know/understand the wider context of students' lives (e.g. home situations where appropriate) • Set the high expectations which the students keep for the rest of the day • Consistently challenge low-level issues – uniform, lack of equipment, any talking when not supposed to • Reinforce pastoral/curriculum messages from other teachers • Contact home where possible with positive praise or concerns (academic or pastoral) • Support HoY if meetings are required with parents regarding their tutees 	<p>Administrative</p> <ul style="list-style-type: none"> • Take the register • Give out routine messages/notices in a structured way • Ensure students have put updates of conduct points into planners • Report any concerns/problems to HoY as appropriate • Tutor reports?

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 use 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.

The PSHE topics covered are:

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 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 enterprise days
4. Sustainably develop student (and staff) leadership, including mentoring
5. Be fun and engaging
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 expected development may be differentiated by key stage:

Key stage	SMSC development / learning objectives
KS3 Belonging and growth	<ul style="list-style-type: none"> • Participation in the school community as a larger social unit; sense of belonging • Continuing to discover own unique identity through use of aptitudes – music, sport, chaplaincy, MFL etc.; exploration of interests • Having an (age differentiated) ‘family’ to belong to; discovering that others are interested in their well-being • Discovering richness of participation in team work – in new and differentiated team structures • Contributing to the welfare of others through involvement in house activities; finding that this extends beyond school
KS4 Individuation; co-ordinating group working; discovering moral and social agency; responsibility taking	<ul style="list-style-type: none"> • Developing interest in and awareness of social structures and issues outside the school community as they are experienced within school and as school impacts on wider community • Starting to think strategically about influencing both [of above] and exercise responsibility in doing so • Aware of ability to have an impact on others well-being within the school community; aware of – and responsive to – diversity within school community • Developing the ability to organise a group of students to achieve a defined end • Sense of own moral agency; use of this to influence group within school and seek to exert influence beyond it • Discerning limits of own strengths and aptitudes and aware of areas that need development • Aware of need to take responsibility for younger students and relate positively to older students and staff in face of reward; to submit own desires/wants to needs of team and wider community • Taking on organisational role within age differentiated team
KS5 Leadership: analyse situation; develop strategy; formulate process and actions; lead team to deliver response Bounds of social interaction and exercise of agency beyond school, into national and international arena	<ul style="list-style-type: none"> • Able to take a strategic overview of a group process with the support of others • Able to take a leadership role, delegating tasks to others and supervising their completion to the defined end • Able to demonstrate leadership through presentation skills and/or 1:1 interactions with a realistic sense of others’ ability • Able to co-ordinate teams working together to a deadline • Manifest and organise personal & school agency in social sphere outside school • Knows strengths and weaknesses; chooses personal development; appropriately delegates within team structures, continuing to take responsibility for process / maintaining oversight • Social skills developed for positive and successful interaction with unfamiliar social groups – viz. age, socio-economic status, professional identity • Public speaking / oratory and reasoning skills • Has sense of own agency for leadership within a team and moral responsibility that accompanies this • Manifests cultural & spiritual awareness and sensitivity in approach to orchestrating assembly

Charity links

Fundraising and charitable outreach

Schema:

Whole school interests – International concern and links:

- Partner school in Mozambique operates across Trust schools
- Rotating – nominated school charity

House links– National charities -

- To serve community cohesion (increasing awareness and knowledge of community inside and outside school;
- to serve this through **PSHE & SMSC axes** across curriculum

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.

Extra-curricular offer

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

Students in Trust schools are required to engage in at least one extra-curricular activity or club.

Chaplaincy

Since we have a great high priest who has passed through the heavens, Jesus, the Son of God, let us hold fast to our confession. For we do not have a great high priest who is unable to sympathise with our weaknesses, but we have one who has been tested as we are, yet without sin

Hebrews 4.14-15

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 associate chaplains lay or ordained, SMSC leads and volunteers from the local community and parishes.

The chaplaincy team has responsibility for:

- Establishing a distinctive Christian 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

Year team structures (the pastoral system)

Until the time when we were mature enough to respond freely in faith to the living God, we were carefully surrounded and protected by the Mosaic law. The law was like those Greek tutors, with which you are familiar, who escort children to school and protect them from danger or distraction, making sure the children will really get to the place they set out for.

Galatians 3.23-24 (The Message)

Aims

As the verse above from Galatians suggests indicatively, the over-riding aim of the pastoral system is achieved through its operation at 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 and the safety and welfare of students.

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, encouragers and supporters.
3. The aim of the systems and pastoral relationships is to produce self-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/carers 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

Diversity

Twyford Trust schools are socially, culturally and religiously diverse communities. The school rules and behaviour code require that students interact positively and receptively with each other.

Summary

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
- Assemblies 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 either they are unable to convince school leadership that they are contrite or when the transgressions is sufficiently serious to demand sanctions.

Students are given a positive sense of their social identity within school through the house system; their participation is reflected in positive 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 week; 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 Community 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 encouraged by students fosters – of itself – students’ SMSC development. Particular areas warrant more focused consideration:

Religious

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 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 / ethnicity

Trust schools are also ethnically diverse communities with students, staff and parents speaking a range of languages, and students and parents in particular having a range of languages as a primary 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

Both 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 Church of England academies. Christian theology holds that the dignity of a human being derives from our 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 Twyford 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 departments 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

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 1st April 2013.

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's distinctive Christian character and values ensure the development and achievement of the *whole* child or young person.

Towards this objective, inspectors should seek answers to four core questions.

- 1. How well does the school, through its distinctive Christian character, meet the needs of all learners?**
- 2. What is the impact of collective worship on the school community?**
- 3. How effective is the religious education?**
- 4. How effective are the leadership and management of the school as a church school?**

The inspection also appraises the school's delivery according to the Statement of Entitlement for students from Church of England schools.

Statement of Entitlement from Church of England Board of Education– June 2016

Is linked here:

https://www.churchofengland.org/media/1384868/re_statement_of_entitlement_2016.pdf

Internal appraisal of SMSC

Appraising School delivery of students' SMSC development

The Ofsted document *Promoting and evaluating pupils' spiritual, moral, social and cultural development Pupils'* 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, citizenship, careers education and guidance, sex and relationship education, and drug education. There will also be important contributions from National Curriculum and other subjects.

At TCEAT schools, the following quantifiable markers are looked to as surrogate markers for students' SMSC development:

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