

Oak Bank School Policy

SMSC

(Including Community Cohesion and
British Values)



Prepared By: Rachael Freer

| Review and Amendment | | | | | | |
|----------------------|--------|--|--|--|--|--|
| By | RF | | | | | |
| Date | 1/8/17 | | | | | |
| Signed | | | | | | |
| Governor | | | | | | |
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SMSC (Spiritual, Moral, Social and Cultural) Policy

Vision

At Oak Bank, we aim to offer a holistic and inspiring experience enabling our young people to be responsible, reflective and active citizens with a strong sense of British values.

SMSC makes a unique and substantial contribution towards the Schools aims in its core belief that the personal development of young people is essential to their health, safety and achievements as individuals within society. This policy was developed in response to national guidance OFSTED- Promoting and evaluating students' spiritual, moral, social and cultural development 2004, the Education Reform Act 1988, the Education (Schools) Act 1992 and the Schools Inspection Act 1996.

It also refers specifically to the most recent guidance from OFSTED, September 2015 taking into account the critical role SMSC has to play in ensuring young people know how to be safe.

Objectives

At Oak Bank, we believe that SMSC is embedded in all aspects of our school life in the 'family' approach. SMSC, Equality, Diversity and Inclusion form the heartbeat of our school. Supported by all staff, it is this core belief that provides our students a safe platform fulfils their own potential and become the best version of themselves.

We aim to deliver an interesting, enjoyable and thought-provoking SMSC programme through the delivery of standalone subjects in Religious Education (RE), Citizenship and Personal Development (PD). SMSC is also delivered through a whole school approach through tutorial times, assemblies, outside speakers, community based projects and Diversity themed days. The school will also promote SMSC through interactions with external agencies such as the School Community Police Officers, Health workers, CAMHS, Youth Workers, Drug Support Agencies, Theatre Companies and Social services.

At Oak Bank we attempt, across the curriculum, to encourage our students to:

- Discuss matters of personal concern
- Develop relationships with adults and peers
- Develop a sense of belonging to a community
- Be challenged by exploring beliefs and values
- Discuss philosophical questions.
- Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives
- Experience what is aesthetically challenging
- Experience silence and reflection

SMSC and the wider Curriculum

Staff are fully aware of the framework for SMSC and this is addressed annually as part of a whole school audit. Staff understand where SMSC fits into their curriculum and use the following statements to identify where the framework can be met:

Students' spiritual development is shown by their:

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

Students' moral development is shown by their:

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

Students' social development is shown by their:


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

Students' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.

Below is the grid that staff are asked to complete during the annual audit to highlight where they are delivering SMSC in their subject areas through their schemes of work.

|  | | SMSC AUDIT | | DEPT: | |
|--|--|---|--|---|--|
| Please complete this with your dept. Please put the titles of lessons or activities from your Scheme of Work which fit each section, and return by _____ | | | | | |
| Year | Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge, skills, foster their own inner lives and non-material wellbeing. | Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, responsible moral decisions. | Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participate, active contribution to the democratic process, communities | Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences., understand, appreciate and contribute to culture. | |
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The responses from the Audit can be located in the G:Drive/SMSC/Audit

Oak Bank School and the Community

The health, well-being and cohesion of our local community are important to our school community. By valuing diversity, we lead the way in good practice and set an example for others to join us.

Our strategic aims and objectives:

- Our SMSC Schemes of work will include actions linked to promoting community cohesion.
- We will involve stakeholders in action planning for effective community cohesion.
- The Governing Body will take positive steps to promote good community relations.
- We will work towards challenging any forms of prejudice towards groups and individuals.
- All teachers will promote community cohesion through a diverse curriculum.

- We will assess the impact of our community cohesion programme to determine adverse or differential impact on groups or individuals.

There are three areas where we can contribute most to Community Cohesion.

1. Teaching, Learning and the Curriculum

Promoting community cohesion through teaching, learning and the curriculum is clearly at the heart of this duty. Helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

Many subjects, including Vocational Subjects, SMSC and PE have direct relevance to promoting community cohesion.

The following areas may be useful when considering this.

Curriculum areas:

- Religious education
- Citizenship
- Well Being
- RE
- Personal Development
- Community Projects

Ethos of the School:

- Equality information and objectives information report
- Anti-bullying Policy
- Behaviour Policy and school values

Access & Inclusion:

- The school Accessibility plan
- Admissions arrangements
- Evaluating progress/attainment of different groups
- Dealing with underperformance
- Bullying, discrimination incidents & behaviour monitoring

Student Voice:

- Junior Leadership Team/Student council

Oak Bank School will work towards gaining or maintaining

- Healthy schools Status
- A community Education award

Events:

- Diversity Day
- Visit a place of worship
- School Trips
- Residential Trips
- Guest speakers
- Oak Bank Olympics
- Fundraising Events -MacMillan Coffee morning
- Christmas Fayre
- Awards assembly
- Sports Events/tournaments
- Community Projects
- Links with Swiss Cottage

2. Equity and Excellence

Striving to ensure all students achieve their potential, irrespective of ethnic, socio-economic or other differences. This is already a clear focus for our school and is another important aspect of promoting community cohesion.

We are committed to narrowing, and ultimately closing, the gap between the progress and attainment of children from diverse backgrounds and their peers.

3. Engagement and Extended Services

Oak Bank School will benefit most from the involvement of local partners and other organisations and have a number of strong community links.

Our school will promote community cohesion through work that will provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations, including: links with different schools and communities; the provision of extended services; and opportunities for students, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

This policy should be read in conjunction with the:

- Sex and relationships education Policy
- Anti-Radicalisation Policy
- Equality Information and Objectives

- Accessibility Plan
- SEND Information report
- Safeguarding & Child protection Policy
- SMSC Schemes of work.

Review and Monitoring

This policy should be monitored by the Head of school and Head of SMSC.