



SMSC and PSHE Policy

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SMSC (Spiritual, Moral, Social and Cultural Development) and PSHE policy

Vision

SMSC makes a unique and substantial contribution towards the School's 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 from OFSTED and refers specifically to recent guidance from OFSTED, taking into account the critical role SMSC has to play in ensuring young people know how to be safe.

We aim to incorporate the four core themes; Spiritual, Moral, Social and Cultural by focusing on three areas of development in the PSHE and Careers programme; Health & Wellbeing, Relationships, Living in the Wider World as well as across the curriculum.

Our aims are to enable students:

- To form and manage supportive and stable relationships
- To develop awareness of themselves as learners and managers of change
- To anticipate the demands and challenges of adult life, including the world of work and leisure opportunities
- To demonstrate their creativity enterprise and economic wellbeing
- To make informed choices on their lifestyle.
- To be aware of the need for good health and physical well being
- To value themselves as an individual and promote their self esteem
- To promote a spirit of inquiry
- To have the confidence and skills to make learning a lifelong process
- To communicate appropriately, effectively and safely using all forms of communication and social media.

Objectives

- To deliver an interesting, enjoyable and thought provoking programme, through tutorial times for some activities as well as assemblies with outside speakers.
- To identify opportunities through the wider curriculum and to organise activities for students to participate in through school and community based projects.
- To collapse timetables for whole year group activities, where appropriate, to enhance PSHE/ SMSC understanding.

Overall these objectives will provide a full and comprehensive programme of PSHE and Citizenship which with a coherent assembly programme will offer a holistic and inspiring experience enabling our young people to be responsible, reflective and active citizens with a strong sense of British values.

Personnel

Form Tutors – responsible for delivery

Head of Year to arrange assemblies

Assistant Head teacher to coordinate/ oversee programme.

Specialist teams – Outside Agencies - School Community Police Officer, Youth Workers, Drug Support Agencies, Theatre Companies, Tower Hamlets Council for Healthy Schools.

In accordance with the guidelines provided from the radicalisation training all staff are mindful of the need to be alert to any potential radicalisation and should in the first instance report it to a senior member of staff who will take the appropriate action.

Resources – Various assemblies are allocated to outside agencies to introduce students to different speakers.

PSHE is also taught discretely through the curriculum for example

- ICT deliver lessons on internet safety.
- Science deliver lessons on puberty.
- Involvement of other agencies/ external bodies who can deliver specialist information, advice and guidance.

All resources and learning materials are quality assured to ensure that the potential for radicalisation is minimised.

Success Criteria

- Assessment- this is monitored by the Head of Year, with the assistance of Form Tutors and SEN dept.
- Overall responsibility- Assistant Head teacher.
- This policy should be read in conjunction with other school policies on Equal Opportunities, SEND, Safeguarding & Child protection.

Spiritual, Moral, Social and Cultural Development Policy

1. A Statement of Aims and Values

At Mulberry Academy Shoreditch our aims and values are central to our work with young people and adults and they are expressed through the following statement: -

The school's vision is to provide every student with a safe, supportive learning environment, one where all people within the community are valued and make positive contributions to the school community, and where students develop into responsible independent members of society.

The statement indicates that the spiritual, moral, social and cultural development of our learners is an important aspect of our work.

2. Definitions – Ofsted 2019

Spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different peoples 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

We therefore aim to promote spirituality through:

- The values and attitudes the school identifies, upholds and fosters
- The contribution made by the whole curriculum
- Through assemblies
- Extra-curricular activity, together with the general ethos and climate of the school.

Moral development of pupils 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

We therefore aim to promote moral development through:

- quality of relationships
- standards of behaviour
- quality of leadership given by the school
- the values the Academy sets and exhibits through its structures
- the curriculum and teaching

Social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religions, 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 conflict 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.

We therefore aim to promote social development through:

- co-operation and partnership
- classroom organisation and management
- the grouping of students
- leadership and responsibility
- extra-curricular activity

Cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in Modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio - economic communities
- 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
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio - economic groups in the local, national and global communities.

We therefore aim to promote cultural development through:

- an explanation of the influences that have shaped our culture
- the extension of our cultural horizons, through the influences of other cultures therefore extending cultural horizons beyond the immediate and the local past cultural features which influence and shape the present

- a study of the present values and customs of our nation and of other nations cultures and societies
- developing in our students respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups.

3. Practice

A. SPIRITUALITY

Aspects	Examples of student experiences
Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	RE, PSHE, Tutor time, Assemblies, English, Science Drama, Workshops
Knowledge of, and respect for, different peoples faiths, feelings and values	RE, PSHE, Tutor time, Assemblies, English, Science Drama, Workshops
Sense of enjoyment and fascination in learning about themselves, others and the world around them	Opportunities provided for visits to music, art and theatre events e.g. History, English
Use of imagination and creativity in their learning	Where students are given the opportunity to feel that there is something more than just themselves, which includes unexplained issues e.g English, History, Science, Assemblies, Workshops
Willingness to reflect on their experiences	Throughout the curriculum

B. MORAL DEVELOPMENT

Aspects	Examples of student experiences
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	school values are made clear to our students, code of conduct, anti-bullying policy, equal opportunities policy, tutor work student councils, department schemes of work, teaching and learning styles.
Understanding of the consequences of their behaviour and actions	School values are made clear to our students, code of conduct
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	Cross curricular opportunities

C. SOCIAL DEVELOPMENT

Aspects	Examples of student experiences
Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religions, ethnic and socio economic backgrounds	Students work together, students work with teachers, students work with other adults and the wider community
Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflict effectively	Students and teacher, teachers and teachers teachers and parents, students and parents teachers and governors, parents and governors, the Academy with the wider community
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.	school values are made clear to our students, code of conduct, MAS Values

D. CULTURAL DEVELOPMENT

Aspects	Examples of student experiences
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	Influences that have shaped our culture History e.g. Modern Languages, Science, Assemblies, Workshops
Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in Modern Britain	Extension of our cultural horizons through the influence of other cultures. E.g. History, Modern Languages, Geography, Assemblies, Workshops
Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio - economic communities	Cross curricular opportunities e.g. PSHE, Citizenship, Humanities lessons
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	Cross curricular opportunities e.g. History, Music

Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Opportunities are promoted and readily available, through departmental provision, House and Year group activities e.g. theatre trips, overseas trips
Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio - economic groups in the local, national and global communities.	Opportunities across the curriculum e.g. PSHEE, Citizenship, RE, History, Drama

4. Clearly in all the above, the **Ethos** and **Climate** of the school makes an important contribution. We would like to think that the ethos of the school reflects our values and aims. In all the above we believe that the following also play an important contribution:

- the pastoral system
- the inclusive nature of the academy
- the emphasis on student care
- the student councils for each of the key stages
- the code of behaviour
- the system of rewards
- the student planner which includes sections on:
 - forward planning
 - homework
 - an emphasis on:
 - praise
 - target setting and review
 - the anti-bullying policy
 - the extra -curricular activities and clubs at lunchtime and after school
 - the range of teaching and learning styles

5. In terms of Learning Experiences, as a school 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

6. Review and Monitoring

In relation to our work an audit of practice has been undertaken. Staff development activities have been undertaken by Heads of Department and Heads of Years. The provision of Spiritual, Moral and Cultural development is monitored by the Senior Management Team, together with Heads of Department and Heads of Year. We have not identified performance indicators, but rather colleagues are asked to provide specific examples of student experiences.

In accordance with the guidelines provided from the radicalisation training all staff are mindful of the need to be alert to any potential radicalisation and should in the first instance report it to a senior member of staff who will take the appropriate action. All resources and learning materials are quality assured to ensure that the potential for radicalisation is minimised.