Social, Moral, Spiritual and Cultural Education and Development of All Students and Collective Worship Policy

This policy was approved and ratified by the Peoples and External Relations Committee of Cox Green School Governing Board

On 2nd June 2020

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body	3/12/13	3/12/13	July 2015
1.2	Full Governing Body	7/7/15	1/9/15	July 2018
1.3	People and External Relations Committee	6/6/17	6/6/17	June 2020
1.4	People and External Relations Committee	2/6/2020	2/6/2020	June 2023

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1: KEY REQUIREMENTS

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

SMSC at Cox Green School also embraces the universal rights of all children as defined by

[UN Convention on the Rights of the Child](#)**.**

The Convention says that every child has:

- **The right to a childhood (including protection from harm)**

- **The right to be educated (including all girls and boys)**

- **The right to be healthy**

- **The right to be treated fairly (including changing laws and practices that are unfair on children)**

- **The right to be heard**

- **Has the right to think and believe what s/he wants, and to practise his/her religion, as long as s/he is not stopping other people from enjoying their rights.**

2: INTRODUCTION

This policy aims to provide all staff, students and parents with a clear view of value and role of SMSC in maintaining, developing and promoting the school's ethos. It will show the way each facet of life at Cox Green School actively seeks to develop the social, moral, spiritual and cultural aspects of each child's education.

What is S.M.S.C?

SPRITUAL

Beliefs, religious or otherwise, which inform students' perspective on life, and their interest in and respect for different people's feelings and values.

A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. The use of imagination and creativity in their learning willingness to reflect on their experiences.

MORAL
The ability to recognise the difference between right and wrong and students' readiness to apply this understanding in their own lives.

The understanding of the consequences of their actions.

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs1. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.
Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

DfES November 2014

Within this policy the following definitions will be used:

Extremism - is 'vocal or active opposition to fundamental British values , including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The definition of extremism also includes calls for the death of members of our armed forces, whether in this country or overseas'.

Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

SOCIAL

Students will use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio - economic backgrounds.

Students will show a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Students will also develop an interest in, and understanding of, the way communities and societies function at a variety of levels.

CULTURAL

Students have an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage, as well as a willingness to participate in and respond to, for example; artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

Students will show an interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown as shown by their

attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

There are five main areas in school which are central to SMSC and school ethos and each will feature in this policy. **N.B It is important to re state that S.M.S.C <u>must</u> be a part of whole school life and is not the preserve of a particular department.**

CURRICULUM: The ways in which lessons should develop various aspects of SMSC (including tutor times, PHSE and Citizenship).

EXTRA CURRICULUM (ENRICHMENT): The provision for further development of SMSC in activities which are open to all students outside of their normal lesson times.

ASSEMBLIES: Year and Whole School Assemblies should develop SMSC.

COMMUNITY: Links with local and global communities can develop SMSC.

ENVIRONMENT: Displays and the general look of the school and conduct/movement about school should positively reflect and develop SMSC.

3: AIMS

We to aim to:

- Provide our students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. Furthermore we aim to create an ethos and environment within the school in which students feel able and confident to express and share all of the above with the school community and the wider community.

- Be seen to show that all curriculum areas have a contribution to make to SMSC.

- Identify and promote expected behaviour, treating all people as valuable individuals and showing respect for students and their families. Students learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

- Ensure that students understand their rights and responsibilities and the need to respect the rights of others.

- Promote the concept of SMSC amongst all staff and students so that our entire community is aware of how they are affected by and can influence the ethos of the school.

- Ensure that curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning and learning resources.

- Ensure that a coordinated and well planned approach exists to the delivery of Tutor Time Sessions, Citizenship and PHSE lessons and the delivery of assemblies.

- Reflect all of the above through whole school and classroom displays.

- Ensure that our environment and all members of our community are able to make visitors to the school aware of our strengths as far as our values, beliefs and ethos are concerned.

- Develop productive links with the wider community (local and global).

4: STUDENT EXPECTATIONS

Every student in the school can expect to be given equal opportunities and support to:

- Demonstrate responsibility

- Share achievement and success with others

- Talk about personal experiences and feelings.

- Express and clarify ideas and beliefs.

- Speak about difficult events, e.g. bullying, death, issues.

- Explore relationships with friends/family/others.

- Consider the needs and behaviour of others.

- Show empathy.

- Develop self-esteem and a respect for others.

- Develop a sense of belonging.

- Have a say in some of the decision making within the school community.

- Have time , space and security in which to reflect/worship /seek guidance.

- Make a positive contribution to the school and wider community.

- Visit, experience and engage with aspects of own and others culture (social, spiritual,

    creative) beyond the use of classroom texts.

- Engage with adults and other children who are not members of the school community.

5: CURRICULUM

Curriculum areas will make use of the **Ofsted Criteria (1)** to identify where Schemes of Learning and Teaching and Learning in subject areas link to Social, Moral, Spiritual and Cultural development.

Links to SMSC will be highlighted on the whole school audit/tracker and on S.O.Ws.

Learning Leaders for subjects will ensure that a termly review of SMSC takes place within departments and information passed on to Learning Leader with responsibility for SMSC

Learning Leader will support departments' identification and development of SMSC within curriculum.

The learning Leaders responsible for Citizenship and PHSE will work with the SMSC Learning Leader to ensure that these areas provide curriculum coverage for any aspects of SMSC not adequately covered by the rest of the curriculum.

The Ofsted Criteria will be available to all staff via the school's audit/tracker system. A version can be found in Appendix of this document.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Staff are in an ideal position to build children's resilience to radicalisation by promoting fundamental British values and challenging extremist views; for example, in PSHE, SMSC and citizenship lessons. Children can be taught to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing, including knowing when, where and how to get help.

The curriculum is used to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

All curriculum areas share a responsibility for:

- Developing interpersonal skills, self-esteem and in preparing students for the opportunities, responsibilities and experiences of adult life.
- Developing an understanding of the world, society and the community as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements.
- Fostering perception and sensitivity, tolerance and respect for others as individuals and in groups.
- Developing questioning, enquiring minds and learning how to express ideas appropriately.
- Providing opportunities for all students to discuss issues and to take on responsibility within lessons.
- Maintaining standards of conduct and behaviour in line with the school's behaviour and Anti-Bullying Policies.
- Teaching about leading figures/practitioners (in specific subject areas) from a diversity of backgrounds and how their contributions have shaped our world.

Some curriculum areas share a responsibility for:

- Providing access to and learning from a range of resources/materials from the heritage of our own society's culture and from a wide variety of other cultures.

- Teaching about the values, beliefs, customs, knowledge and skills (including language) of our own society's culture and a wide variety of other cultures.

- Ensuring students consider a range of moral issues and dilemmas.

- Developing links with the wider community including business links.

- Developing those skills needed for students to express their knowledge, ideas and feelings creatively through the arts, crafts and new media technology.

- Allowing time, space and security for reflection.

- Teaching about environmental issues.

- Teaching about current local and global community issues.

- Teaching about key concepts such as: diversity, tolerance, respect, rights and responsibilities, relationships, cooperation.

- Teaching about healthy life styles and wellbeing.

- Actively engaging students in healthy life styles through physical exercise.

6: ENRICHMENT/EXTRA CURRICULAR (TO INCLUDE TRIPS AND VISITS SEE ALSO POLICY DOCUMENTS ON TRIPS)

We aspire to seeing that every student in our community takes part in at least one enrichment activity during the course of a year.

Cox Green School acknowledges the very real impact that enrichment activities can make on a student's attitude and approach to school and his/her capacity to enjoy and make the most of the experience of being at school. We therefore aim to ensure that:

- Each department area offers at least one enrichment/extra-curricular activity.

- All students have access to a range of enrichment activities.

- No student shall be excluded from participation on the basis of race, gender, beliefs or the ability to pay.

- No student shall be excluded from taking part in enrichment activities on the grounds of ability/disability.

- Enrichment activities should afford students the opportunities to engage with all aspects of SMSC as defined in this policy e.g Cox Green Band visit and perform for a local MENCAP group *Students will show a willingness to participate in a variety of social settings.*

- Students and parents should be notified of all enrichment opportunities via school website, notices and letters home.

- All enrichment activities will be recorded on the SMSC tracker/audit.

- Enrichment activities information will continue to be forwarded to office administration for publication in staff and student newsletters and bulletins.

- Staff responsible for delivering any enrichment activity should seek to record evaluation/feedback from those taking part and, where appropriate, from any others beyond the school community e.g visitors working with students to record a comment on how they have found their visit.

- Departments using external agencies/professionals/volunteers to deliver enrichment will monitor evaluate and record quality and effectiveness of such provision and pass on information to Learning leader for SMSC.

- All department areas should have a recent/current enrichment activity as part of a display.

- The school will develop display (especially New Media Technology) to allow for a wide range of enrichment activities to be seen in general areas of the school e.g. photographic slide show of a recent Geography trip.

- All enrichment activities will forward on lists of students (including year group information) so that the Learning Leader for SMSC can gain an overview of uptake of the provision and look at new ways forward to involve more students.

- Staff must work together and liaise to strive for a coordinated approach to enrichment provision which minimises the risk of commitment dilemmas and conflicts for students.

- Small group fund raising activities and or campaigns are to be encouraged and supported by staff (especially tutors). It is the responsibility of staff involved to ensure that all procedures regarding health, safety and security are followed.

- Student led activities are to be encouraged but must be supported by staff. It is the responsibility of staff involved to ensure that all procedures regarding health, safety and security are followed.

- Learning Leader SMSC will monitor views of students regarding enrichment provision and use these to inform future development of the provision.

7: ASSEMBLIES   (see also appendix - Assembly Rota)

Each student will have at least one assembly per week with his/her year group.

On special occasions (end of Year, Armistice Day) there may be whole school assemblies.

At Cox Green School our assembly programme incorporates the theme of PRIDE.

Passion for learning and a desire to achieve to potential and beyond; to leave Cox Green as confident, well qualified, inspired young people and prepared for any future challenge.

Respect as a core principle of every interaction.

Insight into the needs of others – at a local, national and global level so that each child develops the skills to make a positive contribution to society.

Diligence – the ability to be resilient and persevere; a commitment to make mistakes and to learn from them.

Enjoyment of the opportunities available and to develop a passion for lifelong learning.

We recognise that Assembly time will offer our students and staff the following:

- A significant opportunity to reflect (sometimes in silence and stillness).

- An opportunity to acknowledge key events from a diversity of cultures and times.

- An opportunity for collective/communal activity (such as singing together).

- An opportunity to listen to the views of others from a wide diversity of backgrounds /cultures.

- An opportunity for acts of collective worship.

- An opportunity for students' to express views of a wide diversity of topics.

- An opportunity to celebrate achievements.

- An opportunity to show solidarity and support for others.

- An opportunity to learn.

- An opportunity to consider the beliefs, values and views of others.

- Opportunities to hear important information.

In assemblies during the course of a year there should be:

- Regular contributions from students.

- Regular contributions from members of the wider community.

- Relevant themes and issues.

- Acknowledgement of significant events and or people from a diversity of times and cultures.

- Something to listen to, on entering the assembly hall.

- Something to look at and reflect upon, on entering the assembly hall.

- An absence of shouting.

- Regular acknowledgements of achievements within school

- Regular acknowledgements of out of school achievements.

- Music and communal singing.

- Time to think in silence

Student contributions:

- Individual staff holding assemblies should plan a student contribution of some kind.

- Learning Leader for House will run a student assembly group as an enrichment activity to further develop student contributions.

8: COMMUNITY

At Cox Green School we acknowledge the significant impact that engagement with others from outside of immediate community within the school can have a positive impact. We also recognise that as young citizens our students can be seen to be making a contribution to their own community and the wider community.

Community activities can be devised and developed by:

- Any member or groups of staff, either as part of curriculum time or as an enrichment activity.

- Individual students or small groups of students may also organise community activities but must be supported by at least one member of staff.

- Outside agencies/organisations and or individuals may organise community activities and will liaise with a member of staff to do so.

- Any community activity will by its nature include a significant number of SMSC criteria and this will be acknowledged via the SMSC tracker, displays and features in school publications (including the school website).

Community activities will include:

- Any event in which members of the public are guests of the school (productions, concerts, prize-giving, open evenings, home fixtures).

- Any event in which students are engaging with others outside of school (Rock Challenge, Christmas Concert, visits, sporting events).

- Any event in which contact is made with those outside of the school (student correspondence, school publications, sharing of video or photographic evidence of school.

- Any event in which a contribution is made to the wider community (fund raising, special performances and or workshops, other voluntary work).

In all instances records of the above are important and should be kept on the SMSC tracker and on displays.

Feedback from such events should be obtained in all instances.

9: ENVIRONMENT

At Cox Green School we recognise that a safe, secure and happy environment which reflects the ethos of the school will also make a significant contribution to the school experience of our community.

Student Notice Boards

Student notice boards are an important feature of SMSC within a school since they represent the student voice.

Student notice boards should be monitored and maintained by a student body. **The Learning Leader for House** will set up and liaise with this body and report to management/site controllers to inform and update.

Student notice boards should have equal status with all other displays and should reflect the concerns, achievements and activities of the student community.

Student notice boards in areas where students congregate (eating areas in particular) should be used for some student notice boards.

Display Boards

Display boards in general areas (corridors and reception areas) should be updated at least annually and should reflect a wide spectrum of events/activities within the school.

Displays should carry a brief but clear link to SMSC.

Media displays should be updated as regularly as possible and should carry information via text/titling to explain significance of images.

Spaces

Spaces for students to talk reflect and pray/worship should be available within school.

Suitable spaces should be supervised for enrichment activities to take place.

10: LEARNING LEADER FOR HOUSE

At Cox Green School the importance of SMSC is reflected in the appointment of a Learning Leader to drive its development across the whole school.

It is the responsibility of the Learning Leader to:

- Ensure staff are aware of the policy and the role of SMSC within the school.

- Ensure staff and departments are aware of responsibilities and accountabilities in terms of including provision and highlighting that provision within the curriculum.

- Liaising with departments and individual staff to support the development of SMSC provision.

- Monitoring and evaluating whole school SMSC provision via auditing/tracking system.

- Reporting back to Leadership team on development of SMSC.

11. Review of policy

Communication of policy

This policy will be published on the school website and the staff information drive.

Evidence of implementation

The Peoples and External Relations committee will receive regular reports on activities and projects across the school.

Review of Policy

This policy shall be reviewed every 3 years by the Peoples and External Relations Committee.

APPENDIX ONE

See sample Assembly rota and refer to staff handbook for current year.
We want Cox Green to be an outstanding local, community school in which:

- Every Cox Green student will receive a first class education;
- Every Cox Green student will feel part of a vibrant and strong community;
- Every Cox Green student will leave confident, well qualified, inspired and prepared for whatever future challenges they face.

We aim for the highest standards of educational achievement and value every student. We want to support each of them to reach their full potential. Each year group are to be responsible to running the assemblies for a particular term.

- Students to enter assemblies in silence and sit in their designated tutor group.
- Tutors must ensure students sit together in the correct place, monitor behaviour and register them.
- Tutors must sit next to their tutor group to ensure good supervision.
- Students will leave in class order in a quiet and sensible fashion.
- Staff wherever possible should include students to lead or play a meaningful part in assemblies
- Assemblies must contain an element of reflection. 30 seconds pause for thought is one way of doing this. Whilst it is accepted that assemblies are useful for giving out information they should not become overly reliant on this format
- Any questions regarding assemblies - please see the relevant Key Stage PDBW lead.

There will be drop down mornings/afternoons where significant resources will be committed to the delivery of the SMSC and PSHE agendas. Such agendas will be responsive to the local community and global events. It is also recognised that different year groups require different inputs. These sessions will be planned in advance, use a range of internal/external speakers and have an element of form tutor input. These sessions will be evaluated and the outcomes of this used to plan the delivery of future sessions.