



# **CHISLEHURST SCHOOL FOR GIRLS**

## Policy Document

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Most Recent Updates:

SLT Responsible: *A. Singer*

Other Staff Contribution:

## **Spiritual, Moral, Social and Cultural Education Policy 2019-20**

### **Rationale:**

*To increase the life chances of children by improving their spiritual, moral, social and cultural skills, attributes and qualities. To embed British Values and develop positive, active future citizens.*

### **Definition of Spiritual, Moral, Social and Cultural Education:**

We take account of the guidance given under the Ofsted Framework, September 2015.

#### **Spiritual -**

- 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*

#### **Moral –**

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues*

#### **Social-**

- use of a range of social skills in different contexts, including working and socialising with pupils 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain*

#### **Cultural-**

- 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 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, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities*

(School Inspection Handbook, OFSTED, June 2015)

### **Aims:**

To ensure that each student is valued and respected and to develop pupils who are happy, confident and safe. To ensure students aspire to their highest potential in everything that they do and develop in students a sense of spiritual awareness and self-reflection. **(Spiritual)**

To nurture students that demonstrate traditional values of respect and courtesy. To develop students that are inter-dependent and responsible and show respect and tolerance for all, regardless of their faith, race or sexual orientation. **(Moral)**

To develop students in becoming active citizens that are ready to thrive in the outside world. To nurture a sense of pride in our school community. To develop students that contribute and work with individuals, groups and the wider society. **(Social)**

To affirm personal enterprise, inclusion and wellbeing. To encourage participation in the school and wider community and develop students that are lifelong learners. To prepare students for life in a multi-cultural society by helping students to appreciate their own cultural traditions and those of other cultures. **(Cultural)**

### **‘British Values’:**

We espouse the British Values of democracy, the rule of Law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. We take account of the guidance issued from the Department for Education; ‘Promoting fundamental British values as part of SMSC in schools’ (November 2014). The delivery of citizenship is underpinned by the schools work to promote British Values. Citizenship teaching provides 'knowledge, skills and understanding' to 'play a full and active part in society' (National Curriculum 2014) and it is delivered through specialist Humanities subjects as well as discretely through the PSD programme and wider whole school activities.

### **We ensure the following:**

- that the curriculum includes materials on strengths, advantages and disadvantages of democracy, and how the law works in Britain (History, RS, PSD curriculum, whole school elections and School Council, police liaison).
- it is ensured that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes (Whole School elections, School Council).
- opportunities such as general or local elections are used to hold mock elections to promote fundamental British Values and provide opportunity to learn how to argue and defend points of view (Whole School Mock election, May 2015 with student candidate that ran election campaigns in the run up, PSD/ form time units on the British Political System).
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths (R.S. curriculum, Three Faiths Forum, 2015)
- consider the role of extra-curricular activity, including any directly run by pupils, in promoting British values (wide ranging extra-Curricular Activities, student led Sports clubs).
- show concern for the local and international community through the house system, which raises money for charities, while developing students’ enterprise skills.
- develop student’s understanding and learning of the wider world with an emphasis on our links with our sister school in Uganda (Swift Weaver’s Project)

### **Evidence of these opportunities can be found on School’s Annual Audit of SMSC and British Values (SMSC Gridmaker):**

#### **Overview:**

- Embedded throughout the curriculum (lesson observations)
- PSD programme in Years 7-13 (see schemes of work)
- Themes of Collective Worship (see detailed assembly rota)
- Extra- curricular activities (see programme)
- Enhancement programme (see programme)
- Thought for the Week (see programme)
- Implementation of behaviour policies in daily running of the school (see documentation, restorative justice meeting minutes)

- Student elections (national elections and ‘hustings’) – (see documentation)
- Student responsibility e.g. School Council (see meeting minutes)
- Prefect System and 6<sup>th</sup> form leadership team
- Active involvement in fund raising for charities through the House System (see documentation)
- Trips (see student evaluations and photos)
- International Projects and the promotion of British Values abroad
- Visits to Primary Schools/ Primary visits to Chislehurst School for girls (see student evaluations)
- School concerts and performances (see programmes)
- Mindfulness
- Reflection on students experiences – see evaluations and use of www/ ebi
- Staff training – (see copies of training sessions)
- Narrowing the disadvantaged gap – (see strategies)
- Visual reminders around the school – LGBTQ+ posters, displays and flag, Black History Month Flag and posters.

**Staff training:** The promotion of SMSC and British Values as a School priority is made clear through ongoing Career and Professional Development sessions and the School’s SMSC and British Values audit is regularly updated. CHSFG recognises the risk of radicalisation and staff have received specialist PREVENT training (see Safeguarding Policy).