



# Social, Moral, Spiritual & Cultural Policy (SMSC)

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Approved by: Chair of Trustees

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## **1. Aims**

The purpose of this SMSC Policy is to set out how the School will carry out its commitment to and responsibilities for embedding Social, Moral, Spiritual and Cultural awareness in to Wemms Education Centre life, inside the classroom and beyond. In promoting 'British Values' it forms a fundamental part of the approach of the School to providing excellent pastoral care, which promotes fundamental personal growth in all students, including young people who may be over the age of 18 years. The School will, at all times, endeavour to include SMSC into all aspects of a student's life at Wemms Education Centre.

## **2. British Values**

### **Our Values Statement**

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our students.

The curriculum in all phases offers broad and balanced opportunities.

'British Values' have been identified as:

- **Democracy**

The ability to understand and communicate are the most important areas of learning. We ensure that students are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our students by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active School Council.

- **Rule of Law**

We involve students in setting codes of behaviour; helping them to make decisions and choices that are acceptable to the school community and society at large.

Students are supported in learning to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help students to understand the connection between actions and consequences. This type of environment enables students to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

- **Individual Liberty**

Students are encouraged to become good and valued citizens. We do this by supporting each student to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some students will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

- **Mutual Respect**

We promote each student's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, students work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. The curriculum is personalised and planned for students and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations such as: sports events and / or community events.

We believe it is important to facilitate opportunities to be part of the community as the students, families and staff have much to offer in the development of community cohesion.

- **Tolerance of different faiths and beliefs**

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our whole school curriculum vision. We place great emphasis on providing encounters and participation in events and celebrations to broaden all students' experiences and awareness of others.

The PSHE programme helps all our students to find out about themselves and others linking their lives to the communities to which they belong.

Students are encouraged to experience British Culture through our curriculum themes. We organise and execute many school trips each year and ensure that those trips are as valuable in terms of SMSC as they are educational. As a school, we also take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some of our students may find it difficult to articulate their feelings, staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a student, staff should refer to our Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the students at Wemms Education Centre are happy, well cared for, supported and facilitated to learn the skills they need to live a fulfilling life as part of the wider community.

### 3. Spiritual, Moral, Social and Cultural (SMSC)

Wemms Education Centre has a strong commitment to the personal and social development of all students. The school vision and values support spiritual, moral, social and cultural characteristics in all students and staff alike.

#### Definitions of SMSC

- **Spiritual development is when we:**

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

- **Moral development is when we:**

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

- **Social development is when we:**

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

- **Cultural development is when we:**

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

In our school student's SMSC development is seen in:

- Taking part in a range of activities regarding social skills.
- Developing an awareness and respect for diversity.
- Developing and appreciation of theatre.
- Developing an understanding of right and wrong.
- Developing the communication skills to make choices about likes/dislikes in school then in wider community visits.
- Taking part in sporting opportunities.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities.

SMSC is embedded throughout the curriculum at Wemms Education Centre. This integrated approach ensures that aspects of SMSC is considered in all subject areas. The Executive Team audits SMSC and the Trustees monitor it across school.

### 4. Beyond the Curriculum

Wemms Education Centre also committed as a school to developing SMSC beyond the curriculum. This is done through:

- Arts, Music and Cultural Specialists visits & trips.
- Timetabled PSHE lessons give students an opportunity to explore all aspects of SMSC.
- An Arts Specialist Teacher in school who is also the Mental Health Lead explores SMSC within his 'talk & draw' sessions.
- Each building and Key Stage corridor has a 'Pastoral Board' which will display information regarding key SMSC events and festivals, as well as safeguarding and statutory guidance.

## 5. Impact

In order to reflect further on the impact of all our work on SMSC:

- We engage Trustees, families and the wider community.
- Hear our student voice.
- Observe staff and student interactions.
- Support social behaviour.
- Complete learning walks, positively reflecting on resources and practices.