



# **HAYDON SCHOOL**

**Spiritual, Moral, Social and Cultural Education  
Policy  
(SMSC)**

### **Mission Statement**

*Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy.*

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## **Statement of Intent**

At Haydon School, the students and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of students and does not discriminate against any protected characteristics.

SMSC is promoted across all aspects of school life. We intend to ensure that all students have the opportunity to develop non-academic studies, such as understanding and appreciation of different cultures or dealing with moral conundrums, an appreciation of the arts in all their forms and practise the skills and attitudes required for them to participate fully in a democratic society.

We consider it critical that equal opportunities and fundamental British Values are promoted and realised at all levels of curriculum provision and that this is integral to our practice. Whilst we provide extensive individual and small group withdrawal support where necessary (see below), our curriculum is one which celebrates inclusion at all times and we firmly believe that our diversity as a school ultimately enriches and enhances our curriculum for the benefit of all.

## **Aims**

Through the implementation of this SMSC Policy, we aim to:

- o Provide a safe, caring and happy environment where each student is valued as an individual and can develop towards their full potential.
- o Provide for each student a wide, balanced curriculum of high-quality, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person – fulfilling the requirements of the national curriculum.
- o Develop the potential of each student within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- o Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- o Engender a sense of self-respect, independence and self-motivation – to increase the individual's capacity to accept responsibility for actions taken.
- o Encourage students to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- o Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- o Foster links between home and school to develop a partnership with parents in the education of their children.

## **1. Legal Framework**

- 1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- o The Education Act 2002
  - o DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
  - o DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
  - o Ofsted (2021) 'School inspection handbook'
- 1.2 This policy operates in conjunction with the following school policies:
- o Child Protection and Safeguarding Policy
  - o E-safety and ICT Policy
  - o Relationship Charter
  - o Anti-bullying Policy
  - o Health and Safety Policy
  - o Special Educational Needs and Disabilities (SEND) Policy
  - o First Aid Policy

## **2. A whole-school approach to SMSC education**

The governing board will ensure that SMSC education is embedded across the school's activities to ensure that the potential of each student is developed in accordance with their individual needs and capabilities.

The Headteacher and SLT will facilitate and encourage a school environment which is welcoming, inclusive and safe for all students and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage students to take responsibility for their own actions.

### **Spiritual Development**

- 2.1 The spiritual development of students is shown by their:
- o Ability to be reflective about their beliefs, religious or otherwise, that inform their perspective on life.
  - o Knowledge of, and respect for, different people's faiths, feelings and values.
  - o Sense of enjoyment and fascination in learning about themselves, others and the world around them.
  - o Use of imagination and creativity in their learning.

- o Willingness to reflect on their experiences.

### **Moral Development**

2.2 The moral development of students is shown by their:

- o 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.
- o Understanding of the consequences of their behaviour and actions.
- o Interest in investigating and offering reasoned views about moral and ethical issues, and their ability to understand and appreciate the viewpoints of others on these issues.

### **Social Development**

2.3 The social development of students is shown by their:

- o Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.
- o Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- o Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- o 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 students should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

### **Cultural Development**

2.4 The cultural development of students is shown by their:

- o Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- o Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- o Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- o Willingness to participate in, and respond positively to, artistic, sporting and cultural opportunities.
- o Interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.

- o Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- o Ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities.

The Headteacher will work in collaboration with the SENCO to ensure that lessons and activities, and expectations of students in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of students with SEND.

### **3. Cross-curriculum Teaching and Learning**

- 3.1 SMSC education will take place across all areas of the curriculum.
- 3.2 SMSC has particularly strong links to religious education, collective worship, pastoral sessions and PSHE education.
- 3.3 All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and team work are encouraged and prioritised in line with the guiding principles of SMSC education.
- 3.4 In order to develop a strong sense of identity in our students, we will use classroom discussion to enable them to:
  - o Talk about their experiences and feelings.
  - o Express and clarify personal ideas and beliefs.
  - o Speak about difficult events, e.g. bullying and death.
  - o Share thoughts and feelings with other people.
  - o Explore relationships with friends, family and others.
  - o Consider the needs and behaviour of others.
  - o Show empathy.
  - o Develop self-esteem and respect for others.
  - o Develop a sense of belonging.
  - o Develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc.
- 3.5 Many areas across the curriculum provide opportunities for students to:
  - o Listen and talk to each other.
  - o Learn to treat all as equals, accepting people who are different because of physical and learning difficulties.
  - o Recognise and celebrate the differences and similarities between themselves and others.
  - o Agree and disagree.
  - o Experience good role models.
  - o Take turns and share equipment.

- o Work co-operatively and collaboratively.
- 3.6 We may use the following methods to help students develop an understanding of how they can influence decision-making through the democratic process:
- o Electing a school council
  - o Hearing students' voice through a suggestion box
  - o Establishing monitoring roles for students, e.g. class monitors, lunch monitors, register monitors, assembly monitors and cloakroom monitors, to allow students opportunities to deliver messages and look after younger students
  - o Voting on charities to support
  - o Issuing student exit questionnaires, in particular for students leaving the school, for example, those moving onto the next stage in their education
  - o Writing balanced arguments in English lessons
  - o Providing students with opportunities to take part in debates and public speaking activities
  - o Providing students with opportunities to build balanced arguments and form opinions, e.g. by taking part in debates and public speaking
- 3.7 We may use the following methods to help students develop an understanding of the rule of law:
- o Setting high expectations for attendance, punctuality and behaviour
  - o Setting classroom and school rules
  - o Teaching students about health and safety laws, including e-safety laws, relevant to the school setting
  - o Teaching students about the roles of all those who help us, including staff members, emergency services, friends and family
  - o Teaching students about the role of the monarchy and of previous monarchies
  - o Providing students with opportunities to celebrate the lives of people who have influenced the course of history
  - o Encouraging students to behave appropriately at mealtimes.
- 3.8 We may use the following methods to help students develop an understanding of different faiths and beliefs:
- o Celebrating differences and similarities through cultural event days, for example, International Day
  - o Arranging trips to places of worship
  - o Teaching about different beliefs and cultures
  - o Exploring morals through lessons, stories and assemblies
  - o Arranging visits from various religious leaders
  - o RE lessons



- 3.9 Additional practical activities to encourage students' SMSC development include:
- o Working together in different groupings and situations.
  - o Hearing music from different composers, cultures and genres.
  - o Meeting people from different cultures and countries.
  - o Participating in a variety of different educational visits.
  - o Participating in live performances.
  - o Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.
  - o Hearing and seeing live performances by professional actors, dancers and musicians.
  - o Learning songs from different cultures and playing a range of instruments including steel pans and samba instruments.
  - o Making and evaluating food from other countries.
  - o Studying the contributions to society that certain famous people have made.
- 3.10 Teachers will help students' SMSC development by:
- o Encouraging teamwork in PE and games.
  - o Encouraging an appreciation of, and respect for, the work and performance of other students, regardless of ability.
  - o Using assembly themes to explore important aspects of both British heritage and other cultures, e.g. festival days, the patron saints and global events.

#### **4. Community Links**

- 4.1 The school recognises that an important part of SMSC development is enabling students to become active participants in their local community and, as such, will continue to foster strong links with the wider community.
- 4.2 These links will be formed through a variety of activities, including:
- o Fundraising activities.
  - o Hosting an annual school play which community members are invited as participants or audience members.
  - o 6th form community service
  - o Volunteering for the Duke of Edinburgh Award

The school will engage parents and members of the wider community in the educational life of students, ensuring that the diversity and varying experiences of the local community are reflected in the way in which students are educated.

## **5. Promoting Fundamental British Values**

5.1 We will take the following actions to promote fundamental British values:

- o Including in suitable parts of the curriculum age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- o Teaching students a broad and balanced international history.
- o Representing the cultures of all our students within the curriculum.
- o Teaching a wide range of English and non-English literature.
- o Commemorating World War 1 and 2.
- o Demonstrating the historical importance of the Commonwealth.
- o Ensuring that all students have a voice that is listened to.
- o Demonstrating how democracy works by actively promoting democratic processes, for example, via a school council.
- o Using general and local elections to hold mock elections and provide students with the opportunity to learn how to argue and defend points of view.
- o Using teaching resources from a wide variety of sources to help students learn about and understand a range of faiths.
- o Using extra-curricular activities to promote fundamental British values.

5.2 Through our SMSC programme, we will:

- o Enable students to develop their self-knowledge, self-esteem and self-confidence.
- o Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- o Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- o Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- o Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- o Encourage respect for other people.
- o Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

5.3 By promoting fundamental British values through SMSC education, we will provide students with:

- o An understanding of how they can influence decision making through the democratic process.

- o An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- o An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- o An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- o An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- o An understanding of the importance of identifying and combatting discrimination.

## **6. Monitoring and Evaluation**

- 6.1 We listen to the views of our students and their parents. We operate an open-door policy for the sharing of views and have a formal system in place including:
- o An annual student questionnaire.
  - o Student/teacher meetings.
  - o An annual parents' questionnaire.
  - o Parents' evenings/meetings.
- 6.2 SMSC provision is reviewed on an annual basis in the following ways:
- o The monitoring of teaching and learning and work scrutiny by the curriculum coordinator, Headteacher and governors as part of our general monitoring.
  - o Regular discussions at staff and governors' meetings.
  - o Annual policy audits.
  - o The development of RE, PSHE and collective worship to reflect the diversity of both our school and society.
  - o The sharing of classroom work and practice.
- 6.3 This policy is reviewed on an annual basis by the Headteacher, Assistant Headteacher & Head of PSHE and Citizenship
- 6.4 The next scheduled review date for this policy is September 2023.

## Appendix 1

### How the Haydon curriculum contributes to SMSC

#### 1.1 The Contribution of English

- o Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- o Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- o Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- o Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- o Our range of texts across all key stages allows for discussions and understanding to be gained around a broad range of issues and topics that concern spiritual, moral, social and cultural matters

#### 1.2 The Contribution of Mathematics

- o Spiritual development: through helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- o Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- o Social development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- o Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics

#### 1.3 The Contribution of Science

- o Spiritual development: through encouraging students to obtain an insight and to reflect on the wonder of the natural world and its influence on scientific developments.
- o Moral development: helping students recognise how logical reasoning and meticulous persistence has resulted and is continuing to result in numerous scientific discoveries that have affected and are continuing to affect our society and the environment we live in. Helping students appreciate the moral dilemmas that can result from scientific developments.

- o Social development: helping students understand the importance of respecting differing opinions and the value of open discussion which lead to co-operation in experimental/practical activities. Giving students an insight into how larger problems are solved through the amalgamation of simpler processes which result in overall developments.
- o Cultural development: helping students appreciate that scientific thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and that scientists from many different parts of the world are contributing to the development of modern day life.

#### **1.4 The Contribution of Physical Education**

- o We run school trips for year 7, 8 and 9 camp to give our students a team building and nature experience that they would not receive in school.
- o Year 7 go to Wales to do orienteering activities, year 8 a residential area for activities such as rock climbing and archery, and year 9 go to France to do water sports.
- o These trips help boost students' physical and mental confidence in social team activities.
- o We run after school clubs every day that allow the students to improve their skills and knowledge in different sports.
- o The students also have an opportunity to make new friends and try sports that they have not tried before.
- o Those students who are successful will represent Haydon in fixtures against other schools and this will build on their respect and morals when competing against other schools.
- o When we teach Dance this is part of Arts Alliance and we teach the students about different cultures and what types of dances they would do.
- o We explore how these cultures behave and get the students to embrace and create a dance with the dance lessons.

#### **1.5 The Contribution of Music**

- o Exposing students to a wide range of music from various cultural backgrounds through listening and performing.
- o Frequent reflection on own musical performances and those of peers.
- o Understanding what leads us to make certain aesthetic choices in our preferences for music and asking students to challenge these.
- o Understanding how music conveys mood and can alter the way we feel. Wide range of extracurricular activities including peripatetic lessons.

#### **1.6 The Contribution of Food Technology**

- o Giving the opportunity to examine cultural differences in food and diet.
- o Reflecting on the social issues around food such as price and income.

- o Acknowledging government guidelines for health and dietary requirements.
- o Sustainability and environmental issues of the food industry
- o In food technology we cover different cuisines from around the world, exploring dishes, food etiquette from around the world and making products from around the world.
- o We also discuss how religions, and cultural practices can affect food choice.

### **1.7 The Contribution of Design and Technology**

- o In textiles students across all KS explore the cultural meaning behind different textile techniques.
- o At GCSE they explore the ethics behind a positive working environment.
- o Students look at the meaning behind different colours and symbols, and how they differ in different cultures.
- o Students explore gender stereotypes and designing products which meet the needs of a variety of consumer groups.
- o In construction social issues discussed within lessons with students able to empathise with the norms and values of others and challenge stereotypes and misconceptions in society
- o Mutual respect is engendered through the process of peer evaluation of each other's work and standards
- o Equal opportunities is taught through collaborative and team learning
- o Sustainability and the clear understanding of how it is applied to designing new buildings and the use of recycled materials.

### **1.8 The Contribution of Art**

- o Art lessons develop students' aesthetic appreciation of the world around them. There is focus on teaching students how to 'look', drawing from observation and noticing the relationship between objects/areas to get accurate and proportional drawings. (All years, but also Insect drawing project in Year 9 and Natural forms project at GCSE)
- o Students are taught about colour, and how to select various colour schemes from the colour wheel. (All years, but focus in Year 7 Cake sculpture project)
- o Students are given the chance to reflect on nature, their environment and surroundings. (all Years)
- o Schemes of work provide opportunity to create both 2D as well as 3D work (Year 7 cake sculpture project)
- o Individual working is balanced with group work, where students are encouraged to communicate and work as part of a team (Year 7 Arts Alliance)
- o Heavy focus on having a 'growth mindset'- that excellent work comes from working hard and persevering (All years)

- o The Haydon Values are core to our schemes of work, for example 'respect' –listening and sharing ideas with one another, 'community' peer assessing their learning partner's work and giving feedback etc. (All years)
- o Art from different cultures is celebrated and students are inspired by learning about different cultures or ways of working (Arts Alliance in Year 7, Portraits in Year 8)
- o Students research various artists from different periods of time over history and research ethical, moral or political issues (London Riots project in Year 9, GCSE, AS & A Level)

### **1.9 The Contribution of Drama**

- o In Drama we teach students to become respectful and moral citizens.
- o In all year groups students are required to work collaboratively in everything that we do.
- o Students have to consider the different viewpoints of others and work to resolve different creative ideas.
- o We explore a range of theatre from different cultures from Arts Alliance in Year 7 where the students put on a performance based on stories from different cultures to Commedia dell'Arte
- o In Year 8 where the students look at Italian theatre. This moves onto GCSE and A Level where we explore a range of challenging texts including Noughts and Crosses set in a dystopian society and the students have to consider the moral choices made.

### **1.10 The Contribution of Media**

- o Through our curriculum and the set topics that touch on all aspects of SMSC morality, law, ethics, racism, gender etc. and through participation in extracurricular activities and Media trips.
- o Media/film all represent a wider form of cultural literacy.

### **1.11 The Contribution of Modern Foreign Languages**

- o Showing students other cultures which help them to become more tolerant and aware of differences in other countries and accepting diversity; this includes religious holidays, art from different cultures, routines and contribution of different cultures to the target language countries.
- o We touch on the history and geography of the regions and the etymology of words.

### **1.12 The Contribution of Religious Education**

- o Enable students to explore different cultures and traditions; morality and the concepts of right and wrong and big philosophical questions.
- o Through the REP department's commitment to the education of the 'whole child' we facilitate students' SMSC development through the

means of providing a diverse and broad curriculum offer that enables students to explore their own spirituality through engaging discussion and questioning.

- o Students are encouraged to explore diverse belief systems and theories as well as delving into the analysis of scholarly input, enabling them to gain a deeper understanding of our plural society - tying in with core 'British Values'.
- o Teaching staff establish a safe space for students to seek clarification in light of global political activity; controversial issues such as euthanasia and abortion; conflict and the implications of ignorance about culture, philosophical ideologies and religious doctrine.

### **1.13 The Contribution of History**

- o Several topics covering moral and cultural development. Students explore the reasons atrocities are committed through inquiries into the Holocaust and the Trans-Atlantic Slave Trade. This also allows students to evaluate the impact they still have today.
- o Students explore and celebrate a wider variety of cultures across the Key Stages. Cultures are introduced without giving them an origin of strife but a celebration of their past.
- o Students explore cultures from:
  - o Ancient Greece, Rome and Persia
  - o Medieval Societies from Europe, Africa and Asia
  - o Stories of how colonialism affect Africa, Asia and the North Americas
  - o British people's stories and the changes they experienced over time.
  - o 20th century world, including exploration into the Cold War and the wars in SE Asia from 1950-1975
- o Gain an appreciation for what unites us with people from the past and different cultures.

### **1.14 The Contribution of Geography**

- o The Geography Department contributes to the SMSC development of all students through the enquiry process of acquiring geographical knowledge and understanding.
- o Within all topics of geography at KS3, KS4, KS5, there are opportunities for all students to give their viewpoints on matters which fall under SMSC and are actively encouraged to do so. This may include analysing the social impacts of natural events, or whether the development of infrastructure outweighs the environmental impacts, and so forth.
- o In addition, within each topic a diversity of cultures, traditions and values of the global community are embraced and respected.



### **1.15 The Contribution of PSHE**

- o A spiritual development through the reflection of their own experiences over a range of topics including the changes they are experiencing as a new year 7 student, through to reflective activities on their own mental wellbeing to developing aspirations and goals in terms of their own future beyond Haydon School
- o A moral understanding of the consequences of their behaviour, for example the impact of drugs, alcohol and tobacco on their own health and others
- o Students will develop socially through the development of how to express oneself clearly, share feelings openly and listen to others and how to working effectively with others
- o Students gain and understanding of how to keep themselves and others safe online
- o Cultural development through the learning about faith and values and the how others have differences and similarities and how to celebrate this

### **1.16 The Contribution of Citizenship**

- o Students develop spiritually through understanding and debating different beliefs and perspectives on a wide range of topical issues.
- o Students learn about different faiths and cultures through the history of migration to the UK, what is religious intolerance and how individuals can challenge this
- o A moral understanding is gained through learning about right and wrongs in various situations and within the context of the English Criminal Justice System and the differences between civil and criminal law
- o A core element of Citizenship and social development is learning about key British Values such as democracy and the rule of law. The subject lends itself to demonstrating how students can contribute positively to British life for example the various ways to engage in democracy
- o Cultural development is achieved through learning about Britain's Parliamentary democracy system
- o Whilst a celebration of the diversity of the United Kingdom is examined and taught through an understanding of regional and national identities and the migration stories of people from different ethnic backgrounds.

### **1.17 The Contribution of Computing**

- o Students learn about respect and kindness in online interactions via our E-safety units.
- o Students discuss moral issues relating to the use of technology in real world scenarios.
- o Social and cultural impacts are studied as part of the Ethics unit in computing.

### **1.18 The Contribution of Economics**

- o Creating an understanding of the responsibilities of the agents of economies to the welfare state.
- o Building awareness of the ways our choices, as economic agents, affect society and the environment.
- o Establishing the need for sustainable economic growth and development worldwide.
- o Exploring and considering the moral quandaries that may result from growth of economies around the globe.
- o Acknowledging the implication of government policies on the choices of economic agents.
- o Giving opportunities for critical thinking and judgment on matters relating to the ideologies and activities of economic agents.

### **1.19 The Contribution of Psychology**

- o Reflect on different theories of how people understand the world.
- o Appreciate that abnormal beliefs to some are normal to other - such as hearing the voice of God.
- o Sense of enjoyment and fascination in learning about themselves, others and the world around them - the cultural difference between human behaviour.
- o Understand the debates centring on freewill and determinism and how that can affect moral decisions and behaviours.
- o Understanding the consequences of behaviours for the individual and society and why some people behave in unlawful ways.
- o Work with different groups of students and adults.
- o Understand and communicate about different groups of people in our society and how their behaviours may impact their social standing or treatment, especially citing historic cases.
- o Understand and appreciate gender difference in our society and how research has historically been gender biased and ways this impact could be reduced.
- o Understand how different cultures behave and act and how and why these differences may have arisen. Discuss the difference between universality and learnt differences.
- o Discuss differences in cultural bias that exist in psychological research.
- o Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- o Ability to recognise and value the importance of shared psychological research that is free from ethnocentrism.

### **1.20 The Contribution of Business**

- o Units include employment legislation and discrimination, business ethics.
- o Working collaboratively on projects. Investigate personal finance

- o Changes in society - women in work, impact of Brexit

### **1.21 The Contribution of Link-Learning Skills**

- o A careful selection of novels are read as part of the Link - Learning Skills curriculum. Study of these novels, together with investigations into context, foster the following in our students:
- o A sense of fascination when learning about the world; appreciation and interest in ethical issues and the perspectives of others on these
- o Respect for the feelings of others
- o Respect for cultural, socio-economic and neurological diversity in national and global communities;
- o Interest in the investigation into moral issues and appreciation of the viewpoints of others;
- o An understanding of the influences that have shaped national and personal heritage;
- o The ability to identify and value common ideas and differences across cultural, religious and ethnic communities
- o Appreciation and understanding for the range of cultural influences that have shaped and continue to shape modern Britain

## **2. Beyond the Curriculum**

Beyond the formal curriculum, the school leads various out of school activities and community links and these reflect the importance of these opportunities to develop children's interests, talents and abilities whilst supporting and enhancing the curriculum.

We deliver SMSC through a variety of ways beyond the curriculum:

- o Student Leadership.
- o Sports Leadership
- o Peer mentor Programme.
- o Year assemblies have a Spiritual, Moral, Social or Cultural theme.
- o Through community based projects
- o Our extensive Extra-Curricular Programme.
- o School productions

## **3. Monitoring and Implementation Of The Policy**

- o Provision for SMSC is monitored and reviewed by SLT and Faculty heads
- o Regular discussions are held at staff meetings.
- o Staff share classroom work and practice.
- o The implementation of this policy is the responsibility of all staff.

#### **4. Moving Forward**

The school has an SMSC SLT coordinator who works together with the staff and students to continue to develop the school's provision of SMSC.

We plan to promote SMSC in the next two academic years by:

- o Using the assembly and form time structure to effectively deliver key SMSC topics
- o Running whole staff training on SMSC
- o The development of an SMSC school page on the main website to promote and celebrate the work currently undertaken
- o Introducing a school system to enhance students SMSC development.
- o Continue to enhance students' understanding of British values.

## Document History

Date	Status	Comments
November 2021	New	To Student Committee 16.11.21
June 2022	Updated policy	To Student Committee 28.06.22
Next Review Date: June 2023		