



<b>Name</b>	<b>SMSC Policy</b>
<b>Approved by</b>	<b>SSCC Committee</b>
<b>Policy Created</b>	<b>July 2014</b>
<b>Review</b>	<b>Annually</b>
<b>Update Approved</b>	<b>September 2019</b>
<b>All policies are available to stakeholders either on the Academy website or upon request from the Academy's Main office.</b>	

### 1. Underlying Principles

<b>1.1</b>	The Academy has a responsibility to incorporate SMSC and British Values across its entire curriculum and through Academy life and it is the Academy's belief that through the development of spiritual, moral, social and cultural education, our pupils will be helped to develop personal qualities which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect.
<b>1.2</b>	The teaching of SMSC links closely to our Academy Vision, as we believe that by developing these areas, all pupils will be equipped with the skills that they require to achieve excellence within their lives.
<b>1.3</b>	This policy should be read in conjunction with other policies including the Sex, Relationships Education and Health Education Policy.

### 2. Aims and Objectives

<b>2.1</b>	To share, support and strive to achieve the an effective SMSC provision underpinned by our vision and values, the Co-op North Manchester Way and British Values. (See Appendix 1)
<b>2.2</b>	To discuss openly SMSC values and explore those held by others.
<b>2.3</b>	To encourage honesty and respect in all discussions and nurture sensitivity to the needs and feelings of others.
<b>2.4</b>	To prepare pupils adequately for adult life and enable them to become fully participating citizens, able to leave the academy equipped to lead a happy and successful life.

### 3. Implementation and Organisation

<b>3.1</b>	<p><b>3.1</b> The following definitions will be used when considering SMSC:</p> <ul style="list-style-type: none"> <li>• <b>SPIRITUAL</b> Beliefs, religious or otherwise, which inform students' perspective on life and their interest in, and respect of, 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. Use of imagination and creativity in their learning and willingness to reflect on their experiences.</li> <li>• <b>MORAL</b> Ability to recognise the difference between right and wrong and students' readiness to apply this understanding in their own lives. Understanding of the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues.</li> <li>• <b>SOCIAL</b> Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels.</li> <li>• <b>CULTURAL</b> Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural</li> </ul>
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	<p>opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.</p> <p><b>British Values</b> An understanding of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p> <ul style="list-style-type: none"> <li>• an understanding of how citizens can influence decision-making through the democratic process.</li> <li>• an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;.</li> <li>• an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.</li> <li>• an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</li> <li>• an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</li> <li>• an understanding of the importance of identifying and combatting discrimination.</li> </ul>
3.2	The quality of provision will be reviewed through our normal quality assurance procedures, as well as through student voice activities. Listening and responding to the views of our students will enable us to strengthen their confidence and self-esteem.
3.3	The Academy will access expertise from outside agencies to give support on specific areas. These outside agencies may be invited to speak to pupils during, for example, assemblies or drop down days. Our safeguarding policy and visiting speaker policy will be adhered to at this time.
3.4	An audit of provision will take place in order for us to ascertain where our SMSC curriculum is being delivered and any gaps that exist, it will be carried out alongside a review of our other curriculum including SRE, Health Education, Safeguarding and PSHE curriculum. These will then be addressed through changes to the provision. The audit will take place on a yearly basis and will be overseen by the Head of PSHE/Citizenship.
3.5	In general, the following subjects will contribute generally to the SMSC curriculum through the following means:
3.6	<p>The Contribution of English:</p> <p>English contributes to our students' SMSC development through:</p> <ul style="list-style-type: none"> <li>• Developing confidence and expertise in language, which is an important aspect of individual and social identity. The introduction of Debate Mate and the Brilliant Club are examples of how students can use expertise language and confidence amongst peers.</li> <li>• Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.</li> <li>• Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.</li> <li>• Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.</li> </ul>
3.7	<p>The Contribution of Mathematics</p> <p>Mathematics contributes to our students' SMSC development through:</p> <ul style="list-style-type: none"> <li>• Spiritual development: through helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.</li> <li>• 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.</li> <li>• 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.</li> <li>• Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our</li> </ul>

	highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.
<b>3.8</b>	<p>The Contribution of Science Science contributes to our students' SMSC development through:</p> <ul style="list-style-type: none"> <li>• Encouraging students to reflect on the wonder of the natural world.</li> <li>• Awareness of the ways that Science and Technology can affect society and the environment.</li> <li>• Consideration of the moral dilemmas that can result in scientific developments.</li> <li>• Showing respect for differing opinions, on creation for example. Co-operation in practical activity.</li> <li>• Raising awareness that scientific developments are the product of many.</li> </ul>
<b>3.9</b>	<p>The Contribution of ICT/Computing/Business ICT/Computing contributes to our students' SMSC development through:</p> <ul style="list-style-type: none"> <li>• Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.</li> <li>• Making clear the guidelines about the ethical use of the internet and business.</li> <li>• Acknowledging advances in technology and appreciation for human achievement.</li> <li>• Visits to businesses to understand how they develop ethics as part of their vision and values.</li> </ul>
<b>3.10</b>	<p>The Contribution of History History contributes to our students' SMSC development through:</p> <ul style="list-style-type: none"> <li>• Looking at the creation and evolution of British society.</li> <li>• Enabling students to reflect on issues such as slavery, the holocaust and Imperialism.</li> <li>• Showing an awareness of the moral implications of the actions of historical figures.</li> </ul>
<b>3.11</b>	<p>The Contribution of Geography Geography contributes to our students' SMSC development through:</p> <ul style="list-style-type: none"> <li>• Opportunities for reflection on the creation of earth and its' origins, future and diversity.</li> <li>• Reflection on the fair distribution of the earth's resources and issues surrounding climate change.</li> <li>• A study of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.</li> </ul>
<b>3.12</b>	<p>The Contribution of Modern Foreign Languages Modern Foreign Languages contributes to our students' SMSC development through:</p> <ul style="list-style-type: none"> <li>• Gaining insights into the way of life, cultural traditions, moral and social developments of other people.</li> <li>• Social skills are developed through group activities and communication exercises.</li> <li>• Listening skills are improved through oral/aural work.</li> </ul>
<b>3.13</b>	<p>The Contribution of Citizenship, Religious Studies and PSHE Citizenship, Religious Studies and PHSE makes a distinctive and substantial contribution to the delivery of SMSC:</p> <ul style="list-style-type: none"> <li>• Students learn about beliefs, values and the concept of spirituality.</li> <li>• Students reflect on the significance of religious teaching in their own lives with reference to British values.</li> <li>• Students learn about diversity and multiculturalism and the legislation governing equal opportunities.</li> <li>• When learning about rights students are also taught about responsibilities and the legal implications of breaking their responsibilities.</li> <li>• Students are taught about religious tolerance and understanding and the need for mutual respect when studying Citizenship and are able to demonstrate the impact and the influence of religion on society when exploring human rights, the issue of terrorism, segregation and community cohesion.</li> <li>• Students can foster an appreciation and understanding of different cultures, religions and traditions and evaluate the need for social action.</li> <li>• Students participate in the 'North Manchester Way Yr 7, supporting charitable work Yr 8 and social action projects in Year 9.</li> <li>• Students also learn about the 'Ways of Being Coop and how this links to the academies values and vision.</li> </ul>
<b>3.14</b>	The Contribution of Art

	<p>Art contributes to our students' SMSC development through:</p> <ul style="list-style-type: none"> <li>• Art lessons develop students' aesthetic appreciation.</li> <li>• In turn, Art evokes feelings of 'awe' and 'wonder'.</li> <li>• Giving students the chance to reflect on nature, their environment and surroundings.</li> <li>• Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues.</li> </ul>
<b>3.15</b>	<p>The Contribution of Design and Technology</p> <p>Design and Technology makes a contribution to students' SMSC development through:</p> <ul style="list-style-type: none"> <li>• Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.</li> <li>• Awareness of the moral dilemmas created by technological advances.</li> <li>• How different cultures have contributed to technology.</li> <li>• Opportunities to work as a team, recognising others strengths, sharing equipment.</li> </ul>
<b>3.16</b>	<p>The Contribution of Food Technology</p> <p>Food Technology contributes to our students' SMSC development through:</p> <ul style="list-style-type: none"> <li>• Giving the opportunity to examine cultural differences in food and diet.</li> <li>• Reflecting on the social issues around food such as price and income.</li> <li>• Acknowledging government guidelines for health and dietary requirements.</li> <li>• Reflecting on the moral issues concerning food production in third world countries.</li> </ul>
<b>3.17</b>	<p>The Contribution of Music</p> <p>Music contributes to our students' SMSC development through:</p> <ul style="list-style-type: none"> <li>• Teaching that encourages students to be open to the music of other cultures.</li> <li>• Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).</li> <li>• Lead students to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.</li> <li>• Looking at the way music can change moods and behaviour.</li> <li>• Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.</li> </ul>
<b>3.18</b>	<p>The Contribution of Physical Education</p> <p>Students SMSC development is actively promoted though PE by:</p> <ul style="list-style-type: none"> <li>• Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.</li> <li>• Exploring the sports and traditions of a variety of cultures.</li> <li>• Individual activities that provide the opportunity for self-reflection, awareness and challenge.</li> </ul>
<b>3.19</b>	<p>Beyond the Curriculum We deliver SMSC through a variety of ways beyond the curriculum:</p> <ul style="list-style-type: none"> <li>• The Academy Assemblies present a range of themes which are linked to SMSC</li> <li>• Student Leadership, such as the Student Council.</li> <li>• Through community projects, for example projects such as "Charlestown in Bloom"</li> <li>• Our Extra-Curricular Programme.</li> <li>• School productions (such as our Dance Shows that show a range of Dance and Music shows which show a range of Music from different cultural backgrounds)</li> <li>• External visits and speakers supporting the work of students</li> <li>• Manchester Healthy Schools AND Voice Box</li> <li>• The Co-op North Manchester Way – Yr 7</li> <li>• Participation in the Curriculum for Life pilot</li> <li>• PSHE Members Group</li> </ul>

**Responsibility:**

<b>Responsible Staff:</b>	<b>Head of Citizenship</b>
<b>Policy Administrator:</b>	<b>Assistant Vice Principal</b>
<b>Approving Body</b>	<b>T&amp;L/B&amp;S Committee</b>
<b>This policy is to be viewed in conjunction with other policies.</b>	

<b>CULTURAL: Exploring, understanding and respecting diversity</b>
Students have an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
<b>CULTURAL : Participating and responding to cultural activities</b>
Students have an 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
Students develop a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
<b>CULTURAL: Understanding and appreciating personal influences</b>
Students have and show a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities, Students show an 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.
<b>MORAL – Developing and expressing personal views or values</b>
Students have the 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.
<b>MORAL – Investigating moral values and ethical issues</b>
Students have an 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.
<b>MORAL – Moral codes and models of moral virtue</b>
Students have an understanding of the consequences of their behaviour and actions
<b>SOCIAL – Developing personal qualities and using social skills</b>
Students are able to use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. They show 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.
<b>SOCIAL – Participating cooperating and resolving conflict</b>
Students can show and be able to resolve conflicts effectively
<b>SOCIAL – Understanding how communities and societies function</b>
Students show a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others
<b>SPIRITUAL –developing personal values and beliefs</b>
Students have the 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
<b>SPIRITUAL – Experiencing fascination, awe and wonder</b>
Students have a sense of enjoyment and fascination in learning about themselves, others and the world around them
<b>SPIRITUAL – Exploring the values and beliefs of others</b>
Students have a willingness to reflect on their experiences and how it affects themselves and others
<b>SPIRITUAL USING IMAGINATION AND CREATIVITY IN LEARNING</b>
Students are able to demonstrate and make use of imagination and creativity in their learning

*Defining SMSC*

'Spiritual'



'Moral'



*Delivering SMSC*

- ▶ Developing the imagination – perhaps through artistic expression, scenarios or lateral thinking exercises
  - ▶ Exploring and developing what animates themselves and others
  - ▶ Presenting an engaging stimulus to provoke curiosity or wonder, such as a picture, a statistic, a prop, a song, a quotation, a problem, the solution
  - ▶ Introducing values and beliefs different to their own, religious or other
  - ▶ Appreciating the intangible – for example, beauty, truth, love, goodness, order – as well as mystery, paradox and ambiguity
  - ▶ Providing opportunities for stillness and reflection and to learn from this reflection
  - ▶ Valuing pupils' questions
  - ▶ Recognising emotional reactions by giving them space for their own thoughts, ideas and concerns, as well as the expression of these
  - ▶ Providing a range of different interpretations, to help reflect on key questions of meaning and truth
  - ▶ Respecting insight as well as knowledge and reason, perhaps through sharing experiences
  - ▶ Relating their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'
  - ▶ Developing curiosity about life
  - ▶ Connecting different experiences or ideas
  - ▶ Exploring and developing personal views on an issue, perhaps through recognising any ignorance, prejudice or influences
  - ▶ Celebrating their uniqueness as a person
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- ▶ Modelling the principles, you wish to promote – including respect, fairness, trustworthiness and integrity
  - ▶ Rewarding expressions of moral insight and good behaviour
  - ▶ Implementing Behaviour for Learning strategies
  - ▶ Giving space for pupils to express their views and practise moral decision-making
  - ▶ Delivering the learning through a moral question or ethical dilemma
  - ▶ Encouraging pupils to take responsibility for their actions such as through respect for property, care of the environment, sensitivity towards others' feelings and commitment to personal values
  - ▶ Articulating high expectations, including consequences
  - ▶ Exploring what influences personal principles and moral choices, such as family, friends, religion, culture and the media
  - ▶ Facilitating a 'freedom to fail' approach, offering opportunities for pupils to make mistakes as well as the space to learn from mistakes
  - ▶ Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions
  - ▶ Addressing breaches of agreed moral codes where they arise, in the news as well as in school
  - ▶ Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship

## Defining SMSC

### 'Social'



## Delivering SMSC

- ▶ Modelling and reinforcing the school's Code of Conduct, and applying it consistently
- ▶ Encouraging pupils to work cooperatively, such as through kagan techniques, 'think-pair-share' or snowballing exercises, or effective peer assessments
- ▶ Embedding the learning within a social context or social situation, whether historical, hypothetical or current affairs
- ▶ Giving space to debate related social issues – for example, rights and responsibilities, democracy, equality, social justice, tolerance and the environment
- ▶ Fostering a sense of community, such as through the layout and appearance of the classroom, inclusive displays, clear classroom rules and familiarity with and use of pupils' names
- ▶ Linking the learning to the world of work, the wider community, or the world at large
- ▶ Providing opportunities for pupils to exercise leadership and responsibility
- ▶ Encouraging pupils to take ownership of their learning, for example asking for pupil feedback, implementing Assessment For Learning strategies and training pupils to become independent learners
- ▶ Encouraging pupils to deliver part of the lesson or to facilitate the learning experience
- ▶ Providing positive corporate experiences through such things as assemblies, team activities, residential experiences, school productions
- ▶ Implementing approaches to help pupils resolve group tensions, such as restorative practice or circle time
- ▶ Promoting community cohesion through visiting speakers, clubs, projects, performances, team events, assemblies, trips and visits

### 'Cultural'



- ▶ Presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- ▶ Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age, size and other criteria and promoting equality
- ▶ Acknowledging that cultures change by comparing a historical perspective of a topic to the contemporary values surrounding it
- ▶ Acknowledging that cultures differ by comparing and contrasting a topic from a range of cultural perspectives
- ▶ Anticipating misconceptions and providing evidence and opportunities for pupils to question their assumptions and amend their viewpoints if appropriate
- ▶ Relating the learning to a particular culture to unpack the topic's relevance and significance
- ▶ Utilising a range of cultural mediums – for example, dance, art, dress, music, food, literature – to introduce ideas, attitudes, values, themes or the topic
- ▶ Developing cross-curricular links with other subjects on certain topics
- ▶ Reinforcing the school's cultural values through displays, posters, exhibitions
- ▶ Celebrating cultural events, including religious and non-religious traditions
- ▶ Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges