



Homewood School & Sixth Form Centre

LEARNING · RESPECT · BELONGING

SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY

Date approved by Governors
June 2015

HOMEWOOD SCHOOL & SIXTH FORM CENTRE

Spiritual, Moral, Social and Cultural Policy (SMSC)

This policy will be reviewed every 3 years

DATE OF POLICY: JUNE 2015

DATE OF REVIEW: JUNE 2018

Member of staff responsible for Policy:

Principal & VP Students

Signed.....Head Teacher

Signed.....Chair of Governors

Spiritual, Moral, Social and Cultural Policy (SMSC)

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In September 2014 the Government introduced changes to the Education Regulations which placed further emphasis on the concept of British values. This policy is written with regards to these regulations and also with reference to the non- statutory advice, ' Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information' (November 2014)

Homewood School and Sixth Form Centre recognises the importance of students' spiritual, moral, social and cultural development. SMSC is about the values students are encouraged to hold and about their attitude towards learning both at school and in the wider local and global communities. SMSC is vital in preparing young people for life in an ever changing society. At Homewood School and Sixth Form Centre, students are helped to develop positive attitudes and beliefs by being given opportunities to:

- Develop personal, spiritual and moral values
- Celebrate a diversity of cultures
- Value everyone equally
- Develop personal relationships, based on trust, self-esteem and mutual respect
- Become an active, caring and responsible citizen with strong decision making skills
- Develop an appreciation of the achievements of others
- Develop an understanding of the world in which they live and how individuals and communities work together
- Learn about modern day British Values and the way they impact on society

At Homewood School and Sixth Form Centre SMSC permeates the life and work of the school. Students are encouraged to develop an understanding of the world, society and the environment in which they live, accepting responsibilities for reaching independent judgements, which reflect universal human principles. We would expect students to develop enquiring minds and learn how to express their ideas appropriately.

As a school we are aware of our collective responsibilities towards spiritual, moral, social and cultural education and we ensure that all staff are aware of their role in developing students' morals, interpersonal skills and self-esteem, whilst preparing them for the responsibilities and experiences of adult life. The recognition of student achievement and the provision of extra-curricular and enrichment activities are seen to be fundamental in developing confidence and self-esteem within the school community.

Our extensive extra-curricular provision and support for the teaching of languages provides a rich variety of additional opportunities for students in terms of developing aspects of SMSC. Our links with other countries, including student exchange programmes, are particularly powerful in developing their sense of being part of a global community

Staff are expected to provide a role model for students based on courtesy and mutual respect and be prepared to listen to students' views and encourage them to listen to each other.

Training is provided to staff on SMSC and on how to deliver PSHRE and Citizenship topics. This includes the promotion of British values.

SMSC is delivered through a variety of means including: PSHRE and Citizenship lessons, Discovery College Projects, Academic and Pastoral Mentoring, Tutor Times, Assemblies and extra- curricular and enrichment experiences, as well as through daily interactions between members of the school community.

2. Spiritual Development

Spiritual development is personal and unique to each individual. At Homewood we aim to give students opportunities to reflect and think about issues of truth and life. An understanding of the value and role of faith and religion in societies will enable students to be tolerant and respectful of each other's viewpoints. We seek to instill in our students a tolerance and acceptance of other peoples' faith and beliefs so as to avoid any form of prejudice or discrimination (see Department of Education British Values Guidelines Nov14). The school aims to develop students' knowledge, beliefs and values through:

- Assemblies, which include opportunities for reflection
- ERS lessons – through the understanding of different faiths, religions, cultures and practices
- PSHE and Tutor time sessions which allow students to have time to reflect on issues and develop an understanding and appreciation of spiritual issues. These have included reflections on major world religions and key festivals such as Diwali and Christmas
- The school's three core values of Learning, Respect, and Belonging
- The provision of a Christian Schools' Worker who provides opportunities for students to explore faith and spirituality
- Links with local church- church services held at various times throughout the year

3. Moral Development

At Homewood, students' moral development deals with: issues of right and wrong; the rule of law and the attitudes and behaviour of staff and students towards one another and wider society. The school seeks to promote and encourage British Values. These are important aspects of student development as they deal with the quality of relationships and standards of behaviour. At Homewood, we have clear behavioural guidelines and expectations which are articulated through the Home School Agreement. The school develops students' moral values through:

- Assemblies, which include opportunities for reflection on a wide range of issues
- ERS lessons – looking at issues of ethics -evaluating, analysing and discussing

- Schemes which encourage students to take responsibility for their environment and community e.g. college charity work and community project work through PSHRE
- The school's three core values of Respect, Learning and Belonging
- The PSHRE programme during which students are asked to listen to the views of others, for example, guest speakers presenting animal rights and animal testing around a core theme of Empathy
- The Ethos for Learning Policy and associated, extensive support structures across the school
- Working with students to help them understand the consequences of their actions and accept responsibility for them
- Actively promoting British Values so that students can distinguish between right and wrong
- The implementation of the Anti- Bullying Policy and intolerance of racism, sexism, homophobia and other forms of prejudice
- Award ceremonies to recognise behaviours which demonstrate strong, positive student values
- Reward systems across the school
- Involvement with community groups, for example gardening projects
- Reinforcement of the Home School Agreement
- Promoting the safe use of the internet through our E-Safety policy and via E-safety sessions run in the PSHE programme
- The use of Restorative Justice to address prejudicial attitudes
- Promoting the inclusion agenda to ensure that all students are given the best opportunities to succeed in their chosen field regardless of faith, culture, ethnicity, gender, socio-economic status or background
- The Human Rights Act and other International legislation, covered through our PSHRE programme to enable students to have all the information about their rights and responsibilities

4. Social Development

Social development refers to the skills and personal qualities students need in order to function effectively within society. It is about young people working effectively with each other and participating successfully in the community as a whole. This requires an understanding of all aspects of society, from structures and characteristics to responsibilities and life as a citizen, parent or worker in a community. Students also gain an understanding of public bodies and their role in society, such as the police and army. This further promotes British Values around the rule of law. The school plans for the social development of students through a range of teaching and learning activities including:

- The use of Kagan structures to aid learning in the classroom. This develops classroom organisation, student groupings and group work

- The Home School Agreement, which students sign upon entering Homewood
- Electing prefects and other student representatives each year to serve their colleges and school and to pass on to staff and senior leaders their ideas for school improvement. This includes the election of the Head Boy, Head Girl and Sixth Form Cabinet.
- Student voice across the school- for example, students are regularly asked for their feedback on all aspects of school life through confidential questionnaires and through themed focus groups
- Residential, educational visits and social trips
- Emotional literacy which is a specific focus throughout the Discovery curriculum at KS3 This helps students to develop their interpersonal and intrapersonal skills
- Student leadership opportunities within departments as 'lead learners'
- PSHRE foci on empathy, community, environment and relationships
- Individual mentoring sessions for all students
- Links with business, particularly through the vocational areas of study
- An extensive extra-curricular programme
- Encouraging students to take responsibility for their own actions through the PSHRE programme and through the promotion of the Homewood Learner Profile

5. Cultural Development

A student's cultural development refers to expanding their understanding of the values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At Homewood School we aim to give our students a range of opportunities to explore their own culture and the place it has in a multicultural society. It also includes being able to operate in the emerging world culture whereby shared experiences are provided through television, travel and the internet. The school's varied curriculum allows for exposure and involvement in aspects of different cultures. In addition to the curriculum our cultural exploration includes:

- Forming links with schools across the world. The charity Watoto have visited Homewood on numerous occasions with their children's choir. This has provided opportunities for students, staff and members of the public to interact with their culture.
- College Tutor groups having link schools across the world
- Opportunities for students and staff to go on foreign visits. These have included world challenge trips to Malaysia, Belize, South Africa, Malawi, the biennial trip with the charity, Watoto, to Uganda, annual foreign language exchanges and geographical excursions to Iceland and Italy
- Visits to places of cultural interest such as Dover Castle and the Globe Theatre
- Extra-curricular activities such as youth speaks and history club
- Demonstration of the British Values through the culture embedded in our school

6. The Prevent Strategy

Homewood School provides a broad and balanced curriculum which promotes spiritual, moral, social and cultural development, as well as physical and mental development. The school will address what is meant by terrorism and radicalisation through our PSHRE programme and seek to make all staff aware of what to do if they have concerns regarding students who may have developed extremist views or who are vulnerable to radicalisation. Such concerns should be shared directly with the Designated Child Protection Officer who may arrange for a risk assessment to be carried out or consult with/refer to appropriate agencies.

The IT department will also ensure that appropriate restrictions and filters are in place on the school network to prevent students accessing extremist material.

We have robust and rigorous safeguarding processes in place that identify students that may be at risk and we work closely with statutory safeguarding agencies to support individual young people as appropriate.

DBS checks are requested on all staff before working with Homewood students, and this information is held on our single central record. It is made clear to staff that they must not promote partisan political views and that when political issues are being discussed that a balanced presentation of opposing views is achieved. Any concerns in this regard should be shared with the Personnel Department. The schools governors are also subject to DBS checks and this information is also held on the single central record. Systems are also in place to check the background of staff who have worked overseas as well as to check on the suitability of external speakers who come into school.