



SMSC

Policy

SMSC – Provision

Social, Moral, Spiritual, Cultural Statement (SMSC)

Werneth school puts the child at the heart of its work. We are a creative community which promotes excellence and well-being.

The social, moral, spiritual and cultural education of our students is integral to their 'Werneth Journey to Excellence.' Our core values 'Achievement, Support, Pride, Independence, Respect, Excellence' (ASPIRE) coupled with our mission statement 'Learning without Limits', exemplifies our belief in an education that embraces the whole child enabling them to relate fully to and have the ability to access the world they live in. Truly inclusive, we aim to provide our students with educational opportunities which explore and develop their own values, whilst recognising that those of others may differ. Self belief, spiritual awareness, cultural diversity, taking responsibility, being respectful of each others the school and wider community, and recognizing that there are consequences, positive or negative in all that we do, are all critical skills and dispositions that we actively embrace through our school systems, curriculum and enrichment opportunities.

All curriculum areas have a contribution to a child's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum ([see links: Department SMSC/ Curriculum Map Fundamental British Values](#)). Belief values, principles and spirituality are explored across the curriculum. The integrity and spirituality of faith backgrounds are respected and explored. The diversity of spiritual traditions are recognised, and pupils are given access to alternative views.

All adults model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for pupils and their families and stakeholders. Children learn to differentiate between right and wrong in as far as their actions affect other people. They are encouraged to value themselves and others.

Children understand their rights and accept their responsibilities and the need to respect the rights of others. School and classroom expectations promote responsible behaviour. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

General aims

We aim to ensure:

That everyone connected with the school is aware of our values and principles.

A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

That a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.

That children have a good understanding of their responsibilities and how to exercise them. Through classroom activities and dialogue in the wider curriculum we give the children opportunities to:

- Share their achievements and successes with others.
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

All curriculum areas provide opportunities to:

Listen and talk to each other.

Develop an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.

Agree and disagree.

Experience good role models.

Work co-operatively and collaboratively.

All curriculum areas plan & provide opportunities to cultivate:

Spiritual Development

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.

- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of Life

Moral Development

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.
- Take action for justice.

Social Development

- Develop an understanding of their individual and group identity.
- Helping others in the school and wider community.

Cultural Development

- Recognise the value and richness of cultural diversity in Britain.
- Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.

Practical activities to develop SMSC include:

- Behaviour for Learning System linked to 'The Hart Centre'
- 'Respect Response Initiative' to encourage the children to behave appropriately at social times.
- Vertical tutoring engendering care, support and guidance of younger students.
- Use of assembly themes to explore pertinent moral, social, cultural, religious issues and aspects of our heritage and other cultures .

- Learning & Teaching methodologies facilitate cooperative learning, independence, growth mindsets and leadership opportunities. ([Link L&T Policy, QA Policy](#)) Student voice is an integral part of the schools move to become a 'Visible Learning Community' (JohnHattie) eg Student voice is an integral part of staff recruitment and classroom Practice. Leadership at all levels:eg Student council, Senior Students, Leaders in Learning, National Arts Award students, Sports Leaders and Ambassadors, Dance Leaders, student mentoring schemes for developing literacy and numeracy. Anti bullying and social mentoring groups.
- Careers education programme. ([Link to CEIAG Whole School](#))
- Curriculum, Cross Curriculum and 'CanDo' programmes facilitate participation in a diverse range of educational visits and experiences. Specialist Arts ethos ([Link Arts Mark Gold 2013](#)) ensures an on going commitment to providing a creative, cultural and collaborative arts' education to inform, inspire, drive high achievement and help prepare our students to be global citizens through an extensive range of annual opportunities ([ref; Image Newsletter](#)).
- Werneth actively celebrate achievement at all levels and abilities ; eg students of the week, VIVO's reward system, accelerated reader programmes, house points, rewards assemblies, Examination Presentation Evenings, House Presentation Evenings, Rewards Assemblies, Sports Presentation Evening and Arts Presentation Evening (WOW"s) in which awards are given for achieving Olympic Values of Friendship, Excellence, Equality, Inspiration, Determination, Courage, Respect. Sports and Arts Festival week including whole school sports day led by students for students.

Links with the wider community

Werneth is an outward facing school investing time, funding and resources into developing and maintaining effective relationships and communications with:

Our network of primary schools

The Specialist Community Arts programme and Sports programme led by specialist staff time tabled to work within our community of schools throughout the year; teaching students, delivering CPD, facilitating

student leadership opportunities, organizing and hosting events and showcases that celebrate the strong partnership. We have an extensive transition programme ensuring an informed, inclusive and caring journey from primary to Werneth.

Our local community

The development of strong home-school communication routes is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.

Visitors are welcomed into our school.

Business community;

'Image Group' have supported the Specialist programme in school through resources, commitment to events eg the annual show the company create, design and install the set. Students are welcomed for work experience. Many examples of permanent employment have followed.

NK Theatre – work closely with the Specialist areas in order to facilitate education programs and cultural experiences.

Adidas

Over the summer term we cemented a partnership with Adidas through the Business Class initiative. Initially our partnership will be focused on embedding a new school vision. The school is keen to benefit from Adidas' expertise in building a clear shared vision and brand to help them embed the vision and engage all stakeholders in their business. The impact will be seen in the internal designs of the new build. Another area is in developing our Leadership culture with both staff and students. This will allow opportunities for middle leaders to see how areas such as action planning and project management are approached in a commercial business and would result in a mentoring system between both institutions. Our final area for the first year is to raise aspirations. Both Werneth and Adidas are keen to provide students with new experiences that will increase their aspirations and broaden their horizons. The school will build a framework of interactions with Adidas so that raising aspirations' activities are co-ordinated and take students on a journey with Adidas through their school career.

Wates

Our close, physical relationship with the contractors, Wates, is also seen in their contribution to school life. Student placements have been offered during next year with Wates for our students. This has also

benefited our local community too as jobs for local people have been created with Wates, thus ensuring that the school is at the heart of its community. Other areas that Wates are involved in is in allowing our students to see the potential of using their subject skills such as Maths in use on the building site. This will be developed over the Autumn Term.

The Global community

The school support the work of a variety of charities.

Host foreign exchanges.

Facilitate annual educational visits abroad.

Curricular and cross curricular work.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by MLs SLT/head teacher/ governors.
- Regular discussions at staff and governors' meetings.
- Audit of policies and units of study.

We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC development will purposefully ensure our pupils develop the skills they need to achieve success and fulfillment in life.

Further guidance is available in School on request.

[Links: Department SMSC/ Curriculum Map Fundamental British Values\).](#)

[Link L&T Policy, QA Policy](#)

[Link CEIAG Whole School](#)

[Link Arts Mark Gold 2013](#)

Policy	Date modified	Date of approval	Review date	Governor Committee	Responsibility
SMSC	March 2017	March 2017	March 2020	Full body	JDE

