



# ***Wellfield Community School Social, Moral, Spiritual and Cultural (SMSC) Policy***

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## **Rationale**

Wellfield Community School recognises the importance of pupils' spiritual, moral, social and cultural development. SMSC is about the values pupils are encouraged to hold and their attitudes towards learning both at school and in the wider community, both national and international. At Wellfield School pupils are helped to develop positive attitudes and beliefs by being given opportunities to :

- Develop personal, spiritual and, moral values;
- Develop their understanding and respect for those with different religions, beliefs and ways of life;
- Value everyone equally;
- Develop personal relationships, based on trust, self-esteem and mutual respect;
- Become active, caring and responsible citizens with strong decision making skills;
- Understand the functioning and benefits of a democratic society;
- Develop an appreciation of human achievements and aspirations.

## **Link to e-Safety**

Schools have a vital role to play in protecting children not only on the "real" world but also in the "virtual" world. This role is underpinned by the school's approach to e-safety as outlined in the E-Safety Policy. Students are educated to keep safe on line via a range of strategies including CEOPS assemblies, our annual Internet Safety Week, ICT lessons, newsletters etc. The school's strategy for e-safety is scrutinised and monitored by our E-Safety Group, made up of teachers, students and governors. Students found to be using the internet/ICT for undesirable reasons including cyber bullying will be escalated through the school's consequence and sanction systems as detailed in the Behaviour for Learning Policy with possible involvement of the Police if this is deemed necessary (in serious cases). E-safety is covered by a range of school policies including the Behaviour for Learning Policy, Anti-Bullying Policy, E-Safety Policy, Prevent Policy, SMSC Policy and Child Protection Policy.

## **Implementation**

At Wellfield School, SMSC permeates the life and work of the school. Staff are aware of their collective responsibility and model good practice. They listen to pupils' views and encourage them to listen to each other and express opinions. They actively look for opportunities through curricular and extra- curricular activities to develop pupil's skills, attitudes and understanding. Pupils are expected to develop enquiring minds and learn how to express their ideas appropriately.

The recognition of pupil achievement and the provision of extra – curricular and enrichment activities are essential in developing confidence and self-esteem. Awards are presented to pupils at the end of every term and opportunities to celebrate individual pupil achievements are never missed. Pupils are nominated for "Work of the Week" in every subject, certificates are presented in assembly. Pupils are encouraged to recognise other pupils successes and be proud of their own progress.

At Wellfield School there is a programme of visits that further develop pupils' social and cultural development. These are cultural visits to, for example, London theatres or sporting visits, for example a football academy visit to Spain. The school has very strong links to a school in South Africa, which pupils are visiting in February 2014. These visits will further develop the pupils' sense of belonging to a global community.

***SMSC is delivered through a variety of means including:***

- Curriculum links – teachers are aware of opportunities to develop SMSC within their own lessons. For example the development of awe and wonder in Science when learning about a topic such as the Big Bang and formation of the universe.
- The personal development programme delivered during tutor time. This includes PSE topics and IAG topics.
- Enthuse Days at the end of every term. These have specific foci and are bespoke to each year group.
- Where possible external speakers and agencies are invited into school to deliver on these days. An example is a safety carousel co-ordinated by the by the police that explores all aspects of personal and community safety with year 8 pupils.
- Assemblies – there is a rota of themes delivered by senior members of staff. Each assembly includes opportunities for reflection.
- The implementation of the Anti-Bullying policy and intolerance of racism, sexism and homophobia.
- Involvement with the local community. An example of this action is termly coffee mornings organised by the School council. The choir perform at local Christmas carol services and Metro shopping centre. They contributed to a local WI Christmas concert. Throughout the year there are opportunities where the community are welcomed into the school – our pupils always act as welcomers and guides.
- The use of Kagan structures in the classroom. This develops classroom organisation and group work.
- A very active school council. This has representatives from each year group and meets every 2 weeks with the Head teacher. The reps feedback to tutor groups and gather opinions from the other pupils. Pupils email suggestions which are discussed by the school council and passed to relevant members of staff for action.
- SEAL work with pupils in lower school during tutor time.
- Residential and reward day trips and links with business.
- An extensive after school enrichment programme. This has been extended into lunchtime activities.
- Every pupil studies RE. This furthers their understanding of different faiths, religions, cultures and practices.
- Key stage 3 pupils all do Accelerated Reading during tutor time. This develops an appreciation of different cultures and instils an enjoyment of reading for pleasure.
- The school has a rigorously enforced behaviour for learning policy which ensures all pupils are treated fairly and allow for learning in a safe and respectful environment.
- Visits from outside speakers provides the opportunity for pupils to develop speaking and listening skills.
- A Year 4, 5 and 6 performing arts Summer School - Wellfield pupils support the summer school each year and mentor the junior pupils. This helps them to develop responsibility and confidence.

- Pupils are given points of responsibility wherever possible and are helped to develop leadership skills.
- All pupils, including those with physical disability, are encouraged to take part in competitive sport.
- There is a strong history of sports leadership. The leaders support at primary and community events.
- A number of pupils are members of our Sports Academy. This helps to develop academic as well as sporting ability. It also promotes high standards of “sportsmanship” and responsible attitudes towards others.
- The effective use of student voice shows our pupils how to appropriately express opinions, that their views matter and the responsibility that comes with freedom to express opinions.
- We are developing Wellfield as the centre of a global learning community. There is an established link to a school in South Africa. Pupils have visited this school on a number of occasions, helping to teach literacy and numeracy while there. Pupils from the Sports Academy have visited Barcelona and played matches while on this visit. These visits help develop both cultural and social aspects for each pupil.

### **Monitoring and evaluation**

The impact of social, moral, cultural and spiritual development is seen throughout the school community. It is demonstrated by the behaviour of the pupils and the respect they show for the school and each other. The SMSC action plan is a working document that is continually updating as new opportunities arise and existing provision is developed.