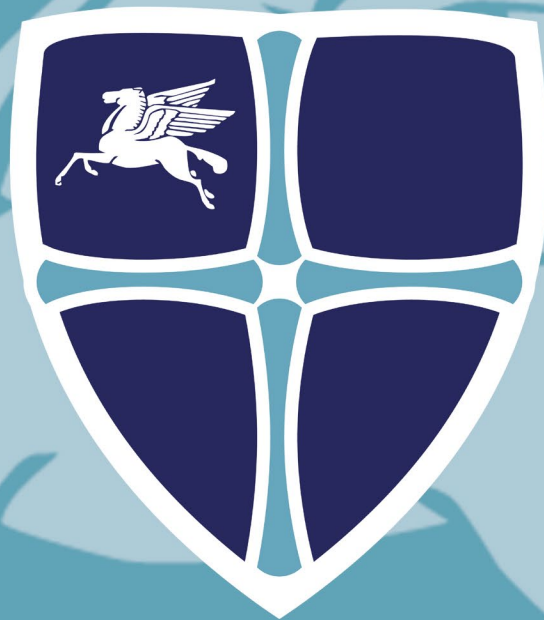


Wellfield School



Social, Moral, Spiritual & Cultural Policy

Chair of Governors – Mrs N Wood

Headteacher – Ms S Hammond

Updated - 05/06/22

Review Date - 05/07/23

RATIONALE

Wellfield Community School recognises the importance of pupils' spiritual, moral, social and cultural development. Social, Moral, Spiritual & Cultural (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.

Every classroom has an SMSC poster to highlight where it can be included and demonstrated in every lesson taught. Staff have had training on this and include it in their planning. See appendix A

The delivery of SMSC has been mapped to extra-curricular activities as well as curriculum deliver. See appendix B

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 CEIAG 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.

Protected Characteristics

Protected characteristics are **specific aspects of a person's identity defined by the Equality Act 2010**. The 'protection' relates to protection from discrimination.

- Age
- Disability
- Gender re-assignment
- Race
- Religion or belief
- Marriage or civil partnership
- Sex
- Sexual orientation
- Pregnancy and maternity

Every pupil is taught about these characteristics and how they relate to SMSC. There are posters in every room. See Appendix C.

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.

HOW HAS THE LESSON FURTHER IMPROVED THE **SPIRITUAL**, **MORAL**, **SOCIAL** AND **CULTURAL** DEVELOPMENT OF MY STUDENTS?

A handy guide on checking how you have provided for SMSC in your lesson...please do not think that you have to do all of these. A lesson that encourages participation; that has assessment and feedback and which values pupils' work and effort is a lesson that is DEFINITELY developing SMSC.

SPIRITUAL	<u>MORAL</u>
Does your lesson...	Does your lesson...
Encourage children to consider their own values and attitudes?	Further develop a sense of right and wrong?
Provide knowledge and opportunities to understand other people?	Examine motives for actions?
Encourage students to consider and discuss their beliefs and those of others?	Explore links between beliefs and values?
Promote self-understanding?	Consider the need for consistency between beliefs, values and actions?
Encourage students to reflect on their own identity?	Encourage consideration towards others? Develop students' awareness of the needs of others?
Give opportunities for problem-solving and discovery?	Promote honesty and integrity?
Encourage the enjoyment and excitement of learning?	Promote discussion of ethical issues?
Require students to think for themselves?	Challenge students to take personal responsibility for their own actions?
Allow students to reflect and express themselves on spiritual matters?	Encourage students to formulate and review their own values?
Encourage openness to being challenged through learning?	Treat students courteously and respectfully whilst expecting them to behave?
Encourage, through questioning, reflection on religion and the meaning of life?	Reflect on moral absolutes? Encourage moral behaviour?

<p>Provide opportunities to see from the perspective of another?</p> <p>Develop language to think and reflect?</p> <p>Discover the wonder of words?</p> <p>Explore the creative power of the arts?</p>	<p>Recognise the power of language for good and evil?</p>
<p style="text-align: center;"><u>SOCIAL</u></p> <p>Does your lesson...</p> <p>Handle controversial issues?</p> <p>Promote good relations between individuals and groups?</p> <p>Promote equal opportunities?</p> <p>Give an opportunity to work in a range of groups?</p> <p>Communicate with increasing confidence?</p> <p>Allow negotiation on conflict or a difference of opinion on important issues?</p> <p>Promote active involvement in society?</p> <p>Encourage students to see issues from another's perspective?</p> <p>Listen to the views of others?</p> <p>Use language in a range of groups and contexts?</p> <p>Write for a range of purposes and audiences?</p> <p>Develop skills (eg. In language or through the arts) as a means of communicating ideas?</p>	<p style="text-align: center;"><u>CULTURAL</u></p> <p>Does your lesson...</p> <p>Enable students to encounter people from other cultures?</p> <p>Encourage openness to learning from other cultures?</p> <p>Reflect on the relationship between culture and the ability to negotiate religious belief?</p> <p>Challenge racism?</p> <p>Enable discussion from different cultural perspectives?</p> <p>Enable students to question from within the security of their own cultural traditions and practices?</p> <p>Explore relationships between religion and culture?</p> <p>Use bilingual texts where appropriate?</p> <p>Encourage students to see the worth of themselves, their family, religion and culture?</p> <p>Provide resources from different cultural perspectives?</p> <p>Examine cultural influences on language?</p> <p>Examine cultural influences on the</p>

<p>Enable students to come to terms with their own experience?</p> <p>Respect the right of others to hold views different from one's own?</p> <p>Increase students' self-confidence, self-awareness, self-esteem?</p>	<p>development of the subject matter?</p> <p>Discover that culture moulds attitudes and perceptions?</p> <p>Develop positive attitudes to travelling abroad?</p> <p>Develop skills to assist students travelling abroad?</p>
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Wellfield School also promotes the fundamental British values of:

- Democracy
- The rule of the law
- Individual liberty
- Mutual respect

Tolerance of those with different faiths and beliefs



Wellfield School SMSC Provision

Good/Outstanding Practice Guidance	Evidence
1. SPIRITUAL	
<p>1.0 Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.</p>	<ul style="list-style-type: none"> ✓ Weekly Assembly. Topics linked to RE programme of study. ✓ Harvest Festival ✓ Easter Assembly ✓ Christmas Carol Concert ✓ Christmas Fair ✓ Faith week. ✓ Prayer zone during Faith week. ✓ Visit to Mosque and Durham Cathedral.
<p>1.1 Where pupils already have religious beliefs, supporting and developing those beliefs in ways which are personal and relevant to them.</p>	<ul style="list-style-type: none"> ✓ RE Curriculum discussions ✓ Reward assemblies at the end of every term. Pupil's attainment and achievement is celebrated. ✓ Encouraging pupils to share their beliefs in RE lessons.
<p>1.2 Encouraging pupils to explore and develop what animates themselves and others.</p>	<ul style="list-style-type: none"> ✓ RE Curriculum ✓ PD programme of study ✓ Tutor time discussions. Circle time to be re-introduced into Year 7.
<p>1.3 Encouraging pupils to reflect and to learn from reflection.</p>	<ul style="list-style-type: none"> ✓ Positive Behaviour Policy ✓ Charity and fundraising events – Children in Need, Christmas Jumper Day, Christmas Shoe Box Appeal, Red Nose Day etc. ✓ Weekly Collective Worship (assembly) ✓ RE lesson planning and curriculum

<p>1.4 Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.</p>	<ul style="list-style-type: none"> ✓ RE lessons planning and curriculum ✓ SMSC opportunities in the curriculum ✓ Positive Behaviour Policy
<p>1.5 Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.</p>	<ul style="list-style-type: none"> ✓ Explicit teaching of manners and politeness for pupils and staff ✓ Positive Behaviour Policy ✓ Reinforcing concepts in whole school assemblies ✓ Pegasus points ✓ School Council
<p>1.6 Accommodating difference and respecting the integrity of individuals.</p>	<ul style="list-style-type: none"> ✓ RE lessons planning and curriculum ✓ SMSC curriculum ✓ International School Award ✓ Whole school curriculum – see long term curriculum audit.
<p>1.7 Promoting teaching styles which:</p> <ul style="list-style-type: none"> - Value pupils' questions and give them space for their own thoughts, ideas and concerns. - Enable pupils to make connections between aspects of their learning. - Encourage pupils to relate their learning to a wider frame of reference, for example, 'why', 'how', and 'where' as well as 'what'. 	<p>Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations.</p> <p>Feedback from lesson observations include encouraging pupil thinking time.</p> <p>Whole school CPD programme.</p>

<p>Good/Outstanding Practice Guidance</p>	<p>Evidence</p>
<p>2. MORAL</p>	
<p>2.0 Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.</p>	<ul style="list-style-type: none"> ✓ Positive Behaviour Policy ✓ Weekly updates/reinforcement in assemblies ✓ Reward assemblies ✓ Pegasus Award
<p>2.1 Promoting racial, religious and other forms of equality. Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and</p>	<ul style="list-style-type: none"> ✓ International Schools Award ✓ Religious visitors from different faiths and visits ✓ Positive Behaviour Policy

responsibilities, truth, justice, equality of opportunity, right and wrong.	<ul style="list-style-type: none"> ✓ School Council
2.2 Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.	<ul style="list-style-type: none"> ✓ E-Safety Computing planning ✓ Bullying lessons, assemblies and awareness ✓ International School Award
2.3 Rewarding expressions of moral insights and good behaviour.	<ul style="list-style-type: none"> ✓ Positive praise ✓ Pegasus points ✓ Certificates at the end of term reward assemblies. ✓ Attendance Awards ✓ Regular praise in class and tutor time.
2.4 Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.	<ul style="list-style-type: none"> ✓ Reinforcement in Assemblies – children very clear on expectations ✓ 30 minutes Reading Time every day. ✓ E-Safety Computing planning
2.5 Modelling, through the quality of relationships and interactions, the principles which they wish to promote, for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts.	<ul style="list-style-type: none"> ✓ International School Award ✓ School Council ✓ Positive Behaviour Policy
2.6 Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.	<ul style="list-style-type: none"> ✓ RE planning and curriculum ✓ SMSC curriculum
2.7 Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	<ul style="list-style-type: none"> ✓ Positive Behaviour Policy ✓ Class rules and expectations
2.8 Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	<ul style="list-style-type: none"> ✓ Assemblies – see assembly timetables ✓ Visitors as part of the collective worship including local church representatives ✓ In curriculum time ✓ Offsite activities and visits.
2.9 Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	<ul style="list-style-type: none"> ✓ Wellfield School reward poster on display across the school. ✓ Classroom and school corridor displays all of a high standard

	<ul style="list-style-type: none"> ✓ Positive messages on TV screens in diner. ✓ Behaviour Policy and Safeguarding Policy clearly displayed. ✓ Comprehensive school website
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Good/Outstanding Practice Guidance	Evidence
3. SOCIAL	
3.0 Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> ✓ Positive Behaviour Policy ✓ School photographs of extra curricular activities clearly displayed around school. ✓ Inspirational quotes on display across school ✓ PE Teams
3.1 Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	<ul style="list-style-type: none"> ✓ Competitive Sports Days in PE Teams ✓ Community events – Carol Concert, Harvest and Easter celebrations, Christmas fair, Open Evenings, induction events ✓ Senior Citizen/Grandparents lunches ✓ Family learning and adult learning ✓ Class assemblies
3.2 Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> ✓ School Council ✓ Class discussions ✓ Environmental Club ✓ Competitive sporting events ✓ Pegasus Award
3.3 Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> ✓ SMSC and PD curriculum
3.4 Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> ✓ Whole school assemblies ✓ Christmas productions ✓ Christmas Carol Concert ✓ Sports Day ✓ Termly educational visits and inviting visitors into school ✓ Residential Trips ✓ Class assemblies/open evenings

<p>3.5 Helping pupils develop personal qualities which are values in civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self respect.</p>	<ul style="list-style-type: none"> ✓ RE planning and curriculum ✓ SMSC/Citizenship curriculum ✓ International School Award ✓ School Council community events
<p>3.6 Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.</p>	<ul style="list-style-type: none"> ✓ Whole school assemblies on aspirations ✓ School Council ✓ Anti-Bullying curriculum
<p>3.7 Helping pupils resolve their tensions between their own aspirations and those of the group or wider society.</p>	<ul style="list-style-type: none"> ✓ Active School Council ✓ English planning and curriculum ✓ SMSC curriculum – see audit ✓ Wide range of community events
<p>3.8 Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.</p>	<ul style="list-style-type: none"> ✓ Pupils elections and democratic vote for School Council ✓ Pupils write applications for Senior Prefect roles. ✓ Involvement in staff interviews
<p>3.9 Providing opportunities for pupils to exercise leadership and responsibility.</p>	<ul style="list-style-type: none"> ✓ School Council choose how to raise money and fundraise for charities ✓ Pupils take some responsibility of our school building and learning environment ✓ Pupils plan further ways to improve the school
<p>3.10 Providing positive and effective links with the world of work and the wider community.</p>	<ul style="list-style-type: none"> ✓ Promoting parents to volunteer to support pupil’s learning, including regular reading ✓ Links with other schools ✓ Links with and trips to HE providers ✓ Student Teachers ✓ Interaction with employers during National Apprenticeship week.

Good/Outstanding Practice Guidance	Evidence
4. CULTURAL	

<p>4.0 Providing opportunities for pupils to explore their own cultural assumptions and values.</p>	<ul style="list-style-type: none"> ✓ International School Award ✓ SMSC curriculum ✓ London residential trip ✓ Spain Football trip ✓ Partnerships projects with South Africa schools
<p>4.1 Presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality.</p>	
<p>4.2 Extending pupils' knowledge and use of cultural imagery and language.</p>	<ul style="list-style-type: none"> ✓ International learning and planned activities ✓ Sharing stories from other cultures and countries ✓ Music from different cultures
<p>4.3 Recognising and nurturing particular gifts and talents.</p>	<ul style="list-style-type: none"> ✓ Gifted and Talented Register ✓ Differentiation in planning to challenge pupils' learning.
<p>4.4 Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.</p>	<ul style="list-style-type: none"> ✓ RE lessons where children learn about different events in various religions' calendars
<p>4.5 Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists</p>	<ul style="list-style-type: none"> ✓ International School Award ✓ Plays and performances
<p>4.6 Reinforcing the school's cultural values through displays, posters, exhibitions etc.</p>	<ul style="list-style-type: none"> ✓ Pegasus Award ✓ HOL notice boards
<p>4.7 Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.</p>	<ul style="list-style-type: none"> ✓ Annual audit. Subject leaders monitor planning and learning with the core subjects and report back to SLT and Governors.

