

ASHLEY HIGH SCHOOL

SMSC POLICY

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This policy will be reviewed: Sept 2022

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**ASHLEY HIGH SCHOOL**

**SMSC Policy**

**1 Aims and objectives**

At Ashley High School we strive to create a learning environment which promotes respect, diversity and self- awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points.

**2 Spiritual Development**

Definition

Spiritual development focuses on an individual’s own personal beliefs and values and

their resulting behaviours. Through spiritual development, children are able

to understand their own feelings and emotions and this enables them to reflect

and to learn.

Our learning environment and curriculum

Curriculum opportunities enable pupils to:

* be curious and to express feelings of awe and wonder, (scientific investigations, chemical reactions, off site visits, the global landscape)
* Empathise and consider the viewpoints of others, (Philosophy for Children – P4C, School Council and Committee meetings , Class debates, Drama activities, discussing feelings and empathising with characters in familiar stories)
* Consider how a belief can change people’s lifestyles , (R.E, investigating communities and faiths, historical case studies)
* Discuss what they think they have achieved and what they need to do to be successful in the future, (self- assessment, target setting activities)

**3 Moral Development**

Definition

Moral development means exploring, understanding and recognising shared values

and considering the issues of right and wrong.

Our learning environment and curriculum

The classroom environment and curriculum promote moral development through:

* Codes of conduct and Class Charters linked to the UNCRC (United Nations Convention for the Rights of the Child), agreed with pupils and displayed in the classroom and throughout the school
* Developing all students understanding of their rights as we work towards becoming a Rights Respecting School (Cross –curricular)
* Clear and consistent rewards and sanctions that pupils understand and believe to be fair.
* Assemblies and class collective worship that discuss moral values and cite expectations.
* Activities that enable pupils to give opinions and show their values
* Discussing the choices made by the pupils and others and the resulting outcomes (character studies, studies of historical figures)

**4 Social Development**

Definition

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil’s social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Our learning environment and curriculum

At Ashley High School social skills are developed through:

* Modelling of positive social behaviour by all staff
* Personal Development lessons linked to Core Skills
* Off site visits in the community
* Learning Outside the Classroom activities
* After School Clubs
* Sporting activities
* Team games at play times and lunch times
* Buddy Programme /Peer Mentoring
* Turn taking and team building activities
* Pair and small group work within the classroom
* Working with others across the local community (Rangers at Runcorn Hill, Kingsway Community Project)
* Speech and Language support groups

**5 Cultural Development**

Definition

Cultural development enables learner’s to develop an understanding of their own

culture and of other cultures locally, nationally and internationally. It also

means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

5.2 Our learning environment and curriculum

Children are introduced to a regional and global perspective in life through:

* Global Learning Programme
* Links with local and international schools
* Stories from different cultures
* First hand experiences through local visits (eg. Buddhist Temple in Runcorn, Brindley Theatre visits, LOTC)
* Visitors from the local and international community (eg. Fairtrade banana producer from Ghana)
* Being part of National and International fund raising events (eg. Macmillan, Fairtrade Fortnight, UNICEF Day for Change)
* Studies of a different lifestyle including different food, dress, festivals and places of worship (Themed lunch days – Indian, Chinese, German etc)

**6 Assessment for learning**

Our teachers assess the children’s work in SMSC both by making informal judgements, as they observe them during lessons and extra- curricular activities and through speaking to pupils about how they feel and what they have learned. Pupil voice is highly valued at Ashley High with teachers and pupils recording verbal responses using ‘Big Books’ in a range of curriculum subjects. We encourage our pupils to keep a record of their reflections in their personal Global Passports. Here pupils have the opportunity to reflect and make comments about their experiences and learning as Global citizens. These Global Passports evidence their individual contribution to the life of the school and the community and beyond.

**7 Resources**

We keep resources linked to studies of different cultures in the Drama Resource cupboard.

R.E. topic boxes are also stored here. We have additional books in classrooms and further resources on the teacher shared site. Each class has individual Global Passports as ongoing portfolios of evidence. There is a Global Learning display outside the Art room with recent photos and certificates of SMSC/Global linked activities.

1. **Monitoring and review**

The planning and coordination of SMSC are the responsibility of the Curriculum leader,

who also supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing CPD and a strategic lead and direction for SMSC and Global Learning across the school.

The Curriculum leader also uses management time to review planning of SMSC/Global Learning across the curriculum, evidence of pupil’s work and to observe elements of SMSC across the school.

The quality of teaching and learning in SMSC is monitored and evaluated by the head teacher and Curriculum leader (Deputy Head) as part of the school’s agreed cycle of lesson observations. Teachers include planned opportunities for SMSC in medium term plans and for lesson observations.