



Social, Moral, Spiritual and Cultural Provision (SMSC)

Our moral purpose is clear and is defined as:

- Improving the life chances of all, through the promotion of progress, continuous improvement and aspiration
- To foster an enquiring mind and to promote pupils' confidence to make a difference, within a democracy
- To give pupils a moral compass for life and an ethical grounding
- To teach empathy and the skills to form long lasting relationships
- To promote independence and self-belief
- To create inspiring experiences that develop resilience

We develop pupils' **social awareness and skills** through:

- Science Club
- Careers Interviews/Future Fayre
- Maths weekends/ holiday booster
- Team building for Year 7 at a residential
- Secondary College in Year 10 and Work Experience
- The House System/Competitions
- Leadership e.g. Prefects
- Pizza Revision Nights
- The Prom – Year 11
- Computing Club
- Paired Reading – Year 7 upwards
- Student Ambassadors at Open Evening and other events

We develop pupils' **moral compass and ethical grounding** through:

- Fundraising for charities
- Lunch Club
- Anti-bullying activities
- Citizenship ceremony attendance
- School Council
- Assemblies
- A confidential counselling service
- Assertive Mentoring
- Reward Vouchers
- Debating

We develop pupils' **spiritual awareness**, and self- belief through:

- Christmas concerts
- Remembrance ceremonies
- Holocaust survivor day
- Cross-curricular commemorations of war
- One-to-one tutorials
- Art & Music
- Visits to places of significance/ visiting speakers
- Pupil led charity work e.g. Red Cross donation
- Lesson focus 'How does this make you feel?'

We develop pupils' **cultural awareness** and teach **empathy** through:

- News Quiz in Form Time
- Extra-curricular extensive sports programme
- Trips and visits to European countries, battlefields, art galleries, etc
- Arts evenings
- Cake sales
- Art, Drama and Film Club
- Christmas Fayre
- Music concerts
- House competitions

In schemes of work, SMSC is highlighted through effective questioning

A 'typical day' in school demonstrates a wealth of opportunities to participate in the arts, cultural activities, and to support others

'Together we enjoy, aspire, create & achieve.' Is the shared mission we arrived at, and is now displayed across school. We believe that the contribution we make to pupils' social, moral, spiritual and cultural development to be outstanding.

The promotion of citizenship for modern day Britain



Defined as:

Democracy, individual liberty, the rule of law, mutual respect, tolerance of those with different faiths, belief and none. Every member of the school community makes a contribution, through the relationships we foster. Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems

Individual liberty suggests the free exercise of rights generally seen as outside Government control

Rule of law can be defined as all people and institutions being subject to and accountable to law that is fairly applied and enforced

Mutual respect is the proper regard for individual's dignity, which is reciprocated

Tolerance of those with different faiths and none is seen as a fair, objective and permissive attitude to those whose faith and beliefs may differ from one's own

We develop a sense of **democracy and liberty** through:

- free and fair process for student positions of responsibility
- Access to support and challenge in lessons
- Student Voice on key school decisions, during subject reviews and staff appointments
- School assemblies/ Form time use of 'the Day'
- Students right to appeal assessment decisions in BTEC & choose their options @ KS4
- Extra-curricular activities and clubs, including work experience in year 10
- Food choices in Café Options

We develop **respect and tolerance** through:

- The school's shared vision
- The publishing and enforcement of a smart dress code for all students
- Clear guidance on expectations of outstanding behaviour in and around the school
- Wellbeing promotes mutual respect through the skills developed in lessons, assemblies and the related content during PSHE lessons and the curriculum
- Strong links with SCC to support EAL students from a range of different ethnic backgrounds
- Religious studies taught to all students across both key stages
- tolerance of those with different faiths and none
- Restorative approaches

We seek to develop through the curriculum a greater knowledge and understanding of:

- child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism
- Mental Health
- The value of student leadership
- The differences between faith and radicalisation, and the presentation of radicalisation in the media

Professional development supports our staff to be confident in educating pupils in these areas

We develop understanding of the **rule of law** through:

- PCSO and Fire safety led assemblies
- Policies for staff and students regarding attire and conduct
- Marking and feedback, as well as homework policies set clear boundaries
- Accountability is stressed to all stakeholders including staff (teacher's standards and performance management), Governors and students (School Policies)
- 'Philosophy for Children' activities and enrichment days to explore current issues
- Debating

