



GREATFIELDS SCHOOL

SMSC Policy

Approved by SLT:

Date: September 2020

Approved by Local Governing Board:

Date: September 2020

Next Review Date: September 2024



Partnership Learning



INTRODUCTION

At Greatfields School we recognise that for students to benefit from their time with us we must ensure that they have the best possible teaching and pastoral care and they must ensure that they try to meet the expectations placed on them in work, conduct and attitude. We believe that the school should actively promote all students' spiritual, moral, social and cultural development by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults and the local community.

The school has a full and comprehensive PSHE programme together with a coherent assembly programme; we endeavour to offer an inspiring and holistic experience to enable our young people to be Responsible, Reflective and Active Citizens with a strong awareness of British values.

Scope including statutory requirements

- This policy was developed in response to National guidance – OFSTED Promoting and evaluating pupils' spiritual, moral, social and cultural development 2004, the Education Reform Act 1988, the Education (Schools) Act 1992 and the School Inspections Act 1996.
- It also refers specifically to the most recent guidance from the Ofsted School inspection handbook (January 2015). It also takes into consideration the critical role SMSC has to play in ensuring our young people know how to be safe in an ever challenging world.
- It should be read in conjunction with other school policies on Equal Opportunities, SEND, Safeguarding and Child Protection and Preventing extremism and radicalisation. In addition refer to the SMSC in the curriculum document and the PSHE schemes of work.
- The statutory requirement that schools should encourage pupils' SMSC development was first included in the Education Reform Act 1988.

'The curriculum (must be) a balanced and broadly based curriculum which —

(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and

(b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'

This was followed by the Education (Schools) Act 1992 which stated that:

'The Chief Inspector for England shall have the general duty of keeping the Secretary of State informed about the spiritual, moral, social and cultural development of pupils at those schools.' All of the above guidance emphasises the need to establish the values schools should impart to pupils. It was clearly recognised that there is more to life than achieving high standards in academic subjects. The task was described as: '...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'.





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Process and Practice

The school has appointed a designated Head of PSHE. The Head of PSHE will provide guidance and support for ensuring the below actions take place, working closely with the Assistant Headteacher, Pastoral.

In order to realise the above aims we will do the following:

- Provide a coherent assembly and PSHE programme which enables both to be delivered at different and appropriate times. See appropriate policies for more details.
- Opportunities will also take place in enrichment activities. Those with responsibility for running clubs, societies, trips and other events will develop their awareness of SMSC opportunities their activities have, and maximise the benefits they bring.
- At departmental level, Heads of Department will regularly audit with their teams the opportunities for covering relevant SMSC criteria in their Schemes of Work.
- Promote student voice and the power of democracy via the School Student Council and Community Slice.
- Those with responsibility for publicising the School or liaising with other schools and organisations should consider the SMSC aspects of their public relations. In addition to being representatives of the School, they should report SMSC matters arising from their links to the School at appropriate occasions.
- At pastoral level, the Pastoral Team and groups of tutors will regularly discuss SMSC issues and appropriate thought will be given about how aspects of these issues may be best communicated to members of staff, to pupils and parents, and to other interested individuals.
- All members of staff (including associate staff) should be aware of the importance of SMSC development and the enhancement it brings to the life of the School. They should feel free to voice related concerns and interests within the normal pattern of departmental, tutorial and staff meetings.

Monitoring and Evaluation

The policy will be reviewed regularly through the work of the Standards and Curriculum Committee. Information and data will be collected at regular points throughout the year relating to its delivery and practice using a variety of media – student focus groups; surveys; student council and regular auditing via departmental, pastoral and whole school selfevaluation.

