

What is Social, Moral, Spiritual and Cultural (SMSC)?

Students' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning willingness to reflect on their experiences.

Students' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Students' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the British Fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Students' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

SMSC has strands in all subject areas taught across the key stages at Huntcliff and is identified in schemes of work and planning.

Fundamental British Values

“Promoting fundamental British values as part of SMSC in schools:

Departmental advice for maintained schools - November 2014” the DfE state:

“Schools should promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools’ duty to provide SMSC. The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.”

Through our SMSC and FBV and in line with the Government’s PREVENT theme of the anti-terrorist strategy CONTEST. This policy also promotes the stance that this is everyone’s duty to ensure they do not undermine the British Fundamental values which are detailed in the current Teacher Standards Part Two: Personal and Professional Conduct. This aims to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

At Huntcliff we cover Fundamental British Values in the five areas by:-

Democracy:

We listen to students’ and parent’s/carer’s voice. We are clear in showing that we want the young people to contribute and co-operate and consider the views and needs of others. Students are encouraged to consider alternative pathways, options and tasks, in lessons. Students elect peers to represent them for pupil voice through Form Reps and School Council.

The Rule of Law:

We consistently reinforce our high expectations of young people. Whenever appropriate students are taught the value and reasons behind our expectations, which are there to protect us, everyone has responsibility and that there may be consequences when rules are disregarded.

Individual Liberty:

Within school, everyone is actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we try and help our students learn about what makes a good choice. Students are encouraged to express their views and we respond to their preferences and interests throughout our teaching.

Throughout Key stages students are encouraged to voice views in lessons. At lunchtime the menus allow for choice within the healthy boundaries.

Mutual Respect:

All staff demonstrate respect to everyone they come into contact with. They consistently promote the behaviours and attitudes that are the foundation of positive relationships. The strong school ethos encourages everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community. Embedded into the PSHCE and RE curriculum and development of this through skills in lessons, assemblies and our extended opportunities programme..

Tolerance of those of Different Faiths and Beliefs:

Religious Education, Geography, PSCHE, Assemblies, Food Technology, History and many more subjects develops the students understanding of the world around us, and this includes providing experiences relating to different faiths, beliefs and cultures. This school will not tolerate any extremist political or religious views expressed openly by staff either in school to students or other staff members or in more public forums such as social media. Staff members may be subject to disciplinary action if necessary.

How we protect students from extremist views, including religious and political extremism

Religious Education at Huntcliff covers the main world religions and promotes tolerance and understanding of world views.

We follow the local RE Agreed Syllabus in its requirement to:

- Promote discernment
- Have secure values and beliefs, and have principles to distinguish right from wrong.
- Challenge injustice, are committed to human rights and strive to live peaceably with others.
- Reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs.
- Educational journeys include opportunities to experience and learn about different cultures.

How faculties contribute:

English

In English, students explore a range of fiction and non-fiction texts for content and meaning. Students are encouraged to show empathy with characters in novels and real life situations they may read about in a newspaper or magazine article. Through questioning and exploration of texts students can learn to appreciate other people's values and beliefs. Likewise, during discussions there are lots of opportunities to listen and learn from peers. Students are also given opportunities to be imaginative through their own creative writing as well as learning practical skills through the creation of non-fiction texts such as letters, journal entries and speeches.

Maths

Mathematics/Numeracy helps us make sense of the world, providing a precise means of communication using numbers, symbols and shapes. It is a powerful universal language used to explain, predict and represent events, to tackle problems and develop independence for everyday life. At Huntcliff, we aim to create an environment where Maths is seen as an "active" subject. It requires students to use all their senses to achieve an appropriate logical outcome. Mathematics equips students with a uniquely powerful set of tools to understand the world and change the world for the better. These tools involve logical reasoning, problem-solving skills relating to functional scenarios and the ability to think in abstract ways. Being able to apply

knowledge and understanding to real-life problem solving enables a deeper understanding of issues and promotes the spiritual growth of students. In addition, collaborative working to solve problems enhances social skills, promotes discussion and challenges misconceptions.

Science

In Key Stage 3 SMSC is woven into all topics. Topics on genetic variation, diet and smoking especially lead to cultural, moral and social discussions. Energy resources and the environment have an ethical element to them. All topics have a practical element that promote group work, taking turns and the developing of risk assessment. In Key Stage 4 these topics are further developed with work covered on stem cell research, sex education, population and pollution, drugs and the history of Science. All students are encouraged to take part in ethical discussions regarding new developments in Science as well as developing their own social skills to promote learning.

Food Technology

In Food Technology the students will be given the opportunity to examine cultural differences in food and diet. They will give opportunities to the students to discuss the social issues around food such as price and income. The schemes of work with the students will help them acknowledge the government guidelines for health and dietary requirements. As well as opportunities to reflect on the moral issues concerning food production in third world countries.

Design, ICT and Enterprise

The spiritual aspect in Design is covered by exploring creativity and imagination in the design and construction of products. Promoting self-esteem through the presentation of their work to others. The students explore how ideas around the world of have inspired themselves and others. They create products which incorporate their own beliefs and interests. As well as developing their resilience and problem solving skills.

The Moral aspect in ICT is covered by encouraging good etiquette when using digital technology including mobile devices and consideration of e-safety. By encouraging respect for other people's views and opinions. The students are encouraged to demonstrate respect for the computer equipment they use and how this can affect others. They are encouraged to respect in the use of digital equipment and its impact on the environment, for example, ink and paper wastage. The students explore moral issues around the use of digital technology, for example, copyright and plagiarism.

The Social aspect in Design is covered by working collaboratively with their peers in problem solving activities such as programming. The students are developing appropriate social behaviours in the classroom including listening whilst others are talking and generally interacting as a caring community. They also show good practice and respect in the use of social networking.

The cultural aspect in Design and ICT is covered the sensible use of digital technology in the classroom and homework situations given that we are currently living in a digitally cultural environment. The students are given an awareness and appreciation of the digital divide and to be aware of differing cultural and spiritual or religious views towards the use of digital technology. Their application of their ICT skills and knowledge to the wider curriculum and acknowledge links between subjects. Coordinates in programming and their connections with Maths and Geography, for example.

PE

Students at Huntcliff participate in a range of activities in Physical Education whether it be core lessons, exam courses or extra-curricular activities. Physical Education lessons provide students with a sense of enjoyment and opportunity to express themselves through physical activity whilst learning about their peers. Students are continually encouraged to use their creativity and ideas in their learning in PE lessons to enjoy themselves and aid a positive learning experience.

Social Education is provided in PE lessons by students having the opportunity to work together in a team. Students use a range of social skills to interact and work with each other whether they are from different religious, ethnic or socio-economic backgrounds. Students are given roles and responsibilities to lead or coach their peers to develop their social skills in communication co-operation and most of all team work. Social Education through PE helps students resolve conflicts or disagreements to work together as a team through the enjoyment of physical activity.

Moral Education in PE involves students learning and understanding how PE can have a positive impact on their healthy living and lifestyle. Physical Education demonstrates how exercising, whether it be playing team sports or health related fitness can aid a healthy lifestyle. Students also learn about rules and regulations in PE to learn what 'fair play' is. PE develops students learning of rules in sport and why they are needed whilst also encouraging positive sporting behaviour such as being able to lose with dignity. The students desire have the 'win at all costs' attitude is discouraged and students are able to reflect on their values and understand that winning is not everything all the time.

Cultural education in PE allows student to have the opportunity to learn about different games and sports from different cultures and traditions. Students at Huntcliff are from a range of backgrounds and they learn to become aware of their difference in attitudes towards Physical Education.

Spiritual Education is the learning and developing of new skills in PE. This can be from students developing a routine in gymnastics or dance which provides them with the opportunity to express their feelings and emotions in a positive manner or just simply exploring new skills through the use of equipment. Gymnastics provides a fantastic opportunity for students' sensory needs. Given our limited indoor facilities, offsite activities and opportunities have provided students with the opportunity learn about the world and others around them and a willingness to reflect on their experiences.

Art

In Art the work of students becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great Artists and experience how these may have been created. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress. Students understand that this standard of work does not happen immediately but requires endurance, imagination and hard work. Explore and work from primary sourced objects. Students are to respect and value the importance of assessment and understanding their target level. Students will develop their creativity and knowledge for contemporary art through their own creation of a variety of images. All students will reflect on their own and peer's progress.

Within Art the moral are clear guidelines to which students adhere. They incorporate mutual respect and the consideration for others' work. Students are encouraged to show compassion when assessing the work of others and sharing ideas and techniques. They students will develop understanding how their comments can build up or destroy another's self-belief. Recognise right and wrong through the objects and media they will be working with. All students will be introduced to the classroom rules and understand the schools consequences system. Students will offer reasoned views when evaluating their own and their peers work.

Art and Design covers the social aspects frequently by requiring all students to work in pairs, or small groups. Each student will be expected to share their own opinions and form conversations with others to guide them in the correct way to support each other in their lessons. All students will develop and strengthen their social skills when working well with others, in whole or small group situations. Students will resolve conflicts and disagreements that may develop through peer evaluation of their work.

All units of work link with contextual themes involving various cultures and civilisations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The students should use this to inspire their own work. Appreciate cultural influences of everyday objects during various art moments. Students will celebrate the diversity of work created within the group.