



The Skinners' School

Spiritual, Moral, Social and Cultural (SMSC) Policy

Policy Area:	Pastoral and Safeguarding
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Governing Committee:	Education Committee
LG Responsibility:	Julian Metcalf



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Introduction.

The Education Act 2002 (s. 78) and the Academies Act 2010 set out the expectation that all schools should provide a curriculum that, amongst other things:

Promotes the spiritual, moral, cultural, mental and physical development of the pupils at the school and of society; and

Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Skinners' School recognises that the spiritual, moral, social and cultural element of students' education is crucial in their development as individuals, allowing them to take up their rightful place in their community at local, national and global level.

As the school welcomes students from diverse cultural, racial and religious backgrounds, we also recognise the importance of providing direct opportunities for fostering equality of opportunity for all students and engendering tolerance, mutual respect and moral values.

Purpose of Skinners' SMSC policy

To allow students to develop:

- an understanding of their community, society and the world;
- the responsibility of citizens;
- questioning, enquiring minds;
- appropriate and fluent self-expression;
- the capacity to tackle moral and spiritual dilemmas and to reach independent judgements which reflect universal human principles;
- tolerance and respect for others.

We also want them:

- to be reflective about beliefs, and about their own and others' values;
- to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives;

- to develop a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds;
- to explore, understand, celebrate and demonstrate respect for diversity.

Collective responsibilities of all staff

All teachers must be aware of their role:

- in preparing students for the opportunities, responsibilities and experiences of adult life;
- in developing students' morals, interpersonal skills and self-esteem;
- in providing opportunities for all students to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips, visits and enrichment days;
- in being prepared to listen to students' views and encourage them to listen to each other;

They should be aware of:

- the opportunities, presented every day through curricular and extra-curricular activities, to develop students' skills, attitudes and sense of community;
- their own position as role models, demonstrating values of courtesy, mutual respect and positive intent;

Assemblies should celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve students as active participants as much as possible; tutor programmes should provide opportunities for discussion and reflection on the Assembly themes.

The role of PSHE in underpinning SMSC:

At Skinners' we believe that with PSHE embedded in the curriculum and with a well-led department and motivated staff, high quality PSHE education and its related policies (eg. Sex and Relationships, Drug education, Internet Safety, Anti-bullying, Equalities, Behaviour & Attendance) will underpin SMSC provision and make a significant contribution to pupil wellbeing.

June 2017