



PHILIPS HIGH SCHOOL

POLICY ON SPIRITUAL MORAL SOCIAL & CULTURAL (SMSC)

Policy Reviewed: April 2020

Introduction

Philips High School seeks to develop the skills, values and attitudes of all students to their highest levels within a positive, respectful, secure and inclusive community which enables them to successfully enter the world beyond school. Our school vision and values are embedded in all areas of school life.



Philips High School uses the following definitions to support the SMSC agenda.

SPIRITUAL

Beliefs, religious or otherwise, which inform students' perspective on life and their interest in, and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the use of imagination and creativity in their learning and willingness to reflect on their experiences.

MORAL

Ability to recognise the difference between right and wrong and students' readiness to apply this understanding in their own lives. Understanding of the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues.

SOCIAL

Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels.

CULTURAL

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

Philips High School contribution to promoting British Fundamental Values

At Philips High School we recognise not only the importance of allowing students to flourish academically but we also embrace our wider role in preparing them for their adult life beyond the formal examined curriculum. Part of our role in that preparation is ensuring that we promote and reinforce British values to our students. The government set out its definition of British values in the 2011 Prevent Strategy and considered them to be democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At Philips High School these values are reinforced and embedded into the curriculum and the school community and are reinforced during form-time in the Autumn term.

Democracy

At Philips High School the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community. Examples of this are the elections that are held for head boy and girl and form captains. Pupils also participate in the UK youth Parliament elections. From a curricular point of view, the principle of democracy is further explored in History, Religious Studies and Citizenship lessons on Drop Down Days and reinforced as part of our form-time programme, as well as in assemblies.

The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Through Citizenship and Religious Studies lessons, pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police as part of the Life Skills programme and Be Cool Be Safe campaign reinforce this message.

Individual liberty

Within Philips High School students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for students to make safe, responsible choices and effectively manage risk. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely.

Mutual respect

Respect is at the core of our school ethos and is modelled by students and staff alike. The school promotes respect for others and this is reiterated through our classroom and learning environments. In line with our commitment to democracy students at Philips High School are always able to voice their opinions and we foster an environment where students feel safe to disagree with each other.

Tolerance

Tolerance of those of different faiths and beliefs is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the school community. We also run a number of trips abroad throughout the academic year from which our students gain valuable experience of other cultures and languages. Additionally, students are actively encouraged to share their faith and beliefs within the school. Our Religious Studies curriculum provides a broad and balanced education on a range of faiths, religions and cultures.

Aims of SMSC

At Philips High School we share, support and strive to achieve the Ofsted 2012 pupil aims for SMSC:

- Being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- Developing and applying an understanding of right and wrong in their school life and life outside school.
- Taking part in a range of activities requiring social skills.
- Developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.
- Gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- Overcoming barriers to their learning.
- Responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including for example developing an appreciation of theatre, music and literature.
- Developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain.
- Understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

How the curriculum contributes to SMSC

English

English contributes to our students' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

Maths

Maths contributes to our students' SMSC development through:

- Helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Students working together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

ICT & Computing

The ICT & Computing Department contribute to the students' SMSC development through:

- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical, and safe, use of the internet and digital technologies.
- Acknowledging advances in technology and appreciation for human achievement.

Religious Studies

RE makes a distinctive and substantial contribution to the students' SMSC development:

- Students learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

Character

The Character department contribute to the student's SMSC development through Character lessons, Citizenship and PSHE lessons on Drop Down Days and as part of the form time programme, Pupils:

- Explore different feelings, faiths and values.
- Celebrate cultural diversity.
- Recognise the difference between right and wrong and the consequences of behaviour and actions within the British Law.
- Describe the way British parliament works, and the democratic process in Britain.

MFL

People, their relationships and their interactions with others are an intrinsic part of what we teach, and the cultural immersion of learning a language cannot be avoided. Modern Foreign Languages contributes to our students' SMSC development through:

- Opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this.
- Encourage students to discover, discuss and debate unfamiliar lifestyles, global events, problems and changes.
- SMSC is not confined to the MFL classroom – we hope that the study of languages will positively affect our students' lives and their understanding of the world around them.

Geography

Geography contributes to our students' SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.

History

History contributes to our students' SMCS development through:

- Studying the development of British society and government from 1066 onwards
- Exploring and teaching emotional and controversial issues such as the transatlantic slave trade, the Holocaust, imperialism and the Civil Rights Movement
- Discussion of the reasons behind key historical events such as WWI and the Russian Revolution
- Learning about the history of a range of nations, societies and groups

Science

Science contributes to our students' SMSC development through:

- Encouraging students to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many people working collaboratively.

Art

Art contributes to our students' SMSC development through:

- Looking at the art work of other cultures;
- Discussing the differences and similarities between different cultures, listening to the ideas and differing viewpoints, opinions and ideals, promoting and celebrating the differences;
- Exploring the diversity of materials and the ways in which art can influence our surroundings and emotional well-being;
- Reflecting on the wonder of the enormous wealth of artists, designers, craftspeople, photographers and cultures both archaic and contemporary;
- Cooperation in practical activities;
- Consideration for others thoughts, feelings and abilities. Looking after the environment and leaving it tidy for others to enjoy.

Drama and the Performing Arts

- Drama and the Performing Arts contribute to students' SMSC development through:
- Discussing and reflecting upon a range of personal experiences (own performances) and observed experiences (trips, concerts and peer performances)
- Raising discussion which concern ethical issues such as; hierarchy within society, A Nation under Surveillance, and society's class systems through own performances and the work of other artists.

- Raising issues of Morality through play scripts and stimulus.
- Exploring different cultures through the history of Drama.
- Looking at the way Drama performances can change moods or atmospheres.
- Promotion of co-operation with others (listening to others views, ideas and helping others) through group drama pieces.

Design and Technology

Design and Technology makes a contribution to students' SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Self-regulation to ensure that students accept responsibility for their behaviour and the safety of others.
- Understand the wider impacts on the environment when designing and making new products.
- Sustainable thinking through the active application of the '6 R's' and to highlight the impact on environmentally sensitive areas of the world.
- Opportunities to work as a team, recognising others strengths, sharing equipment.

Food Technology

Food Technology contributes to our students' SMSC development through:

- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in third world countries.

Music

Music contributes to our students' SMSC development through:

- Teaching that encourages students to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Lead students to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

Physical Education

Students SMSC development is actively promoted through PE by:

- Exploring, creativity through producing Dance and Gymnastic routines.

- Creating and developing own attacking and defensive set plays and tactics.
- Reflecting and critiquing their own and others performances.
- Using discovery style to allow students to have their own thoughts, ideas and concerns.
- Units of work focusing on Team building.
- Motivation, determination and character building.
- Investigating deviance issues in sport such as the use of performance enhancing drugs and match fixing in GCSE examination courses.
- Promoting fair play and team work in lessons.
- Encouraging good sportsmanship throughout.
- Respecting equipment both when using it and when storing it.
- Following instructions and decisions made by officials. Abiding by the rules, in all sporting situations.
- Respecting their facilities and the environment they are active in.
- Listening to teacher and peer feedback on particular sporting skills.
- Promoting trust with peers through team building activities.
- Using students as sports leaders/ambassadors.
- Creating a sense of community in lessons and clubs.
- Celebrating sporting success both in and out of school.
- Use of sports leaders running clubs and activities
- Encouraging the attendance to extracurricular activities.
- Promoting team work throughout lessons supporting one another to develop their skills in a cooperative situation.
- Using international examples of different athletes and their achievements.
- Cultural engagement through elite performers both at school and in their own sporting environment.

Further information on how SMSC is explored within the curriculum can be found on department curriculum maps.

Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- The safeguarding of pupils is the priority for all staff who are appropriately trained
- The ethos and values of the school
- Active citizenship and volunteering supported by the Drop Down Days
- Pupil Leadership Team
- House system and inter-house events
- Assembly programme
- Global links with Ghana and China
- Community art projects
- Extensive extra-curricular programme
- School productions and performances
- UK Youth Parliament Elections
- Y6 induction programme
- Careers programme and support
- Links with local enterprise- Hargreaves Engineering, Slattery's, Zenith Resources, Lloyds Bank
- Elm's Bank Collaboration
- Visits to France take place and are open to all students studying French
- Duke of Edinburgh

- Cadet Force

MONITORING AND IMPLEMENTATION OF THE POLICY

- Provision for SMSC will be monitored and reviewed by the governors, teachers and members of the Philips High pupil leadership team.
- Discussions about SMSC provision will take place at teaching and learning meetings including sharing of good practice.
- SMSC links will be highlighted in schemes of work.
- The implementation of this policy is the responsibility of all staff.

Should you feel that the school is not meeting the requirement for SMSC or supporting British fundamental values, you should contact the school office and request to express your concerns with the Headteacher. Likewise, if you feel that anyone working at the school is undermining these values you should report this to the Headteacher.

The policy will be reviewed and updated annually.