



The  
Westminster  
School



# SMSC Policy 2015/2016

Approved by Governing Body on:	10/07/15
Signed by Chair of Governors:	<i>B. Gough</i>
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Date of Review:	

At The Westminster School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

The National Curriculum Framework for Key Stages 1 to 4 (DfE, 2014) states that:

***Every state-funded school must offer a curriculum which is balanced and broadly based and which:***

- ***promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society***

Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society (Promoting fundamental British values as part of SMSC in schools, DfE, 2014).

At The Westminster School SMSC is provided in formal and informal settings and permeates every aspect of the school life. Although there are many ways of interpreting the terms Spiritual, Moral, Social and Cultural (SMSC) development, this policy adopts the definitions and guidance of the Department for Education (DfE).

Development of SMSC is an inherent part of the way we work. It is embedded in the culture of the school, modelled by staff and pupils throughout the day, taught in discrete PCC/RE lessons and is recognised and celebrated alongside academic achievement.

## **Guidelines**

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

A teacher's plan for class-based SMSC should be completed each term and will be woven into the fabric of classroom culture.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The School's Behaviour Policy is administered fairly and consistently.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to reflect and then start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

### **General Aims**

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.

- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our diverse community and wider society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

## Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical, reflective and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and developing a set of core values. It includes imagination, inspiration and creativity and it also covers an awareness of self-identify and self-worth.

The Westminster School promotes spiritual development as part of pupils' personal development through:

- The School Motto "Safe, Happy and Learning"
- The School Vivo Rewards and Behaviour Management system
- Religious Education
- All subjects of the curriculum
- Whole-School Assemblies.
- The ethos of the school values, attitudes and expectations
- Opportunities for reflection on aspects of their lives
- Wonder and respects for the natural world and human achievement

## **Moral Development**

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

The school has a positive behaviour policy where appropriate behaviour is modelled, promoted, rewarded and celebrated through the Vivo and Sleuth System. Challenging behaviour is dealt with in a fair and consistent way, whilst also considering the needs of the individual, their situation, background, emotional state and cognition. Pupils are encouraged to positively recover their behaviour, however there may be times where sanction needs to be utilised however it must be done so in a fair, consistent and transparent way.

The school has a clear set of aims, values and expectations which are shared with parents/carers, staff and pupils including:

- Respecting ourselves, others and our surroundings
- Pupils attend school to learn and let others learn
- Fostering a community of support to allow everyone to achieve
- Respecting the beliefs and practices of others in a multicultural society
- Taking responsibility for one's own actions
- Honesty
- Self-discipline

## **Social Development**

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

- Develop skills and personal qualities that celebrate difference that are necessary to live and work together.

The Westminster School's House system allows pupils to work with peers from a range of different year groups and social circles who they would not normally associate with, through Sports day and other curriculum enrichment days. Through PCC and The Duke of Edinburgh Award pupils are encouraged to be active citizens by participating in community projects at the local church, local charitable organisations and for initiatives within the school community.

Teachers have the knowledge, understanding and appreciation that social skills are often a natural challenge for pupils with complex communication needs (e.g. autism) and they may need to be taught about society in a way they can understand and appreciate. For example, those who are cognitively more able may need to be taught overtly about society's rules, as they will not necessarily pick up an understanding naturally and appreciate the nuances of society. The Pastoral Support Centre also provides an opportune forum to support and nurture social development.

The school systematically plans for social development of pupils through a range of teaching and learning activities including:

- Classroom organisation and management
- Pupil grouping and opportunities for group work through a challenges and thematic learning opportunities
- The school code of conduct
- School drama and music productions
- Residential trips and off-site activities
- Enrichment activities
- School-work/volunteer links
- Extra-curricular activities
- Pupil Leadership opportunities which support pupils in the school community

## Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Develop an understanding of the fundamental British Values that underpin our society.

A pupil's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At The Westminster School we seek to develop in pupils an understanding and awareness of their culture within a multi-cultural society and encourage, which is achieved through a variety of means by:

- Assemblies specifically focused to develop knowledge and understanding of different culture and cultural celebrations.
- Visits to centres of cultural interest (e.g. museums, galleries, libraries as well as centres of religious significance, such as Churches, Mosques, Temples)
- Extra-curricular activities

## Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.

- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally - eg empathy, respect, open mindedness, sensitivity, critical awareness, etc (for comprehensive list see attached sheet).

Curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

## **Links with the wider community**

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

## **Monitoring and Evaluation**

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of lesson plans and teaching and learning, by the Senior Leadership Team.
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.

- Sharing of classroom work and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on SDP/SIP.

## **Collective Worship**

### **Legal Status of Collective Worship**

The 1988 Education Reform Act requires that 'All pupils in attendance at a maintained school shall in each day take part in an act of Collective Worship'. The school accepts the legal obligation of this legislation and we seek to keep the spirit of this legislation by providing as many high quality acts of worship as is practically possible.

The law can only dictate that schools must provide a daily act of collective worship. Worship is a response. The opportunity for worship is an invitation but the acceptance or rejection of that invitation is the individual's choice.

Acts of Collective Worship at The Westminster School take into account the pupil's ages, aptitudes and family backgrounds.

If the integrity of pupils and teachers is to be respected at all times, no assumptions should be made about their personal commitment.

### **The Aim of Collective Worship at The Westminster School**

It is our aim at The Westminster School is that worship should:

- Contribute to the spiritual, social, moral and cultural development of each child.
- Give expression to, and reaffirm and practise the values of the school community.
- Allow reflection and response to the fundamental questions of life and those things that are of eternal concern and value to human beings.
- Celebrate and give thanks for the achievements within the school, local and international community and occasions of significance, including festivals.
- Foster and enable a concern for the needs of others, and recognition of the vulnerability of self and others.
- Provide members of the school community with the opportunity to praise and reach out to 'God'.

- Provide members of the school community with the opportunity to experience stillness and quiet and in turn create space and time for self-reflection.
- Provide members of the school community with the opportunity to respond to religious language and symbolism.
- Provide a foundation for a mature understanding and practise of worship in the future.
- Provide a stimulus that offers a platform where reflection can be built.

#### **Opportunities for Collective Worship in practise at The Westminster School**

- Each week there is a theme for 'Collective Worship' or 'Thought for the Week' which acts as the stimulus.
- The School Council and House Captains will play a pivotal role each half term in supporting the delivery of an assembly or production of material for the 'Thought of the Week'.
- The responsibility of producing the stimulus and themes for Thought of the Week fall to the house coordinators, SMSC coordinator and Senior Management Team. Further details are provides in the Collective Worship Cycle.
- The responsibility of producing the stimulus and themes for Reading Thought of the Week fall to the English Department and Senior Management Team. Further details are provides in the Collective Worship Cycle.
- To provide pupils with variety in their experience of worship this will take the form of a whole-school act of worship for all pupils, by means of 'Thought for the Week', 'Reading Thought of the Week' and 2 minute reflection time.
- The communication of the thought of the week is achieved through whole-school assembly, or separate acts of worship for pupils in different class/form groups.
- This stimulus or 'Thought for the Week' is common to the whole school and Tutors are provided with this via the SMSC Moodle Pages. This is further reinforced throughout the school via the networked IPTV screens and in particular the SMSC IPTV Screen situated in the school dining facility. This will

provide the details for the thought of the week and images that support the process of reflection.

- At The Westminster School the act of Collective Worship is, primarily, delivered during assemblies on Monday, Wednesday and Friday which is also supplemented through smaller acts of worship during morning registration on Tuesday and Thursday in the focused reading groups.
- All pupils are provided with an opportunity to reflect upon a stimulus provided by the themes of the assemblies, by the Lead Teacher, which are based around the ‘Thought of the week’ or the ‘Reading Thought of the Week’.
- This is further supplemented at the start of lesson 5 each day where the stimulus for the day/week is reflected on and then 2 minutes reflection time is provided. Depending on the cognition and understanding, the process of reflection may need to be supported by staff.
- Each Tutor/Teacher is encouraged to adapt the theme to suit the developmental stage of their pupils. The theme is then developed through the use of whole school assemblies meaning that by the end of the week the pupils will have had the opportunity to reflect on the theme from a variety of viewpoints during the celebration assembly. This pattern is flexible and on occasions it is recognised that there may be a need to respond to local or national events.

### Collective Worship Cycle

To support the production of the themes, the following cycle provides the details of who is responsible for the development of the themes and the dates.

Time	Thought of the Week	Reading Thought of the Week
<b>Autumn Half Term 1</b>		<b>Senior Management Team</b>
WC - 3 <sup>rd</sup> September 2015	TBA	TBA
WC - 7 <sup>th</sup> September 2015	TBA	TBA
WC - 14 <sup>th</sup> September 2015	TBA	TBA
WC - 21 <sup>st</sup> September 2015	TBA	TBA

WC - 28 <sup>th</sup> September 2015	TBA	TBA
WC - 5 <sup>th</sup> October 2015	TBA	TBA
WC - 12 <sup>th</sup> October 2015	TBA	TBA
WC - 19 <sup>th</sup> October 2015	TBA	TBA
<b>Autumn Half Term 2</b>		<b>Saturn House Coordinators</b>
WC - 2 <sup>nd</sup> November 2015	TBA	TBA
WC - 9 <sup>th</sup> November 2015	TBA	TBA
WC - 16 <sup>th</sup> November 2015	TBA	TBA
WC - 23 <sup>rd</sup> November 2015	TBA	TBA
WC - 30 <sup>th</sup> November 2015	TBA	TBA
WC - 7 <sup>th</sup> December 2015	TBA	TBA
WC - 14 <sup>th</sup> November 2015	TBA	TBA
<b>Spring - Half Term 3</b>		<b>Mercury House Coordinators</b>
WC - 4 <sup>th</sup> January 2016	TBA	TBA
WC - 11 <sup>th</sup> January 2016	TBA	TBA
WC - 18 <sup>th</sup> January 2016	TBA	TBA
WC - 25 <sup>th</sup> January 2016	TBA	TBA
WC - 1 <sup>st</sup> February 2016	TBA	TBA
WC - 8 <sup>th</sup> February 2016	TBA	TBA
<b>Spring - Half Term 4</b>		<b>Mars House Coordinators</b>
WC - 22 <sup>nd</sup> February 2016	TBA	TBA
WC - 29 <sup>th</sup> February 2016	TBA	TBA
WC - 7 <sup>th</sup> March 2016	TBA	TBA
WC - 14 <sup>th</sup> March 2016	TBA	TBA
WC - 21 <sup>st</sup> March 2016	TBA	TBA
<b>Summer - Half Term 5</b>		<b>Jupiter House Coordinators</b>
WC - 11 <sup>th</sup> April 2016	TBA	TBA
WC - 18 <sup>th</sup> April 2016	TBA	TBA
WC - 25 <sup>th</sup> April 2016	TBA	TBA
WC - 3 <sup>rd</sup> May 2016	TBA	TBA

WC - 9 <sup>th</sup> May 2016	TBA	TBA
WC - 16 <sup>th</sup> May 2016	TBA	TBA
WC - 23 <sup>rd</sup> May 2016	TBA	TBA
<b>Summer - Half Term 6</b>		<b>Senior Management Team</b>
WC - 6 <sup>th</sup> June 2016	TBA	TBA
WC - 13 <sup>th</sup> June 2016	TBA	TBA
WC - 20 <sup>th</sup> June 2016	TBA	TBA
WC - 27 <sup>th</sup> June 2016	TBA	TBA
WC - 4 <sup>th</sup> July 2016	TBA	TBA
WC - 11 <sup>th</sup> July 2016	TBA	TBA
WC - 18 <sup>th</sup> July 2016	TBA	TBA