



Safe, Happy and Learning Together - Mapping of the SMSC Agenda

“Building foundations and providing opportunities to create confident, aspirational and independent members of our community”

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.

In order to personalise the SMSC agenda the school has worked to remap SMSC and embed it into the values statement. At The Westminster School SMSC is known as **Safe, Happy and Learning Together (SHaLT)** and 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) in the form of SHaLT. Development of SHaLT is an inherent part of the way we work and is integrated into the fabric of the school. 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.

This document provides mapping of the SMSC agenda to the School’s Safe, Happy and Learning Together (SHLT) remit and that underpins the values statement. The school then provides a rich body of evidence throughout the year that links to each of the SHaLT Statements.

Evidence Mapping for Safe Happy and Learning Together (SHLT) at The Westminster School

Safe			
	Curriculum	Activities	Other
Safe 1 - S1 SMSC Statement <ul style="list-style-type: none"> ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England (M) 	PCC Curriculum in Key Stage 2 to 3. PCC as a discrete subject in KS4 to P16. Year 11 AQA - Introduction to Diversity, Discrimination and Prejudice.	Form Time and circle time reflections. Work Experience programme. Intervention programmes coordinated by the Pastoral Support Centre. Preparation for experiments and knowledge of Science safety during Science Lunch time and After School Club. SHaLT House Tokens Awarded for demonstrating the Safe themes.	Behaviour Policy. Pastoral Centre and Behaviour Recovery. Learning Mentor time. Reflection in and outside the classroom. The Bottom Line. Rewards through the VIVO System.
Pupil Version <ul style="list-style-type: none"> I can say if I think something is right or wrong. I am able to tell people when I have made a good or bad decision. 	Science - right and wrong choices scheme. FT/DT - How to follow rules to keep safe.		
Safe 2 - S2 SMSC Statement <ul style="list-style-type: none"> understanding of the consequences of their behaviour and actions (M) 	AQA Life Skills Award Year 11 AQA - Introduction to Diversity, Discrimination and Prejudice.	Krunch Alternative Provision Programme Reflection supported through Assembly and Assembly themes.	Modelling of staff behaviour and expected conduct. Behaviour Policy.

		SHaLT House Tokens Awarded for demonstrating the Safe themes.	Pastoral Centre and Behaviour Recovery. Reflection proforma completed in the Pastoral Support Centre. Rewards for good work and academic application.
Pupil Version <ul style="list-style-type: none"> I know what will happen if I do something wrong. I am able to say how my behaviour can affect others. 			
Safe 3 - S3	New Horizon ASDAN Programme.	Travelling to: work experience, alternative provision, Krunch Life Skills Programme.	Student readiness for transition to college.
SMSC Statement <ul style="list-style-type: none"> to provide the skills and knowledge to travel independently and safely in our community. (Social/employability) 	Off-site learning activities (Portway, Tesco, Merry Hill - utilising public transport). Titan Travel Training during form and SHaLT Time.	Vision that all pupils should have their own bus pass to be used in and out of school for independent or supported travel.	Limited behavioural instances through Sleuth that relate to transport (before and after school coupled with visits).
Pupil Version <ul style="list-style-type: none"> I am able to stay safe when I visit places. I know what to do if I have a problem when I am travelling from one place to another. 	PCC Curriculum for Key Stages 2/3/4. English Y10 - Planning a Visit Theme (English Entry Level)	Travel training programme. Planning an array of off-site educational visit trips.	
Safe 4 - S4	Key Stage 2 and 3	e-Safety Pupil Champions.	Use of the Pastoral Support Centre.
SMSC Statement <ul style="list-style-type: none"> pupils are able to identify people they can talk to and where they can get information from if they 	PHSE - New Horizons - Citizenship C5 - Occupations of people who help.	e-Safety Pupil advice videos. School Council and House Captain system.	Use of Learning Mentor time. Use of Pupil Mentoring.

are worried about themselves or a friend (mental health)	PHSE - New Horizons - Social - Helping Others.	Work Experience preparation sessions.	Yellow slip safeguarding referral system.
Pupil Version <ul style="list-style-type: none"> I can name someone I would talk to if I was worried about something. I can name someone I would talk to if I was worried about a friend. 	e-Safety Modules in PCC, ICT and Computing and SHaLT Lessons.	Key Experience Keyworker programme. SHaLT Form Time.	e-Safety record of concern report mechanism. SHaLT Themed Assemblies.
Happy			
	Curriculum	Activities	Other
Happy 1 - H1	Key Stage 2 and 3	Whole school assemblies.	Pupil involvement in the creation, implementation and publicity of the school rules.
SMSC Statement <ul style="list-style-type: none"> interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. (M) 	PHSE - New Horizons - Social - Different Communities. RE - visits to places of worship. Experience of other world religions. PHSE - New Horizons - Citizenship C1 - Having your say	Expressions of pupil voice through: <ul style="list-style-type: none"> Democratic voting campaign of House Captains, School Council and School Parliament. Pupil consultation events (e.g. after school club opinions sessions) Form time discussions and circle time. 	
Pupil Version <ul style="list-style-type: none"> I know that when I talk about issues that are important to me, others will listen. I am able to express an opinion about an issue 	BTEC - Sustainability Skills Accreditation. Science - Famous Scientists in History.	Visits from Church and Religious Leaders.	

<p>without being judged (I am wrong).</p> <ul style="list-style-type: none"> • I know that it is okay to think differently to others. 			
<p>Happy 2 - H2</p>	<p>See British Values Grid.</p>	<p>See British Values Grid.</p>	<p>See British Values Grid.</p>
<p>SMSC Statement</p> <ul style="list-style-type: none"> • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. (Soc) 			
<p>Pupil version</p> <ul style="list-style-type: none"> • I am allowed a choice/say to what happens to me. • I know that I am treated fairly and the same as everyone else. • I know that there are lot of people who want to help me succeed. 			

<ul style="list-style-type: none"> I know that even though everyone is different, we all want to be treated in the same way. I am allowed to learn new skills and taught how to use them so I can help others. 			
Happy 3 - H3	PCC Lessons - ASDAN Personal Development Accreditation.	Extra-curricular activities: Lunch time clubs, After school clubs.	Learning Mentor sessions and particular focus on pupils who need intervention with well-being.
SMSC Statement <ul style="list-style-type: none"> There are activities in the school that focus on well-being. 	Personalised Curriculum and timetables.	Vivo rewards system that promotes a range of positive pupil activity.	Peer Praise Assemblies.
Pupil version <ul style="list-style-type: none"> I can identify people and activities within school that make me happy and allow me to reflect on my own thinking and happiness. 	Reading Recovery. SHaLT Time within the Curriculum.		Pupil Oscars. Celebration displays around the school that focus on pupil achievement.
Learning			
Learning 1 - L1	See British Values Grid.	See British Values Grid.	See British Values Grid.
SMSC Statement <ul style="list-style-type: none"> knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain (Cult) 	PCC - Entry Level. PCC - Year 9 qualifications. History - KS3 - Victorians.		

<p>Pupil Version</p> <ul style="list-style-type: none"> I know my opinion will be valued when i share it in the classroom, in assembly or to my school council member. I have freedom of speech and power to vote when it is required of me' 			
<p>Learning 2 - L2</p>	<p>KS2 and KS3 New Horizons.</p>	<p>Duke of Edinburgh Award Scheme.</p>	<p>Implementation of the School's VIVO reward system.</p>
<p>SMSC Statement</p> <ul style="list-style-type: none"> sense of enjoyment and fascination in learning about themselves, others and the world around them (S) 	<p>Open College Qualifications - skills and qualities.</p> <p>DT - KS3 - Imagine the Best Vehicle and Futuristic Plans.</p>	<p>Off-site Learning activities.</p> <p>Cultural visits.</p> <p>Links with Dudley College.</p>	
<p>Pupil Version</p> <ul style="list-style-type: none"> I enjoy to learn new things about myself, my peers and others around the world' 	<p>FT - Food Exploration Around the World.</p>	<p>Forest Schools Programme.</p>	
<p>Learning 3 - L3</p>	<p>Art and Textiles Curriculum across the key stages.</p>	<p>Alternative Provision - City and Guild Construction Qualification.</p>	<p>Implementation of the School's VIVO reward system.</p>
<p>SMSC Statement</p> <ul style="list-style-type: none"> use of imagination and creativity in their learning (S) 	<p>Design and Technology Curriculum across the key stages.</p>		
<p>Pupil version</p> <ul style="list-style-type: none"> I let my imagination run wild and this helps me to 	<p>Dance and Drama Curriculum across the key stages.</p>		

<p>be a creative thinker and learner'</p>	<p>Creative Media Curriculum across the key stages.</p> <p>Music Curriculum across the Key Stages.</p> <p>Challenge Learning for KS2 and KS3.</p>		
<p>Learning 4 - L4</p>	<p>Development of the challenge and Star Assessment System across the school that focuses on AfL principles.</p>	<p>Implementation of Assessment for Learning Practices across all subject areas.</p> <p>Pupil - Teacher collaborative lessons observations.</p>	<p>Creating and building on a school culture that celebrates making mistakes as an integral part of the holistic learning experience.</p>
<p>SMSC Statement</p> <ul style="list-style-type: none"> willingness to reflect on their experiences. (S) 			
<p>Pupil Version</p> <ul style="list-style-type: none"> I learn about my strengths and celebrate them, I embrace my weaknesses and strive to improve them' 			
<p>Learning 5 - L5</p>	<p>RE - ASDAN - Beliefs and Values.</p> <p>RE - Entry Level Accreditation.</p> <p>PCC - ASDAN Entry Level.</p> <p>Art and Music Curriculum to explore world cultures - e.g.</p>	<p>Duke of Edinburgh Award Scheme.</p> <p>Enterprise Days.</p> <p>MFL Focused Days.</p> <p>Careers speakers in P16.</p>	
<p>SMSC Statement</p> <ul style="list-style-type: none"> 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 (Cult) 			

<p>Pupil version</p> <ul style="list-style-type: none"> I enjoy learning about the town, country and world that I am proud to be part of 	<p>Aboriginal Art and Samoan Music.</p>	<p>Work experience programme.</p>	
<p>Learning 6 - L6</p>	<p>PE Curriculum across the key stages.</p>	<p>Sports Day.</p>	<p>Presentation Evening</p>
<p>SMSC Statement</p> <ul style="list-style-type: none"> willingness to participate in and respond positively to artistic, sporting and cultural opportunities (Cult) 	<p>Art Curriculum across the key stages.</p>	<p>Promotion of Sporting competition - football and cricket matches with other schools.</p>	<p>Battlefields Trip</p>
<p>Pupil Version</p> <ul style="list-style-type: none"> I can be a practical learner and seize opportunities to demonstrate the arts' 	<p>Art and Music Curriculum to explore world cultures - e.g. Aboriginal Art and Samoan Music.</p>	<p>Duke of Edinburgh Award Scheme</p>	<p>Non-curricular time e.g dinner, play and afterschool clubs.</p>
	<p>PCC Curriculum across the key stages.</p>	<p>Off-site visits and learning activities.</p>	
<p>Together 1 - T1</p>	<p>RE - ASDAN - Beliefs and Values.</p>	<p>Enterprise Days.</p>	
<p>SMSC Statement</p> <ul style="list-style-type: none"> ability to be reflective about their own beliefs, religious or otherwise, that 	<p>RE - Entry Level Accreditation.</p>	<p>MFL Focused Days.</p>	

<p>inform their perspective on life and their interest in and respect for different people's faiths, feelings and values (S)</p>	<p>PCC - ASDAN Entry Level.</p> <p>Geography - Curriculum across key stages 2 and 3.</p>	<p>Cultural Focused Celebration Days: Eid, Christmas, Diwali.</p> <p>History - Battlefield Trips.</p>	
<p>Pupil Version</p> <ul style="list-style-type: none"> • I can think about and explain my own religion or belief. • I can explain how my belief/religion effect my life in the things I do and say. • I can listen to other peoples beliefs and respect how they are different to my own. 	<p>History - Curriculum across key stages 2 and 3.</p>	<p>Remembrance Focused Days.</p> <p>Assembly</p> <p>Online Resources</p>	
<p>Together 2 - T2</p>	<p>RE - ASDAN - Beliefs and Values.</p>	<p>Love of Reading mixed sessions: Tuesday and Thursday.</p>	
<p>SMSC Statement</p> <ul style="list-style-type: none"> • use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds (Soc) 	<p>RE - Entry Level Accreditation.</p> <p>PCC - ASDAN Entry Level.</p> <p>Geography - Curriculum across key stages 2 and 3.</p>	<p>Girls group</p> <p>Drama club</p> <p>Opportunities for collaboration with other</p>	

<p>Pupil version</p> <ul style="list-style-type: none"> I enjoy spending time with people from different backgrounds (race, sex, gender, places) and I can listen to their own stories. 	<p>History - Curriculum across key stages 2 and 3.</p>	<p>schools e.g. through sports events and festivals.</p>	
<p>Together 3 - T3</p>	<p>RE - ASDAN - Beliefs and Values.</p>	<p>Work experience - KS5</p>	<p>Restorative justice training for staff.</p>
<p>SMSC Statement</p> <ul style="list-style-type: none"> 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 (Soc) 	<p>RE - Entry Level Accreditation.</p> <p>PCC - ASDAN Entry Level.</p> <p>Geography - Curriculum across key stages 2 and 3.</p>	<p>School Council</p> <p>Changing Young lives consortium</p> <p>St Giles Church</p>	
<p>Pupil version</p> <ul style="list-style-type: none"> I am happy to be part of different groups. I listen to what they have to say and can resolve any differences. 	<p>History - Curriculum across key stages 2 and 3.</p>		
<p>Together 4 - T4</p>	<p>KS3 History -</p>	<p>Black Country Day</p>	
<p>SMSC Statement</p> <ul style="list-style-type: none"> understanding and appreciation of the wide range of cultural influences 	<ul style="list-style-type: none"> Titanic Challenge Slave trade Victorians 		

<p>that have shaped their own heritage and that of others (Cult)</p>	<p>Black Country Curriculum focus in KS2 and KS3.</p>		
<p>Pupil version</p> <ul style="list-style-type: none"> I understand how history and people from the past have me and my community develop over time. 			
<p>Together 5 - T5</p>	<p>KS4/5: AQA PCC - Diversity, diversity and prejudice</p>	<p>MFL Days</p>	<p>National Events - Sports and Olympics.</p>
<p>SMSC Statement</p> <ul style="list-style-type: none"> 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 (Cult) 	<p>RE - ASDAN - Beliefs and Values.</p> <p>RE - Entry Level Accreditation.</p> <p>Art and Music Curriculum to explore world cultures - e.g. Aboriginal Art and Samoan Music.</p> <p>PCC Curriculum across the key stages.</p>	<p>Festival celebrations</p> <p>Assembly</p> <p>LGBT Awareness lessons</p> <p>Class Discussions.</p> <p>Workbooks.</p> <p>Videos and online resources.</p>	

<p>Pupil versions.</p> <ul style="list-style-type: none">• I demonstrate (show) through the things I do and things I say that I respect people from different backgrounds.• I find enjoyment and celebrate the difference of other people in communities (both locally, nationally and internationally).			
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