



THE Boswells SCHOOL

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) POLICY

A member of the Chelmsford Learning Partnership

Committee Responsible	Local Governing Body
Lead Staff Member	Deputy Headteacher (Behaviour Welfare and Safety)
Approved by	Local Governing Body
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Section 1 - Our vision for 'Spiritual, Moral, Social and Cultural Development'

Our vision is to provide a personalised education in a safe environment promoting self-discipline, motivation and excellence in learning, through which we will develop together as life-long learners and socially responsible citizens and to 'promote fundamental British values.'

We recognise that the spiritual, moral, social and cultural, ('SMSC') element of students' education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens.

'SMSC' is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. Through 'SMSC' we seek to develop attitudes and values that will enable students to become responsible and active members of society. Many of the core aspects and values can also be aligned to our RSE documentation, RE policy and our LGBTQ+ and inclusion policies within the school.

We are committed to the 'SMSC' development of all students at Boswells School. Our aim is to impact on our students':

- **Spiritual development** so that they are creative in the way they approach challenges and are critical and reflective of their outcomes; are inquisitive and enjoy their learning and are accepting of others and embrace the wide range of cultures within the local, national and global communities.
- **Moral development** so that they can recognise the difference between right and wrong; are respectful of each other; are willing to debate and are able to discuss moral and ethical issues openly.
- **Social development** so that they can develop highly effective social skills including collaboration and resilience; are happy to work and socialise with students from different religious, ethnic, and socio-economic background and take an active part in running the school. Student voice and our house system is central to the process of self-evaluation and school improvement.
- **Cultural development** so as they are excited to investigate their own and others' heritage; participate in a wide range of extracurricular activities and understand, accept and respect diversity.

The implementation of this policy is the responsibility of all staff at the Boswells School. This policy aims to ensure that everyone connected with the school is aware of our values and principles and that there is a consistent approach to the delivery of 'SMSC' through the curriculum, teaching and learning and the wider school community.

Section 2 - Promoting 'Spiritual, Moral, Social and Cultural Development'

The promotion of 'SMSC' helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect.

We seek to teach these qualities across the curriculum and throughout school life and link them closely to our school values and ethos. These qualities are also embedded and reinforced through our whole school curriculum, PD curriculum, values-based assemblies and an SMSC programme of study delivered during tutor time. This provision is actively supported by the range of staff and visitors who deliver assemblies, workshops and training courses to our students.

At Boswells we implement SMSC through:

- our whole school ethos
- pastoral care, guidance and support
- Personal Development curriculum under the RSE 2020 statutory guidance (incorporating national, international, school events and celebrations)
- our Behaviour for Learning Policy, and Code of Conduct
- the effective analysis of behaviour, including bullying and discriminatory behaviour
- values-based assemblies linked to the weekly SMSC/RSE Theme of the Month
- student Leadership, consultation and volunteering
- all students attend daily tutor sessions with their form tutor. The sessions allow students to reflect, discuss and explore issues which affect school, community, country as well as world issues
- reward and recognition events, including achievement assemblies held every term
- involvement in fundraising and support for a variety charity
- enrichment activities and school clubs
- school performing arts productions
- established links with community partners, including local churches and mosques
- RE lessons, including those focusing on philosophy and ethics
- effective parental engagement, (e.g. parent forums, regular communication).

'SMSC' is also developed through the school's approach to 'Worship'. Students, of many different faiths, access our Prayer Room on a daily basis in C4. It provides a safe space for students to meet together in order to consider and reflect on common concerns, issues and interests, as well as praying.

Section 3 - The leadership and monitoring of 'Spiritual, Moral, Social and Cultural Development'

The provision and impact of 'SMSC' education at Boswells School is monitored and evaluated in the following ways:

- SMSC/RSE Audits: opportunities for SMSC education will be mapped across the school, taking into account the broad nature of these opportunities.
- SMSC Documentation – reviewing of key policies.

The impact of SMSC provision

Whole school indicators - The following will be monitored with reference to 'SMSC' impact:

- The number of internal and external inclusions and exclusions.
- The number of incidents of reported racism, sexism, homophobia and bullying.
- The number and SEN/Pupil Premium/EAL status of pupils who have attended visits and who access school clubs.
- The number and SEN/Pupil Premium/EAL status of pupils who take positions of responsibility in school.
- Attendance figures.

Teaching and Learning:

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of 'SMSC' needs. The observation of lessons will include a comment on the 'SMSC' content. In addition, the development of 'SMSC' through Personal development and the SMSC programme of study will be quality assured by leadership.

Student voice:

Student voice data, including regular surveys, will continue to be collected and analysed, and linked back to 'SMSC' priorities, taking in to account:

- Attitudes towards school and whole-school experience
- Questions of safety and bullying
- Questions on whole-school behaviour, both in and out of lessons, and the impact of this on learning
- Specific questions on occurrences of racism, sexism, homophobia and bullying.

Promoting fundamental British Values through 'Spiritual, Moral, Social and Cultural' development

In the document “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’ Policy, Boswells School demonstrates its commitment to ensuring that all students:

- develop their self-knowledge, self-esteem and self-confidence
- distinguish right from wrong and to respect the civil and criminal law of England
- 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
- acquire a broad general knowledge of and respect for public institutions and services in England
- acquire an appreciation of and respect for their own and other cultures; and
- 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.

Through our ‘SMSC’ Policy, Boswells school demonstrates its commitment to ensuring that all students know and understand:

- how citizens can influence decision-making through the democratic process
- that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence

- that the freedom to choose and hold other faiths and beliefs is protected in law and that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- the importance of identifying and combatting all forms of discrimination.