

Aylesford School

and Sixth Form College



SMSC Policy (Spiritual, Moral, Social and Cultural Development)

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Spiritual, Moral, Social and Cultural Development

Mission Statement

'To inspire in students a passion for lifelong learning; to work in partnership with them and others so as to provide an exciting, engaging and enjoyable experience in a happy and secure environment.'

1 Spiritual Development

Definition

Spirituality is something unique and fundamental to the human condition. It is not necessarily experienced through the physical senses or through everyday language. It is to do with the search for the purpose and meaning of life and for values by which to live, noting that individuals will certainly have views on these aspects which are purely their own.

We would expect that students would:-

- acknowledge the non-material dimensions of human life
- appreciate the uniqueness and value of every human being
- recognise the existence of others as independent from themselves
- question and explore the meaning of experience
- develop personal views and insights
- respect the beliefs of others
- develop the ability to reflect upon and communicate their beliefs in discussion and appropriate behaviour
- develop a sense of awe and wonder
- possess the ability to be aware of and reflect on experience and applying the insights gained increasing degrees of perception to their own lives
- develop a growing ability to cope with times of suffering which human life naturally present e.g. anxiety, stress, death
- accommodate differences and respect the integrity of individuals
- share a sense of empathy, concern and compassion

2 Moral Development

Definition

This is concerned with fundamental precepts and judgments about how we should behave and the reasons for such behaviour. It includes questions of intention, motive and attitude. The hoped-for end result is that students may acquire value systems which are their own, together with an understanding that their behaviour and actions should derive from these values and beliefs.

British Values Statement:

'Aylesford is committed to preventing students from being radicalised and drawn into any form of extremism or terrorism.'

The school promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing students with the opportunity to learn how to discuss and debate points of view and to understand a range of faiths; and by ensuring that all students are valued and listened to within school.'

We would expect that students would:

- know the difference between right and wrong
- know the reasons behind the judgments of what is right and wrong
- know how these concepts should determine personal behaviour
- know the effect on others of right and wrong actions by the individual

Accept the following elements of what is right:

- telling the truth and being honest
- keeping promises
- respecting the rights and property of others
- acting considerately towards others
- helping those who are weaker and less fortunate through their kindness
- taking responsibility for one's actions
- employing self-discipline, self-awareness and self-respect
- respecting different cultures, different sexes and different beliefs

We would expect that students would reject:-

- aggressive behaviour
- racism
- bullying
- cheating
- theft
- deceit
- lying
- cruelty
- irresponsibility
- dishonesty

3 Social Development

Definition

This element is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society, and involves a growth in knowledge and understanding of society in all its aspects – its institutions, structures and characteristics, including economic and political organisation and the responsibilities of the citizens, the parent and worker in the community.

Our aim is for students to:

- acquire the personal qualities and skills needed for healthy and constructive relationships
- possess a knowledge of the principles, forces, institutions and organisations, which promote harmony and disharmony in society
- recognise anti-social behaviour where it exists and act appropriately towards it
- develop the following personal qualities:-

Tolerance
Respect
Compassion
Understanding
Cooperativeness

Love
Self-discipline
Self-control
Trustfulness
Truthfulness

Sensitivity
Commitment
Sense of humour
Loyalty

4 Cultural Development

Definition

This refers to the personal interests and achievements of students as well as the development of an increasing understanding and command of the beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in society and groups.

It is hoped that the understanding of students will grow to understand the factors which both strengthen and weaken society. It is also important for students to understand their own cultural identity and the wide differences in cultural characteristics, which are present in our own and other societies. Above all, we encourage tolerance and understanding between groups in society.

Much of our work seeks to promote and value cultural diversity and understanding. Examples of our SMSC work can be seen on 'Gridmaker,' an audit tool which gives a comprehensive overview of our work.

Personal Development and Well being

We provide our students with the opportunity to become successful learners, confident individuals and responsible citizens. In order to do this they must be able to:-

- adopt a healthy lifestyle
- feel safe
- enjoy learning
- behave well
- make a positive contribution to the community
- prepare for economic well-being

All of these, incorporated with spiritual, moral, social and cultural development will enable our students to become well-rounded and confident young people.

Opportunities to develop all of the above are interwoven into all elements of school life and extend far beyond the taught curriculum and daily classroom activity. Students are actively encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form effective relationships.

1 Healthy Lifestyles

The school provides the following resources and opportunities to promote Healthy Living:-

- An excellent modern refectory and food hall following Healthy Food guidelines with a cashless system.
- Physical Education for all students within the normal curriculum as well as a wealth of extra-curricular opportunities.
- In the primary phase an intensive personal social health Education programme which supports an understanding of British values, Global Citizenship, personal safety, health, PSE and mental well-being. An Annual Sports Day in which all students can take part.
- In the Secondary phase an intensive Personal, Social, Health and Economic Education and Citizenship programme which encourages appropriate visitors to support Health e.g. School Health Advisor, Fire Service, Police, Prison Service etc.

- The PSHEE programme also includes work on the dangers of Alcohol Abuse, Smoking, Drugs and includes Sex Education and the dangers of Child Sexual Exploitation.
- Social and Emotional opportunities to develop emotional literacy and build resilience in order to ensure good emotional health, through subjects and tutor time.
- A comprehensive Year Period programme which covers a variety of Health topics.

2 Feeling Safe

There are a number of initiatives in school which ensure the safety of all young people:-

- Extensive health and safety procedures and policies
- Safeguarding Children procedures in terms of Recruitment and Child Protection
- PSHE work on Anti-Bullying and Personal Safety
- An active Anti-Bullying Policy
- A regular Counselling Service
- Student Council
- A full and varied extra-curricular programme
- Racist monitoring
- Designated teacher for Looked After Children
- Early Intervention support
- An Inclusion Room, or quiet spaces/rooms
- 'Chill' Club for vulnerable youngsters? Or nurture group in the primary phase.
- Library provision before, during and after school in the secondary phase.
- Spacious and varied playground areas with both active and quiet areas
- CCTV across the site
- An introductory Year 7 course on internet safety and action on

3 Enjoying Learning and Behaving Well

It is recognised that for students to enjoy and achieve the following need to be in place:-

- Positive relationships with staff
- Good learning and teaching
- Strong behaviour code
- Extra-curricular opportunities
- Resources: a pleasant environment offering good resources
- For school to have positive relationships with parents
- A calm and purposeful ethos
- High standards

We are able to monitor and enhance the above by looking at the following:-

- Assessment data
- Exam results
- Attendance figures (including Persistent Absence)
- Social and Emotional Learning
- Basic standards (e.g. behaviour, uniform etc.)

4 Positive Contribution to the Community

Relationships Education is compulsory in all Primary schools in England.

Students are encouraged to give something back to the community and prepare for their future in the community in the following ways:-

- Charity fund-raising events
- Christmas Hampers for the local community
- Visiting places of religious historical significance
- Year 11 Mock Interviews in preparation for world of work and Enterprise Days
- Outreach activities e.g. visits to and from feeder schools, adults in school
- Supporting local events e.g. Holocaust Memorial

These events are highlighted in the School Newsletter to raise the profile of these opportunities and encourage others.

5 Preparing for Economic Well-Being - Secondary Phase

The following opportunities and guidance are given to promote the importance of economic well-being.

- ICT
- Extra Literacy and Numeracy for targeted students
- Enterprise Days with visiting business people
- Lessons on financial awareness
- Careers advice and support in school
- Careers Fair and independent advice and information
- Through pastoral care and guidance from Form Tutors and other staff.
- Via assemblies.

The Curriculum

Primary Phase

SMSC permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

- Students across all year groups are taught SMSC through:
 - The Curriculums as a whole.
 - The Religious Education Curriculum.
 - Circle Time.
 - Assemblies.
 - The 'Good to be Green' behaviour system.
 - Structured and personalised reward systems.
 - Extra-Curricular activities.
 - Educational visits.
 - Pupil Voice (School Council).
 - Special days (fundraising, cultural experiences and Focus days/weeks).

Secondary Phase

SMSC is taught across the Curriculum (see Appendix A), however, the Social, Moral, Spiritual and Cultural outcomes are a vital part of the Ethics programme.

The Ethics Curriculum at Key Stages 3, 4 and 5 helps students to lead confident, healthy and responsible lives as individuals and members of society. Through work in lesson time and a wide range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. Ethics gives students opportunities to reflect on their experiences and how they

are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning lifestyles and future choice of courses and career.

Ethics also gives students the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages students to play a helpful part in the life of their schools, neighbourhoods, committees and the wider world. It also teaches them about our economy, democratic institutions and values, while encouraging respect for different national, religious and ethnic identities, it develops every student's ability to reflect on issues and take part in discussions (see Appendix B and C).

1 Provision

Key Stage 3

At Key Stage 3 Ethics is taught as follows:-

Discrete curriculum time once a fortnight delivered by a specialist team, other staff and outside agencies. It also includes Health Education and Citizenship. Careers education and guidance is taught by form tutors during Year Periods.

Year 7 includes:-

- Rules, rights and responsibilities
- What is bullying - prejudice based bullying
- Cyber bullying and safety
- Personal safety – road safety
- Relaxation
- Body image
- Relationships
- What is 'Healthy Eating?'
- Money management
- Protective behaviours
- Prejudice and Discrimination

Year 8 includes:

- Rules, rights and responsibilities
- Protective behaviours
- Child sexual exploitation
- Crime
- Smoking
- First aid
- Drugs education
- Money management
- Bereavement
- Immigration
- Fire safety

Key Stage 4

At Key Stage 4, Ethics is taught through Religious Education, Year Periods and in tutor times by tutors and specialist staff.

This includes the area of Careers Education and Guidance (see separate policy).

Year 9 includes:

- Rules, rights and responsibilities
- Protective behaviours
- Body Image
- Drug Education
- Smoking
- Alcohol
- Money
- Bereavement
- Social media & fake news
- Sex education and STI's
- General elections
- Road Safety
- Mental health

Key Stage 5

At Key Stage 5 PSHE and Citizenship is taught by Year 12/13 tutors and outside agencies following a full programme devised by Head of Sixth Form.

The Year 12 programme includes:-

- Individual responsibility
- Study skills
- Current affairs
- Charity week
- Debates e.g. Crime and Punishment
- Career Plans
- Managing stress/Mental health
- Road safety
- Characteristics of effective learning (VESPA)

The Year 13 programme includes:-

- Individual responsibility
- Writing CVs
- UCAS applications/Apprenticeships
- Sexual health
- Current affairs
- Alcohol awareness
- Debates
- British values/Extremism awareness
- Revision skills
- Personal finance/budgeting

Sex and Relationship Education (SRE)

In the Primary phase a Relationship Education programme is delivered to all year groups. It is a comprehensive programme helping children to develop an understanding of personal identity, relationships and their bodies, thoughts, feelings and behaviours and their choices and personal boundaries (understanding consent). It complements the protective behaviours programme that is delivered in the autumn term as part of safeguarding.

All schools are required by law to have a policy on sex and relationship and secondary schools must offer a programme of sex and relationship education for all students, which includes HIV/AIDS and other sexually transmitted infections. Although there is some SRE in National Curriculum Science, schools are advised to see the PSHE framework as the best context for their planned provision. A DfE (previously known as DfEE) circular, confirms and clarifies these expectations for schools (reference 0116/2000).

Rationale

Appropriate sex and relationships education provides a positive opportunity for the exploration of values and moral issues, consideration of personal relationships and the development of communication and decision making skills. It should foster the development of self-awareness, self-esteem, a sense of responsibility and the skills to avoid and resist undesirable sexual experience. Sex and relationships education should be an integral part of the teaching and learning process. These are the pre-requisites for the promotion of sexual health and the limitation of unwanted pregnancy and sexually transmitted infections (STIs) including HIV/AIDS.

Our approach is to teach sex education and relationships within a framework which models and encourages a respect for self and others; commitment, trust and bonding within sexual relationships; mutuality and non-exploitation in sexual relationships; honesty with self and others. Our approach teaches students to develop a critical self-awareness for themselves and for others. It explores the rights, duties and responsibilities involved in sexual relationships. Sex education and relationships encourages compassion, forgiveness, mercy and care when judging others. Sex education and relationships acknowledges and promotes understanding of diversity regarding religion, culture and sexual orientation.

Aims and Objectives

We aim to promote the importance of sexual education and relationships within a committed and loving union, where care and responsibility for one another and the family they create are paramount. Sex education and relationships should allow each student to maximise his/her potential for complete mental, physical and social well-being in order to lead a socially and economically meaningful life. We actively seek to promote health and prevent disease which may result in premature death.

In essence, we promote and develop the skills required for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off-line.

We aim to provide:-

- **Information** Age appropriate information about how the body works, sexuality, sexual reproduction, STIs including HIV/AIDS, and all aspects of sexual health.
- **Skills** Communication and social skills to allow the development and maintenance of relationships, and the ability to make informed choices and decisions about relationships and sexuality.

- **Attitudes, values and beliefs** The provision of opportunities for students to explore their own and others' values and attitudes and to consider how they affect behaviour which will enable them to develop a moral and values framework that is congruent with their gender, culture, race, sexuality, faith and ability.

Although values can be taught, they are also learnt through experience and example. Values cannot be imposed, but students can be equipped with the skills needed to allow them to develop their own.

We aim to present facts in an objective, balanced and sensitive manner, set within the framework of values and an awareness of the law on sexual behaviour.

We encourage students to recognise the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes must behave reasonably in sexual matters. We encourage students to appreciate the value of family life, and the responsibilities of parenthood as stated in the Learning and Skills Act 2000 (section 148). We acknowledge that some of the students may come from backgrounds that do not reflect such values or experiences. Sensitivity is needed to avoid causing hurt and offence, to such students and their families, and to allow those students to feel a sense of worth.

Content:

Sex and relationships education is delivered by Ethics teachers and the external providers and is an integral part of Science lessons.

We cover:

- Puberty
- Menstruation
- Sexual Development
- Conception
- Human Development from Conception to Birth
- Personal Safety
- Contraception
- STIs including HIV/AIDS
- Relationships

Inclusion

Ethnic and Cultural Groups:

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs:

We will ensure that all young people receive sex and relationship education and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation:

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

The Right of Withdrawal

In RE we discuss Abortion, Marriage and Family Life within the context of World Religion at KS4. In Science we cover adolescence, reproduction and the development of the foetus at KS3. We cover the control and promotion of fertility at KS4. Parents have the right to withdraw their children from

sex and relationships education lessons under section 241 of the Education Act 1993. If parents wish to withdraw their child from sex education and relationships lessons we would ask for their reasons for withdrawal so that any misunderstandings about the nature of sex education can be resolved. This does not include subjects taught within the National Science Curriculum.

Sensitive Issues

The following advice is given by the Sex Education Forum:-

“When dealing with issues of confidentiality and contraception advice it is important to remember what teachers can do:

- they can provide education about types of contraception and where they can be obtained to all young students receiving sex education
- they can provide all students with information about where and from whom they can receive confidential advice and treatment
- they cannot give explicit individual advice to students

A child does not have the right to expect that incidents in the classroom will not be reported to his/her parents, and may not, in the absence of an express promise, assume that information conveyed outside that context is private. No teacher could or should promise confidentiality. However the teacher, in exercising his/her professional judgment, may consider that the child’s best interests are served by not informing the parents.

There is no basis in principle or authority for suggesting that there is any legal duty on a teacher or Head teacher, to inform parents of matters a child has confided to them. However, if the Head teacher instructs staff to inform a student’s parents of evidence or suspicions of unlawful sexual activity, failure to do so might be grounds for disciplinary action.”

Information and advice in relation to contraception forms part of sex education, whether given on a one to one basis or in a group. If a student has been withdrawn from sex education, he/she cannot be given such advice. However, information regarding sources of confidential advice and treatment would not count as sex education and can be made freely available to all students. Advice does not require consent, unlike the giving of medical treatment, and the decision as to whether to give such advice to a child, in confidence is a matter of professional judgment for a teacher, having regard to any specific direction by the head. There are no restrictions on giving information concerning sources of confidential advice and treatment.”

Based on the advice in the Sex Education Forum, the school believes that the word ‘advice’ means guidance from the teacher on where to find sources of confidential advice and treatment.

Finally, it is essential that teachers are comfortable and clear with what the school expects them to do.

Collective Worship

‘Collective Worship’ in school reflects something special or separate from ordinary school activities, it should be concerned with reverence and the student, at his or her own level, should be capable of perceiving this. Collective worship is also related to the day to day life, aspirations and concerns of the school, since worship also is defined as ‘that which is of greatest worth.’ Hence, Aylesford assemblies attempt to give students an experience of community which is corporate, which is worshipful and which communicates the values of our community. Our students are encouraged to grow into adults who can make moral and ethical judgements. The act of worship, therefore, embraces anything which promotes the values upheld by the school.

Our school values are not exclusive to Aylesford School. Most of the world’s faiths encourage people to hold certain spiritual values which are supported by beliefs.

The Teaching of RE

We will provide Religious Education lessons for all registered students (apart from those who have been withdrawn by their parents).

The teaching of Religious Education will follow the Warwickshire Agreed Syllabus. This syllabus is drawn up by SACRE. The Warwickshire Agreed Syllabus reflects the fact that the religious traditions in Great Britain are, in the main, Christian, whilst taking account of the teaching and practice of the other principal religions represented in Great Britain and the wider world.

KS4 students follow a GCSE Religious Studies course.