



Prince Henry's Grammar School

SPECIALIST LANGUAGE COLLEGE



SMSC POLICY

Rationale

As stated in our School Vision, we want our young people to flourish in “a *highly successful learning community that provides sustainable outstanding education for young people of all abilities*”. We recognise that, whilst high achievement and fulfilment of academic potential are clearly key to an “outstanding education”, the spiritual, moral, social and cultural development of our students is equally crucial if our students are to “*leave Prince Henry’s as lifelong independent learners who have the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society*”.

Our Objectives

At Prince Henry’s Grammar School we are committed to building a cohesive, vibrant school community which is underpinned by strong, positive relationships, a distinctive, inclusive ethos and a consistent set of values based on respect for the individual and an appreciation of rights and responsibilities.

The following School Aims summarise this commitment:

- Create a safe, secure and positive environment where young people feel listened to and valued;
- Develop a stimulating curriculum, delivered flexibly so that it meets the needs and aspirations of different individuals;
- Support the personal development of young people so that they gain the positive attributes and ethical grounding needed to make a valuable contribution to their society;
- Develop high quality teaching and learning provision alongside effective student support and enrichment opportunities, so that every young person is able to achieve their full academic potential;
- Ensure access to relevant, engaging and effective professional development opportunities so that staff, as well as students, become lifelong learners;
- Use the language college specialism to ensure all members of the school community appreciate the richness and diversity of the world and have a clear understanding of their rights and responsibilities as citizens of the global community.

What we mean by spiritual, moral, social and cultural development

We draw upon the definitions of SMSC provided by Ofsted (Aug 2016).

Students’ **SPIRITUAL** development is shown by their:

- a. ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.
- b. sense of enjoyment and fascination in learning about themselves, others and the world around them.
- c. use of imagination and creativity in their learning.
- d. willingness to reflect on their experiences.

Students’ **MORAL** development is shown by their:

- e. ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
- f. understanding of the consequences of their behaviour and actions.

- g. 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.

Students' **SOCIAL** development is shown by their:

- h. use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- i. 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
- j. 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 / beliefs; pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Students' **CULTURAL** development is shown by their:

- k. understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- l. 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
- m. knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- n. willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- o. 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.

Our Principles

Our principles cover the planning and delivery of SMSC development through the everyday life and work of the school:

1. The curriculum
2. Personal, Social and Health Education
3. Enrichment
4. Relationships, guidance and support
5. Assembly programme
6. Global citizenship education
7. Student voice and student leadership
8. Positive discipline system
9. Equality and diversity
10. Training for staff and governors

Achieving our principles

1. THE CURRICULUM

At all Key Stages, all subject areas have a responsibility to actively seek opportunities to develop students' SMSC development through their curriculum. Curricular provision is audited in order to identify any "gaps", and strategies put in place to address them, where appropriate. The school meets the statutory

requirements for the teaching of Religious Studies, which makes a particular contribution to the delivery of SMSC themes.

2. PERSONAL, SOCIAL AND HEALTH EDUCATION

The PSHE curriculum is delivered through six half-termly “drop down” days, as well as through the wider curriculum. SMSC development is at the heart of PSHE planning and delivery, which is led by a senior leader.

3. ENRICHMENT

The school is committed to offering rich and varied enrichment provision including extensive sporting, artistic, cultural and musical opportunities as well as a comprehensive programme of trips and visits, both in this country and abroad. This includes the appointment of an Enrichment Coordinator to build capacity and ensure quality. The school is also a Directly Licensed Centre for the Duke of Edinburgh’s Award Scheme, which is led by a D of E Manager.

4. RELATIONSHIPS, GUIDANCE AND SUPPORT

Staff are expected to role model positive, respectful relationships, and to draw on the school’s work as a Rights Respecting School, championing the philosophy of the UN Convention on the Rights of the Child. Pastoral support is provided through a team of Personal Tutors, Year Managers and Progress Leaders, as well as a dedicated IAG Manager and an extensive Inclusion Team.

5. ASSEMBLY PROGRAMME

Year group assemblies take place for each year group on a weekly basis, with an assembly programme which is planned by a senior leader to address specific SMSC themes on a rolling basis.

6. GLOBAL CITIZENSHIP EDUCATION

The school’s status and profile as a Specialist Language College provides a global framework for all aspects of citizenship education provision. This includes engagement in curriculum-based partnership work, a student-led Global Justice group and a commitment to specific projects which address issues such as fairtrade, climate justice, human rights and global fairness.

7. STUDENT VOICE AND STUDENT LEADERSHIP

The active participation of students in the democratic process is ensured through a well structured and effective Student Council / Year Council system, supported by a team of Senior Students. Student Leadership opportunities are given a high profile, led by a dedicated Student Leadership Manager. Participation in events such as Mock Elections are strongly encouraged, and faculty areas are expected to seek the views of students as part of the wider self evaluation process.

8. POSITIVE DISCIPLINE SYSTEM

The school’s Positive Discipline system is based on the premise that a clear, consistent set of rewards and sanctions supports students to make the right choices, and to understand and take responsibility for the consequences of their actions. The system is operated by all staff to ensure consistency and fairness.

9. EQUALITY AND DIVERSITY

The school is committed to championing equality, promoting diversity and tackling discrimination, drawing on the principles of the Stephen Lawrence Education Standard and the 2010 Equality Act. A Staff Equality & Diversity Group and Student

Diversity Forum drive this aspect of the school's work, which has been highlighted as a beacon of best practice.

10. TRAINING FOR STAFF AND GOVERNORS

All staff and governors receive appropriate training on their role in supporting students' SMSC development. This also forms part of the induction training programme for new staff, and for Initial Teacher Trainees.

Fundamental British Values

Fundamental British values, within a global citizenship context, are firmly established and routinely reinforced through our SMSC provision. These are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths / beliefs

Safeguarding students from extremism and radicalisation

All schools have a legal duty to protect young people from the risk of radicalisation, and to safeguard them from being drawn into terrorism. This is known as the "**Prevent duty**".

At Prince Henry's we achieve this through our SMSC provision (as outlined above), as well as through:

- A curriculum which promotes tolerance and respect, teaches about the dangers of extremism in all its forms and builds students' resilience to radicalisation
- Appropriate training for staff and governors
- Robust web filtering systems to keep students safe online
- Support for vulnerable students and clear procedures for referrals
- Working in partnership with other agencies

Leadership of SMSC

Strategic leadership of SMSC development is the responsibility of the Assistant Headteacher: Learning Community. Specific areas of responsibility include:

- PSHE provision – Assistant Headteacher: Learner Support
- Assembly programme – Assistant Headteacher: Learner Support
- Positive Discipline – Deputy Headteacher: Learning Infrastructure
- Curriculum, Teaching and Learning – Deputy Headteacher: Learner Experience
- Enrichment provision – Enrichment Coordinator
- Global citizenship – International Coordinator
- Student leadership and student voice – Post-16 and Student Leadership Manager

Monitoring the impact of this policy

The impact of this policy will be measured through:

- Attainment and progress of students
- Sanctions and rewards
- Incidents of bullying and harassment
- Participation rates in trips, visits and extra-curricular activities
- Attitudinal surveys

Equality impact assessment

As a school we also monitor the impact of this and other policies on students, staff, governors and parents and carers. We assess whether they could have an adverse impact on particular groups, and whether there is potential for them to have a positive impact in terms of equality of opportunity and outcome.

Links to other policies

This policy is supported by and links to the following policies:

- Anti-bullying Policy
- Equalities Policy
- Educational Visits Policy
- Curriculum Policy
- Teaching, Learning and Assessment Policy
- Behaviour and Safety Policy
- Child Protection Policy