



ElmsBank

Spiritual, Moral, Social and Cultural (SMSC) Policy

Last Updated: November 2019
Review Date: November 2020

Rationale

To create a school environment where the students will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices, being honest with themselves and others and fully understanding the diverse world and country they belong to.

What is the aim of the SMSC policy?

- To engender a sense of self-respect, independence and self-motivation. To increase the student's capacity to accept responsibility for actions taken. To encourage students to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To encourage students to 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.
- To 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.

What are the expectations?

SMSC and the Curriculum

The teaching team at Elms Bank is committed to the provision of SMSC development opportunities in all areas of learning, working both proactively and responsively to ensure that we make the very most of every available opportunity. All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. As such, subject leaders have contributed towards the SMSC policy by explicitly outlining these opportunities they provide in each of the 4 strands of SMSC (see Appendix 1). SMSC opportunities are varied, diverse and bespoke to the needs of class groups and individual pupils.

In addition to National Curriculum areas, a large proportion of SMSC at Elms Bank is delivered through assemblies, whole school events such as the School Production, Arts Week and Culture Day, and through our extensive extra-curricular provision.

Elms Bank Vision and Values

Elms Bank offers a holistic provision. Our students' achievements and successes are celebrated widely. We use innovative and **aspirational** strategies to increase students' **resilience** and confidence to overcome barriers to ensure their lives are enriched both now and into adulthood. We believe that at the heart of a student's personalised success is exceptional teaching, learning and pastoral care.

We pride ourselves on our overwhelming sense of family and community; where every staff member leads with **integrity** and compassion to achieve '**Excellence for All**'.

Assemblies

All aspects of SMSC are promoted through our school assemblies. We follow a carefully planned timetable of themes that link closely with our PSHE and RE curriculum.

The themes of our assemblies allow the children to think and speak openly about their own beliefs, sharing their ideas on a number of important topics and issues. Throughout the year, we recognise special events and festivals, including those of people with different beliefs to our own, and the children learn about how these are celebrated. We also use our assembly as a time to promote the successes of our students, e.g. Student of the Week, Certificates for Merits and celebration of sporting and other achievements. In each assembly we ensure a period of prayer or reflection, in addition to our 'Thought of the Week'.

Links with the wider community

- Visitors are welcomed into our school.
- Links with the local churches and schools are fostered.
- Visits to places of worship of other faiths are arranged to support the understanding of different cultures.
- The school supports the work of a variety of charities.
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Our work on the Comenius project.
- Annual community events e.g. Summer and Christmas Fayres
- Residential Holidays
- Parents' Evenings and social events

- Annual school plays and concerts
- Links with Unsworth Library and Fairfield Hospital for our College provision

SMSC matrix

Activities	Spiritual	Moral	Social	Cultural
Assemblies	x	x	x	x
Curriculum	x	x	x	x
Links with the wider community	x	x	x	x
Charity support		x	x	
Library			x	x
Involvement in school events	x	x	x	x
Themed days/weeks	x	x	x	x
Residentials, Trips and excursions	x	x	x	x
School council involvement		x		
Celebrate diversity	x	x	x	x
Are all aspects of SMSC evident when pupils/staff move around the school?		x	x	x
Are all aspects of SMSC reflected in classroom/corridor displays?		x	x	x

How is the policy monitored?

- Monitoring teaching and learning and work scrutiny by Subject leaders and SLT
- Across the school, teachers collate examples of SMSC work that run within their lessons.
- Subject leaders will identify strands of SMSC being delivered through their subject and will collate examples of work to ensure all areas of SMSC are being delivered effectively.

Conclusion

The provision for SMSC is woven into every element of our practice and our school ethos. By working together to record and monitor our provision we intend to maintain the range of opportunities provided in addition to building further on areas of strength; and focus learning and development in those areas of greatest need for our students.

We firmly believe that the effective provision and delivery of SMSC will purposefully ensure all our pupils develop the skills they need to achieve success and fulfillment in life.

Who is the policy for?

- Pupils – to ensure that SMSC is being delivered effectively throughout school
- Staff – to enable them to use professional judgement in how best to promote SMSC within their lessons
- Leaders – to ensure positive pupil outcomes
- Parents – to support an effective parent-home relationship to further develop the learning of the students