



SMSC Policy

See also: Who we are and how we do it policy, curriculum policy

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave the school with a 'new day, new opportunity' ethos and are capable of becoming positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- We have high expectations in everything we do

Wonderful
Excellent
Lovely
Clever
Outstanding
Magnificent
Enthusiastic

(Acronym created by White Trees pupils)

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Introduction

This policy relates to the whole life of White Trees Independent School and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they espouse. White Trees strives to build a community which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each student to their full potential. The school's commitment to each pupils' personal social development is embedded in our school aim. All staff work together to create a happy, challenging, stimulating and caring environment in which students can enjoy their time at school and celebrate their achievement.

The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs is intrinsic to daily life within White Trees. It is evident in all interactions between pupils and staff and pupils with each other. These values are promoted through the development of Spiritual, Moral, Social and Cultural ethos.

1. Objectives

This SMSC Policy will work to ensure staff and pupils have an understanding of SMSC as defined:

- a. **Spiritual Development:** This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives.
- b. **Moral Development:** Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong.
- c. **Social Development:** Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.
- d. **Cultural Development:** Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character.

2. Success Criteria

The policy will be considered successful if students are provided with opportunities to develop:

- a. **Spiritual** understanding by experiencing a curriculum which will:
 - i. Develop their self-esteem, self-knowledge and belief in themselves
 - ii. Allow them to develop a range of personal values and beliefs

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based on a sense of curiosity and respect towards their own and other beliefs

- iii. Explore the spiritual values of others through stories, drama, music, art and religious education to name just a few
 - iv. Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences
 - v. Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others
- b. Morals** by staff promoting a supportive approach to the management of inappropriate behaviour.
- c. Social** skills by being encouraged to:
- i. Maintain and develop relationships within the school working successfully with other students and adults in the school community
 - ii. Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community
 - iii. Gain an understanding of the wider society through their family and carers, the school, local and wider communities
 - iv. Actively participate in the school community and beyond into the wider community outside of school
- d. Culturally** by promoting both school traditions and wider ethnic and cultural traditions. The students will be encouraged to:
- i. Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills
 - ii. Recognise that similarities and differences may exist between different societies and groups
 - iii. Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media
 - iv. Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

3. Methodology

All staff are responsible for promoting SMSC and British Values both in the classroom and around the school. Good relationships between pupils and staff are fostered by the school's pastoral system. The curriculum promotes attitudes and values to enable pupils to contribute positively to their own personal development and to that of the

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school. An increasing focus on the pupils' sense of a wider world and to improve their awareness of themselves and the needs of others is ongoing. PSHE provides a framework for guidance and discussion.

a. Spiritual Development is delivered through:

- i. A Religious study programme throughout Key Stage 3 which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values
- ii. A PSHE programme which utilises tutoring to involve all years in opportunities for themed discussion to encourage learning and develop an awareness of spiritual values on a weekly basis using set topics
- iii. Pastoral, Wellbeing and Focus Days which are used to deliver PSHE topics, with reference to spirituality, in a more concentrated format
- iv. A student support structure that is focused on learning and providing appropriate information advice and guidance for students as well as opportunities to explore pathways of development
- v. Educational enrichment trips and creative partnerships provide students with a range of experiences, which may promote a sense of awe and wonder about the world
- vi. A reflective approach to learning through formative assessment techniques
 - students having ownership and understanding of where they are, where they need to get to and how they are to do it.
- vii. A rewards system developing student self-esteem through Class Dojo points, merit certificates, academic awards and prizes.
- viii. Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual.
- ix. The use of Pupil Voice to involve students in the life of the school.

b. Moral Development is delivered through:

- i. Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons.
- ii. A pastoral team that is focused on conflict resolution and the ability to move forward without holding grudges.
- iii. A PSHE programme which utilises tutoring to involve all years in opportunities for themed discussion to encourage learning and develop an awareness of moral values on a weekly basis using set topics.

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- iv. Pastoral, Wellbeing and Focus Days/Weeks which are used to deliver PSHE topics and refer to morality, in a more concentrated format.
- v. Fundraising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- vi. Limited, supervised and filtered access to the Internet together with regular tutor discussion focused on the dangers of the internet and related issues.
- vii. Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour during deep learning weeks across the school and demonstrates the flexibility of our teaching programme.

c. Social development is delivered through:

- i. Interaction with all staff in school and with external partners of the school in an appropriate and outstanding manner
- ii. Student ambassadors such as anti-bullying mentors.
- iii. Elected school representatives to feedback views, ideas and concerns to the senior leadership team.
- iv. Experiencing, in programmes of study, the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support and independently.
- v. A PSHE programme which utilises tutoring to involve all years in opportunities for themed group discussions on a weekly basis using set topics
- vi. Pastoral, Wellbeing and Focus Days/Weeks which are used to deliver PSHE topics and promote collaborative learning.
- vii. Cross-curricular Days and Focus Weeks in which pupils work collaboratively
- viii. Experience excellent pastoral and Career advice, including subject specific advice at certain milestones of a student's life at the school and a dedicated careers advisor to offer support on career/further or higher education planning.
- ix. Participation in the Duke of Edinburgh Award Scheme which has volunteer work as a core strand.

d. Cultural Development is provided by encouraging and facilitating

- i. Educational visits at home and abroad to experience other cultures and ways of life.
- ii. Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments in order to better understand other cultures and ways

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- of life.
- iii. A PSHE programme which utilises tutoring to involve all years in opportunities for themed discussion to encourage learning and develop an awareness of cultural identities using set topics;
- iv. Pastoral, Wellbeing and Focus Days which are used to deliver PSHE topics which, when appropriate, include a focus on cultural understanding.
- v. Specific cultural events are also celebrated with presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals: Divali, Hannukah.
- vi. Topic work across the school which explores "culture" in all its various forms in relation to specific subject areas.

4. Monitoring

All staff are expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time, lessons and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the school community.

More specifically

- a. Staff should ensure:
 - i. Opportunities for SMSC are detailed within their planning
- b. The Deputy Head should ensure:
 - i. The PSHE programme provides opportunity for SMSC development
 - ii. Weekly Form Time Topics are relevant and engaging.
 - iii. There are "pupil voice" opportunities that are open to all and maximise student participation.
- c. The Deputy Head should encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

5. Evaluation

This will be carried out by the Deputy Head working with the site leads and tutors. Evaluation will be on-going and will include:

- a. evaluating how effective the delivery of opportunities for SMSC is within subject curriculums
- b. evaluating both the PSHE programme and its delivery by staff
- c. discussions with the School Council, prefects and other pupil groups to identify any topics that should be addressed

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APPENDIX A: Pupil Expectations in line with SMSC

“We are wonderful” White Trees’ motto sums up the caring, supportive community in which we want to work and live at White Trees. We expect pupils to show respect, pride, self-discipline and concern for themselves and for others in all that they do in the school.

Dress and Appearance

Show respect for yourself and for the school in their appearance.

1. Shoulders to be kept covered, no bare midriffs, no low-cut tops
2. Suitable footwear, no flip flops

Property

Show respect for your own property and for other people's property. This means:

1. Take care of your own property and do not leave it lying around
2. Under no circumstances should any pupil take or borrow another pupil’s property without permission
3. If property is missing or suspected stolen, report to a tutor as soon as possible

Behaviour

Show respect and courtesy towards other people. This means:

Bullying

Is not acceptable in any way at White Trees. A copy of our full Prevention of Bullying Policy can be found on the school website.

In Lessons

1. Arrive promptly to lessons
2. Have all necessary kit and equipment with you
3. Play a full and active part in the lesson and to be attentive, engaged and energetic throughout the lesson
4. Listen courteously and objectively to the opinions of others
5. Pack up promptly and leave the classroom tidy

In Breaks

1. Be patient and honest in picking up break or lunch
2. Wait politely and patiently in queues such as lunch, break, tea, without pushing or shrieking

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3. Avoid congregating in congested corridors
4. Avoid being raucous or noisy in common room
5. Always leave their rooms tidy after break/lunch.

General Courtesy

Pupils should always be aware of their impact on others. This might include:

1. Holding doors open for any member of the community
2. Making way for adults in corridors
3. Acknowledge other people with a smile and greeting
4. Acknowledge guests with a smile and greeting and, if appropriate, offering assistance
5. No chewing gum during the school day
6. Do not litter or leave areas untidy, use the bins and recycling options available
7. Laughter is infectious and very welcome, shrieking or shouting should be avoided inside school buildings
8. Thank people for any service such as holding open a door, taking you on a trip, organising a social event or driving a car. Consider writing a specific thank you note for significant events or trips.

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