

Spiritual, Moral, Social and Cultural Policy (SMSC)

Core purpose

Our core purpose is 'To inspire Beckfoot Thornton learners to embrace learning in all its forms and to use their educational experience to make a real difference to their own lives, and to the lives of others.'

Our ambition at Beckfoot Thornton is that our thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them all to thrive. The SMSC development of every student is at the heart of our work as a school.

Beckfoot Thornton is a non-denominational, non-selective school welcoming girls and boys from all backgrounds for the local community. We have 1450 students in our school with over 150 in our sixth form

School aims, vision, and ethos

At Beckfoot Thornton, we are equally committed to personal development of all students and their academic success- our ethos underpins all aspects of school improvement. Our core purpose is to inspire Beckfoot Thornton learners "...to achieve the best that they can. We are ambitious, caring, proud and passionate in all that we do.' We do this through an engaging curriculum at the heart of learning, constantly reviewed to ensure it is meeting the needs of all our pupils. Our school motto, 'Enjoy - Learn - Succeed' created by our students, reflects this. We aim for all Beckfoot Thornton learners to enjoy school, become independent learners and to expect success. We aim to equip every Beckfoot Thornton learner with the skills and qualities needed to be successful in an everchanging world.

SMSC in practice at Beckfoot Thornton

Our aim is to impact on our students' spiritual development so 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 amongst our population.

Our aim is to impact on our students' moral development so 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.

Our aim is to impact on our students' social development so they 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 is central to every big decision we make. Supporting the development of democratic values and active citizenship is at the heart of our work so that we prepare pupils positively for life in modern Britain and promote the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Our aim is to impact on our students' cultural development so as they are excited to investigate their own and other's heritage; participate in a wide range of extracurricular activities and understand, accept and respect diversity in practice locally, nationally and globally. In all that we do we aim to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of non-faith), races, genders, ages, disabilities, and sexual orientations (and other groups with protected characteristics), through their words, actions, and influence within the school and more widely in the community. In our teaching and our actions, we are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

In the classroom, this will be seen in the following ways:

- Strong classroom culture and those and relationships between adults and learners
- Teaching that encourages participation, collaboration, creativity, reflection, independence and seizes opportunities to impact on students own spiritual, moral, social and cultural development
- Teaching that champions equality, challenges prejudice and stereotyping and provides comprehensive meaningful understanding of diversity
- Assessment and feedback that values pupils' work and effort
- Activities that develop teamwork, self-esteem, resilience, leadership skills and self-reliance

Pastoral development, behaviour, and welfare

Pastoral Care is a key element of our provision of moral, cultural, social and spiritual development of all students, building strong relationships between staff, students and their families. We have a strong child centred pastoral structure with both year leaders and pastoral managers for each year group. This structure allows issues raised by students and staff to be dealt with quickly by staff who know the students well.

Curriculum

We offer a broad and balanced curriculum for all students with wide ranging opportunities for enrichment that include visits, visitors, and leadership opportunities. Students are guided and supported at all key decision stages, so they are aware of the importance of their decisions as well as the opportunities available to them.

Provision for spiritual, moral, social, and cultural development runs through all curriculum areas with each department contributing significantly to SMSC development across the school. Our curriculum fosters the debate, discussion and independent thinking that provides protection from and challenges all forms of extremism and develops clear moral values.

Assemblies

Year group assemblies are held weekly. This includes Sixth Form Assemblies. Each week a different speaker leads the assembly (either staff members, students, or external speakers). Assemblies are key to delivering moral, social, spiritual, and cultural messages to all students including developing meaningful understanding of modern democratic values and current affairs. Some assembly examples include awareness events, Human rights awareness, embracing multi-culturalism and tolerance and preventing extremism.

Tutorial provision

Students access tutorial times daily as a form class. Tutorial is led by form tutors and focusses on providing students with the skills they need to progress in their spiritual, moral, social and cultural development. It provides all students with opportunities to investigate and discuss current affairs and take part in debating topics; supports the pastoral system; encourages social participation through communication about opportunities and encourages student leadership including leadership of assembly planning and delivery.

Leadership and Monitoring of SMSC is led by a member of the leadership team and is supported by other members of SLT. The SMSC leader keeps up to date with national expectations connected to SMSC in schools and audits the school provision and impact against these expectations. This includes clear descriptors outlined in the inspection Handbook Sections: Overall Effectiveness, Leadership & Management, Behaviour, Safety & Welfare and Teaching and Learning. This includes auditing the promotion of British values, the Duty to promote Community Cohesion, the Equalities Act, the Prevent Duty and aspects of Safeguarding.

The SMSC leader ensures that professional development is ongoing for all staff to support best practice in provision and impact for SMSC development including British values and positive curriculum approaches to protection from extremism. Training updates keep staff aware of the most recent requirements in relation to SMSC and make connections between ethos, curriculum provision for SMSC, equalities and Safeguarding including the Prevent Duty. Training to support staff in handling controversial issues in the classroom, in-order to provide students with a safe space to discuss controversial issues, is a priority.

Ofsted guidelines

The spiritual development of pupils as shown by their:

- 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
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

The moral development of pupils as shown by their:

- 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
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

The social development of pupils as shown by their:

- 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
- 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
- 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 and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils as shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

- 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
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting, and cultural opportunities
- 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. Ofsted School inspection handbook August 2016

Work on SMSC includes the promotion of British values and policy is actively designed to 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.