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_____ learners who aspire for themselves and inspire others

SMSC Policy

(CPS-NS-P-POL-020)

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01	Original version	Jun-19
02	Reformatted	May 23
03		
04		

Endorsement

This procedure was endorsed for use at the Full Governor Body meeting dated: 3 July 2023

Background: This policy supports UNCRC Article 29 (goals of education):

Education must develop every child's personality, talents and abilities to the full.

This policy also supports UNCRC Article 30 (children from minority or indigenous groups):

Every child has the right to learn and use language, customs and religion of their family.

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1. Introduction

In accordance with Section 29(1) of the Education Act 2002, all maintained school must have and publish policies to deal with spiritual, moral, social and cultural values.

Calthorpe Park School is dedicated to providing the best possible education and support for its students. This means having a clear, fair and efficient policy for spiritual, moral, social and cultural values.

2. Context

The promotion of students' spiritual, moral, social and cultural development is a whole school issue and should pervade all areas, activities and aspects of the School's work and life. This policy sets out the commitment that Calthorpe Park School has to these essential elements of personal development.

Students have the opportunity to acquire the knowledge, skills and attitudes necessary to enable them to make informed decisions about all aspects of their life. Students will learn to respect the views, needs and rights of others including people of different genders, ages, sexualities and cultures to themselves. SMSC provision will broaden our students understanding of fundamental British Values, alert to current affairs and be productive and active citizens.

Religious Education is part of the curriculum for all students, following the requirements of the locally agreed syllabus for Hampshire. This covers a number of religious and non-religious worldviews and encourages students to consider a range of opinions.

Citizenship Education is also part of the curriculum for all students. This covers a number of areas which promote the knowledge and skills to ensure our students can become well informed, active citizens who can take a full part in our communities.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as **protected characteristics**). For schools, this means that it is unlawful to discriminate against individuals or treat them less favourably because of their sex; race; age; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Under the Act, the school is expected to comply with the Public Sector Equality Duty (PSED). This requires us to:

- Advance equality of opportunity between different groups
- Foster good relations between different groups
- Eliminate unlawful discrimination, harassment and victimisation

The Department for Education has reinforced the need *"to create and enforce a clear and rigorous expectation on all schools 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."*

3. Links to other policies

The Calthorpe Park School SMSC Policy links to the following school policies:

- Anti-Bullying
- Sex Education
- Safeguarding
- Collective Act of Worship
- Curriculum
- Behaviour Management
- Equality Policy and Equality Objectives

4. Aims and Principles

- We endeavour to engage students' interest in the wider world so that they can begin to learn and appreciate the diverse and complex social, moral and philosophical issues facing society today.
- The ethos of the School contributes to the moral education of students by reinforcing good behaviour and discouraging unacceptable and anti-social behaviour. Our assembly programme broadens perspectives, invites reflection and makes our core values explicit.
- Our priority is to support student personal development and to also develop all our young people in all respects, in order to give the very best life chances by enhancing their cultural capital. To this end we recognise the importance of information, advice and guidance in the personal development of students. A variety of activities support this aim.
- The school continues to develop an atmosphere in which moral values are clearly and consistently communicated. We seek to encourage attitudes and behaviour which follow our 'Calthorpe Way', as follows:
 - Courtesy & Consideration
 - Challenge & Commitment
 - Respect & Responsibility
 - Integrity & Impression
- We recognise that enrichment activities and extended services enhance a learner's enjoyment of education and contribute to an understanding of the skills which contribute to economic and social well-being.
- We acknowledge that a young person who adopts a healthy lifestyle and a high level of self-care and care for the environment enhances their learning and development capacity.
- We promote respect for diversity and we tackle discrimination and reward good citizenship.
- We recognise the part good quality SMSC education has in reducing the risk of our students being manipulated or groomed by those holding extremist views.

5. Definitions

The spiritual development of students is 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 students is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, 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 being able to understand and appreciate the viewpoints of others on these issues.

The social development of students is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students 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; the students 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 students is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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, 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 2018

The Department for Education published 'Promoting Fundamental British Values as part of SMSC in Schools' and defines British Values as:

Democracy – how individuals can influence decision making is consistently reinforced at CPS both explicitly in the curriculum and implicitly: key student roles are elected by the student body; there are Student Voice and REaL3 (Rights, Respecting and Responsibility in Education and Learning) meetings weekly and these bodies have a direct line to the senior staff of the school; key events such as the Model United Nations; etc.

Rule of Law – understanding that laws protect and keep safe both within the classroom, the school and the nation are consistently reinforced at CPS; understanding the difference between a nation's

law and religious law is covered; reasons for laws and rules are discussed; consequences of transgression are reviewed; our school's positive, dynamic relationships with authorities (including the police) reinforce these messages.

Individual liberty – students are actively encouraged to make independent choices and decisions within the context of a safe, secure and supportive environment which provides boundaries while granting opportunities and giving encouraging and empowering education. An understanding of British institutions and the need to respect others is also promoted.

Mutual respect – respect is a key foundation of everything we do at CPS and is a clearly stated cornerstone of our values, culture and ethos through the importance we place on identifying and combatting discrimination of any sort. We promote a harmonious community where the contribution of each member is valued. We are a Rights Respecting School.

Tolerance of those with different faiths or beliefs - students are equipped to understand and contribute to a culturally diverse society through opportunity to experience such diversity within the school community. Students benefit from a wide-ranging extra-curricular offer which includes both opportunity to interact with visitors from the local, national and international community as well as to take part in a broad programme of trips and visits within the UK, in Europe and cross-continent. Students are actively encouraged to share their faiths and beliefs in school and we recognise and celebrate different cultural festivals throughout the year.

6. Policy Implementation

We promote the importance of these aspects of our students' educational development through the curriculum, through cross-curricular and extra-curricular activities and through our House system.

Student feedback informs our practice and how we plan, promote and deliver our SMSC curriculum.

We consider that all curriculum subjects have a direct contribution to make towards SMSC education. Teaching departments identify specific areas where they can make these connections and incorporate SMSC education. Delivery of SMSC will take into account equality, diversity, inclusion and how these underpin our school ethos.

Outside the classroom, SMSC education is promoted through outside agencies, extra-curricular and co-curricular activities, through assemblies and through all aspects of pastoral care and support.

We seek to offer opportunities for wider involvement in the local and global community through our work with local, national and international charitable organisations. Our international links (Ocean Stars) helps provide a wealth of opportunity to enrich SMSC development for all students.

All Departments are encouraged to consider how they can promote SMSC through their Schemes of Work and to incorporate opportunities in their long term planning.

7. Evaluation & Review

The implementation of this policy will be monitored by the Head Teacher, by the Senior Leadership Team and by the Governing Body.

The implementation of this policy will be reviewed, and its impact monitored, in accordance with the Governing Body's programme for Policy Review - refer to CPS-NS-X-PRO-002 Document Review Procedure.

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