University Schools Trust
A transformational education

Spiritual, Moral, Social, and Cultural Policy

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2	1	Definitions expanded
2	2	Scope of the policy expanded
2	4	Links revised
2	5	Roles and responsibilities expanded
2	6	Revised monitoring and evalation processes
2	Appendix 1 - 5	Revised and expanded appendix sections
3	7	Revised appendix
4	3	Aims updated

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

The "Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day to day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

1.1. Key definitions

SMSC is defined in school as spiritual, moral, social & cultural education.

The spiritual development of pupils is shown by their:

- Ability to be reflective about their beliefs, religious or otherwise, that inform their perspective on life.
- Knowledge of, 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 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 their ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- 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 pupils should also 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 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 the 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 their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities.

1.2. Fundamental Bitish Values

As part of SMSC schools are expected to promote the fundamental British values. The fundamental British values are defined as:

1. democracy;
2. the rule of law;
3. individual liberty;
4. mutual respect and tolerance of those with different faiths and beliefs.

In promoting fundamental British Values, we seek to further tolerance and harmony between different cultural traditions, by enabling students to acquire an appreciation of and respect for their own and other cultures:

- Challenge opinions or behaviours in school that are contrary to fundamental British values
- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Distinguish right from wrong and to respect the civil and criminal law of England
- Acquire a broad general knowledge of and respect for public institutions and services in England
- 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
- Respect other people
- Respect democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

1.3. Promoting the RGTS Values

The RGTS values are intrinsic to life at school, for both students and staff:

- **Responsibility** – Taking ownership of their education and their future careers and maximising their effort in all areas of school life;
- **Grit** -Persevering through new challenges and developing the skills and confidence to make well-informed decisions;
- **Teamwork** – Building strong relationships and making a positive contribution to the local and wider community;
- **Success** – Achieving to the best of their ability and enjoying coming to school.

2. Scope of the Policy

This policy applies to all staff and students that attend the Royal Greenwich Trust school as SMSC is found in all aspects of the schools teaching and learning curriculum. This policy is in place to ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background. To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience. As well as enabling pupils to begin to under their social and cultural environment and develop a sense of social and moral responsibility.

3. Policy Aims and Ethos

. Through the implementation of this SMSC Policy, we aim to:

- Provide a safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential.

- Provide for each pupil a wide, balanced curriculum of high-quality, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person – fulfilling the requirements of the national curriculum.
- Develop the potential of each pupil within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- Engender a sense of self-respect, independence and self-motivation – to increase the individual's capacity to accept responsibility for actions taken.
- Encourage pupils to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- 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.
- Foster links between home and school to develop a partnership with parents in the education of their children.
- The school ensures that SMSC development prepares pupils for life in modern Britain by equipping them with the knowledge, skills and attitudes needed to engage positively in a diverse, democratic society.

4. Links to Legislation and Guidance Documents

4.1. Relevant Internal Policies

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour for Learning Policy
- SEND Policy
- E-Safety Policy
- Teaching and Learning Policy

4.2. Relevant External Documents

Through the implementation of this SMSC Policy, we aim to This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002 (Section 78)
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- Ofsted Handbook (September 2021)

5. Roles and Responsibilities

5.1. Trust Board

- The governing board will approve the SMSC policy and hold the headteacher to account for its implementation.
- Support with building relationships with external organisations and trust partners

5.2. Headteacher

- The headteacher is responsible for ensuring that SMSC is evident across the schools teaching and learning curriculum
- To ensure that the AHT Character development & Partnerships is implementing the school's character curriculum effectively.

5.3. Assistant Headteacher - Character Development

- Responsible for the overall planning, implementation, and review of the character development curriculum.
- To liaise with internal and external stakeholders to ensure the SMSC provision is effective
- Responsible for meeting with the Borough wide support network to ensure that the school is working collaboratively and aware of policy changes and best practice

5.4. Head of Year

- Planning a tutor time curriculum which features SMSC
- Planning drop down days which allow topics related to SMSC to be explored in greater depth

5.5. All Staff

- Effective delivery of the tutor time curriculum
- Modelling positive attitudes to SMSC within the Character Development component of tutor time
- Monitoring the progress students make in their understanding of PSHE issues and topics
- Responding to the needs of individual pupils, particularly those with SEND or who may find specific topics more difficult to approach

6. Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis using, but not limited to the following approaches:

- Monitoring of teaching and learning, and the quality of delivery through instructional coaching and learning walks
- Curriculum review and audit
- Student outcomes - value continues to be added to the learning of all year groups

- Student engagement – shows attendance continues to be high and take-up of school activities, such as cultural events, community events and school conferences
- Student behaviour – incidents of bullying or poor behaviour are reduced
- Student voice
- Parental voice through parent questionnaires and forums

We believe that the effective provision and delivery of a curriculum that serves to accomplish all aspects of SMSC development will purposefully prepare our pupils with the skills they need to achieve success and fulfilment in life and make a positive contribution to society.

7. Appendix 1 – Key Members of Staff Referenced

- Deputy Headteacher, Inclusion – Guy Brougham
- Assistant Headteacher, Character Development & Partnerships – Emer Houston

8. Appendix 2 – Links to Legislation and Guidance Documents

- DfE Guidance: Promoting fundamental British values through SMSC
- The Education Act 2002, Section 78
- Ofsted Handbook (September 2021)

9. Appendix 3 – Procedures and Processes

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to religious education, collective worship, pastoral sessions and PSHE education.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Share thoughts and feelings with other people.
- Explore relationships with friends, family and others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Additional practical activities to encourage pupils' SMSC development include:

- Working together in different groupings and situations.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participating in live performances.
- Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.
- Hearing and seeing live performances by professional actors, dancers and musicians.
- Learning songs from different cultures and playing a range of instruments including steel pans and samba instruments.
- Making and evaluating food from other countries.
- Studying the contributions to society that certain famous people have made.

Teachers will help pupils' SMSC development by:

- Encouraging teamwork as one of the RGTS Core Values
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of ability.
- Using assembly themes to explore important aspects of both British heritage and other cultures, e.g. festival days, the patron saints and global events.

10. Appendix 4 – Promoting Fundamental British Values

Value 1: Promoting Democracy

Some examples of how we help pupils develop an understanding of how they can influence decision-making through the democratic process at RGTS:

- The school council, prefects, and senior ambassadors give students meaningful leadership opportunities and model a representative democracy to students.
- In the character education curriculum students learn about the British democratic system and compare this to other political systems. They learn about public institutions and services and how these are held to account.
- The tutor time and assembly programmes are used to inform students about key political events and give a forum for discussion and engagement with politics and democracy.

- We are developing our student voice so that it has a role in informing school improvement, including the department review cycle, as well as student voice through MS Teams questionnaires
- Establishing monitoring roles for pupils, e.g. class monitors, school prefects, and peer to peer mentoring
- Voting on charities to support
- Issuing pupil exit questionnaires, in particular for pupils leaving the school, for example, those moving onto the next stage in their education
- Writing balanced arguments in English lessons
- Providing pupils with opportunities to take part in debates and public speaking activities

Value 2: Promoting the rule of law

Some examples of how we help pupils develop an understanding of the rule of law at RGTS:

- Setting high expectations for attendance, punctuality and behaviour
- Setting classroom and school rules
- Students are actively taught to distinguish between right and wrong and, where needed, restorative justice is used as part of a resolution if something has gone wrong.
- The behaviour for learning policy and processes show students that there are consequences (positive and negative) for our behaviour and students are treated in a consistent and fair manner.
- Our school police officer supports the legal education of students through workshops, assemblies and mentoring and works to protect all members of our community.
- We publish and adhere to our equalities policy.
- Explicit teaching about the rule of law takes place in assembly time and is covered, although less explicitly, in some character education lessons.
- Teaching pupils about health and safety laws, including e-safety laws, relevant to the school setting
- Teaching pupils about the roles of all those who help us, including staff members, emergency services, friends and family
- Teaching pupils about the role of the monarchy and of previous monarchies
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
- Encouraging pupils to behave appropriately at meal times.

Value 3: Promoting individual liberty (commonly referred to as 'Human Rights')

Some examples of how we help pupils to recognise their individual liberty and understand about human rights:

- Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through eSafety work in computer science.
- Stereotypes are challenged by staff in any context where they are observed and work has been undertaken when developing the curriculum to ensure that a diversity of examples, authors, scientists etc are taught about, with their struggles for equality also being explored.

- Bullying, although rare, is taken seriously and addressed swiftly.
- The History curriculum teaches students about the struggle for individual liberty over time.
- The character education curriculum covers human rights and abuses of human rights.

Value 4: Mutual respect and tolerance of those with different faiths and beliefs

Some examples of how we help pupils develop an understanding of different faiths and beliefs at RGTS:

- All KS3 and KS4 students engage with the RE curriculum learning about and from world religions and a range of belief systems and different cultures.
- Any prejudicial or discriminatory behaviour is challenged and recorded, with students being made aware of the seriousness of such behaviour (working with the school police officer as necessary).
- One of our three core expectations of students is that they are respectful to others.
- RGTS is a multi-cultural and multi-faith community and this is consistently celebrated and presented as an area of strength.
- Celebrating differences and similarities through cultural event days, for example, International Day
- Arranging trips to places of worship
- Exploring morals through lessons, stories and assemblies
- Arranging visits from various religious leaders
- Implementation of RE and Character development lessons

11. Appendix 5 – Curriculum Links to SMSC

At Royal Greenwich Trust School, we share, support and strive to achieve a high quality of SMSC provision:

How the curriculum at RGTS contributes to SMSC:

English contributes to our pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry and fiction.
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

Mathematics contributes to our pupils' SMSC development through:

- Spiritual development: through helping pupils obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.

- Moral development: helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of

mathematical truth.

- Social development: through helping pupils work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.

- Cultural development: through helping pupils appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics

Science contributes to our pupils' SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world
- Awareness of the ways that Science and Technology can affect society and the environment
- Consideration of the moral dilemmas that can result in scientific developments
- Showing respect for differing opinions, on creation for example
- Co-operation in practical activity
- Raising awareness that scientific developments are the product of many

Computer Science contributes to our pupils' SMSC development through:

- Preparing the pupils for the challenges of living and learning in a technologically enriched, increasingly interconnected world
- Making clear the guidelines about the ethical use of the internet
- Acknowledging advances in technology and appreciation for human achievement
- By highlighting ways to stay safe when using online services and social media

Geography contributes to our pupils' SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our pupils the chance to reflect on the social and cultural characteristics of society

Physical Education contributes to our pupils' SMSC development through:

- Reflecting and critiquing their own and others performances
- Encourage good sportsmanship throughout
- Celebrate sporting success both in and out of school
- Exploring and respect a variety of different cultural dances

Music contributes to our pupils' SMSC development through:

- By allowing pupils to show their delight and curiosity in creating their own sounds
- By exploring how music can convey human emotions such as sadness, joy, anger…
- By appreciating musical expression from different times and places
- By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax

History contributes to our pupils' SMSC development through:

- Students are encouraged to consider their personal backgrounds when answering questions within the classroom and are taught to value all opinions and ideas
- Diversity in considered through a focus on the meta-concepts of change and continuity
- Students are also encouraged to reflect upon their own cultural assumptions and values through the study of significant individuals and places in Britain
- Sharing understanding, knowledge and ideas is crucial in order that students make informed, well-reasoned arguments that are based on fact

Drama contributes to our pupils' SMSC development through:

- By allowing for insight, self-expression and the chance to walk in someone else's shoes.
- By building self- esteem and encouraging self-worth
- By using different dramatic conventions to encourage empathy
- By taking different roles from other backgrounds

Modern Foreign Languages contributes to our pupils' SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people
- Social skills are developed through group activities and communication exercises
- Listening skills are improved through oral/aural work

Art contributes to our pupils' SMSC development through:

- Art lessons develop pupils' aesthetic appreciation
- In turn, Art evokes feelings of 'awe' and 'wonder'
- Giving pupils the chance to reflect on nature, their environment and surroundings
- Studying artists with a variety of spiritual or religious themes and issues

Design and Technology makes a contribution to pupils' SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives
- Awareness of the moral dilemmas created by technological advances
- How different cultures have contributed to technology
- Opportunities to work as a team, recognising others strengths, sharing equipment

Pupils' SMSC development is actively promoted in Character Development:

- Exploring questions about democracy, justice, inequality, how we are governed and organised
- Learning to work together to create solutions that try to address challenges facing neighbourhoods and wider communities
- Developing knowledge and skills to make a positive contribution to society as informed and responsible citizens
- Appreciating diversity, understanding different viewpoints, collaboration for change

12. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____