



Caludon Castle

SMSC Policy

Local Level Policy

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Review Cycle	Every two years
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Committee approved by	Caludon Castle Local Governing Body
Author	Steff Hutchinson and Louise Graham

Date	Notes

At Caludon Castle School we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards people, and an understanding of their social and cultural traditions.

At Caludon Castle School, we believe that:

- ❖ All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.
- ❖ All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing care and respect for students and their families.
- ❖ The school community will be a place where students will find acceptance for themselves and the opportunity to start again, where forgiveness is fundamental to the ethos of the school.
- ❖ Students should learn to differentiate right and wrong in as far as their actions affect others.
- ❖ Students should understand the need for rules within our community.

General aims

- ❖ To ensure that everyone connected with the school is aware of our values.
- ❖ To ensure a consistent approach to the delivery of SMSC issues through the general life of the school.
- ❖ To ensure that students know what is expected of them and why.
- ❖ To give students a range of opportunities to reflect upon and discuss their feelings and beliefs.
- ❖ To enable students to develop an appreciation and understanding of their social and cultural environment.
- ❖ To enable students to explore and develop a sense of social and moral responsibility.

Spiritual development:

As a school, we aim to provide learning opportunities that will enable students to sustain their self-esteem in their learning experience. We would want them to develop a capacity for critical and independent thinking and this is done through the teaching of the curriculum and other experiences organised for our students.

As a school we aim to foster their emotional life and the expression of their feelings; the use of **Headspace**, buddies, student voice, youth workers, school counsellors and a strong support system will allow that. Our students and staff are encouraged to experience moments of stillness and reflection in assemblies. Students are given opportunities to develop their understanding of emotional intelligence and emotional wellbeing through the ACHIEVE tutor programme. We encourage our students to discuss their beliefs, feelings, values, responses to personal experiences and tragedies, and to form, reflect and maintain

satisfying relationships. Finally, we would like our community to consider and celebrate the wonders and mysteries of life through events, lessons, and seasons.

Moral development:

The school motto is 'Respect To All, From All'. This is central to our school's ethos, and will be amplified as we move towards becoming a Rights Respecting School (as recognised by Unicef). As a school community we encourage all staff and students to recognise the unique value of each individual. We teach our students to listen to and respond to the views of others. We want our students to gain the confidence to cope with setbacks and learn from their mistakes, making informed and independent judgements. We have high expectations of students' behaviour which are consistent throughout the school. As staff we aim to enable our students to regulate their own behaviour by modelling responsible behaviour and respect for others. We encourage students to take initiative and responsibility for the community. Students, for example, develop their own anti-bullying strategies each year., and there is a student Equality and Diversity group who lead a number of initiatives across the school. Students are also heavily involved in the steering group for the Rights Respecting School Award (RRSA). We provide learning opportunities that allow students to debate moral choices, distinguishing between right and wrong. Students are given methods to practise framing discussions, through which they are able to express their own opinions using talking points.

Social development:

As a school we aim to develop our students' understanding of their individual and group identity. We recognise that the right to their own identity is fundamental to every child. Some of the processes we use include the house system, tutor/mentor groups, badges, ties and lanyards for student leaders, peer mentors, celebration events, and we have separate KS3 and KS4 ties. We have a full programme of citizenship lessons within the curriculum, but also have student leadership as a central aim. We encourage and facilitate service in the school and the wider community for all, including through our 5C's and Resilience programme, our involvement in the RRSA, and the year 9 Make A Difference Day working with our house charities. Each faculty has a student ambassador or student leadership group, giving students the opportunity to participate in the planning and evaluation of school activities, as well as meeting and liaising with visitors to the school. Post-16 students are offered an enrichment programme that enables them to work with others in or outside school. We promote in words and deeds social justice and a concern for the disadvantaged.

Cultural development:

As a school we aim to provide opportunities that enable students to recognise the value and richness of cultural diversity in our community and in Britain, according dignity to cultural experiences with which they are unfamiliar. This is through our curricular content as well as extra-curricular opportunities and our programme of assemblies, and is promoted through our ACHIEVE tutor programme and 5C's and Resilience programme. All teachers must provide opportunities for every student to broaden their horizons and gain cultural capital. We also aim to develop our students' understanding of the major world-wide faiths,

especially those practised in our community, and their role in our society. Through connections with the wider community we aim to develop our students' understanding of their social and cultural environment, including local, national and global dimensions. We acknowledge that the students' culture embraces customs, history, geography, icons and images, artefacts, music, painting, sculpture, dance and technology as well as the spoken word and written literature, and we offer students opportunities to share in a variety of cultural celebrations (plays, exhibitions, screenings of films, concerts etc). The house system promotes the creation and celebration of cultural activity by our students. We have a gallery to showcase students' art work, and a variety of events throughout the year where students can display work or perform in front of a public audience.

Teaching and organisation:

Development in SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension of their learning and the challenges and implications on their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural and social contexts as possible. This is actively encouraged via the Caludon Inclusion Calendar.

This can be done by class discussions, in small groups, through performances, as part of the tutor programme, and through work with outside guests.

The use of enterprise education, learning skills, SEAL, active engagement and creative learning across the curriculum will give the students opportunities to:

- ❖ Talk about their personal experiences and feelings and use these in their learning
- ❖ Express and explore their own ideas
- ❖ Share thoughts and feelings with others
- ❖ Consider others' needs and behaviour
- ❖ Show empathy
- ❖ Develop self-esteem and a respect for others
- ❖ Work co-operatively and collaboratively
- ❖ Develop skills and attitudes such as empathy, respect, open-mindedness, sensitivity and critical awareness.

Links with the wider community:

Visitors are welcome into our school. Parents are encouraged to see the school as their school and not just the children's. We value the input of community members into our learning by sharing their expertise in lessons and in special events such as Science week, enterprise fairs and charities, culture and creativity week. We regard home-school links as crucial, enabling parents and teachers to work in an effective partnership to support the students and arrange a programme of parental engagement sessions each year as well as working with parents to gather their views. All teachers are encouraged to use the extended environment around the school to make their learning relevant. Finally, students will be taught to appreciate their local environment and to develop a sense of responsibility for it.

Monitoring and evaluation:

Provision for SMSC is monitored and reviewed by:

- ❖ Monitoring of learning and teaching by curriculum co-ordinator / line management process.
- ❖ Regular discussion with staff.
- ❖ Audit of policy, schemes for learning and extra-curricular opportunities.
- ❖ Sharing good practice.
- ❖ Collation of evidence in school portfolio.

Developments for 2022/23

We aim to:

- Devise, submit and work towards a plan for Rights Respecting Schools Silver Award, in order that all members of our community know and actively work for children's rights
- Monitor the opportunities taken up by all students to ensure they have at least one cultural experience each year as an audience member
- Encourage more use of local cultural providers such as the Herbert Art Gallery & Museum, the Belgrade Theatre and the Warwick Arts Centre for whole year groups
- Ensure all students are offered a Broadening Horizons opportunity each term in each of their subjects
- Involve all year 9 students in Make A Difference Day with their selected house charities, to increase the students' sense of belonging and their levels of self-worth.

Conclusion:

High standards in the area of SMSC development will be sought and maintained by making explicit the school's values expressed in this policy. The policy should be read in conjunction with the SEF and staff handbook.