



Spiritual, Moral, Social and Cultural (SMSC) Policy

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Contents

1. Introduction	3
2. Embedding SMSC	4
3. Embedding British Values	6
Democracy	6
The Rule of Law	7
Individual Liberty	7
Mutual Respect	7
Tolerance of Those of Different Faiths and Beliefs.....	7
4. The 'Set for Life' Curriculum	7
Employability.....	8
Independent Living	8
Health and Wellbeing	8
Community.....	8
5. Roles and Responsibilities.....	9
6. References for Developing the SMSC Policy.....	9
7. Link with other Policies	10
8. Appendices.....	11
Appendix 1 – RFSS Overall Plan	12



1. Introduction

The vision of Rugby Free Secondary School (RFSS) is to develop well-educated, considerate and caring citizens with a strong sense of values, who will succeed in and contribute to modern society. At the heart of all we do is a drive to provide an outstanding education for students which develops the whole person through our shared values.

Our Personal Development Framework (PDF) is paramount in shaping who we are as an organisation and providing a clear road map for us all through our six school values of Respect, Kindness, Collaboration, Curiosity, Endeavour and Resilience. Our aim is for these values to be outworked through our school culture, embedded in our enhanced curriculum, role modelled by our staff and explored and demonstrated by all of our students. We believe this will make a positive impact on learning and help meet Ofsted outcomes by:

- Maximising the impact of teaching and learning
- Providing a broad and balanced curriculum fit for purpose
- Promoting spiritual, moral, social and cultural development
- Improving students' behaviour, motivation and attitude to learning
- Enhancing the wellbeing of staff and students
- Strengthening leadership and management
- Promoting British Values
- Improving the overall effectiveness of the school

This policy will act as a guideline to ensure that these outcomes are being delivered at RFSS.

Our school values make a noticeable difference to the way we work together and with our local and national communities. Within this policy it would be impossible to neglect the government's view of British Values. These are considered to be:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

At RFSS these values are reinforced in a persistent manner and are embedded in the school community. We recognise not only the importance of helping students to develop academically but also spiritually, morally, socially and culturally. Our aim is that they are fully prepared for life in British society, to take their role as good citizens, able to make the best possible contribution to the community in which they live and wider.

Personal Development is implemented through the ‘Set for Life’ curriculum, which is delivered through a value driven community, the taught curriculum, enrichment opportunities and through Tutor Time and Assemblies. It encompasses both SMSC, British Values, Character Education, Careers, Relationships and Sex Education, Citizenship, Equality, Diversity and PSHE. The curriculum itself has been split into four key areas to ensure all our students are ‘Set for Life’ after they leave RFSS. These four areas promote Employability, Health & Wellbeing, Community and Independent Living as seen in the figure below.



2. Embedding SMSC

RFSS will actively promote our students spiritual, moral, social and cultural development as well as British Values in line with the RFSS vision. Our staff will provide learning experiences that draw on students’ own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge and understanding. Time is given for students to reflect, consolidate and apply their learning in all lessons. Attention is given to developing a safe and secure classroom climate because SMSC is connected to students’ real-life experiences.

The spiritual development of our students will be 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 our students will be 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 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 ability to understand and appreciate the viewpoints of others on these issues

The social development of our students will be shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other students, 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 our students will be 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 diverse cultures within the academy 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 and respect others as shown by their tolerance and attitudes

Our school values underpin all of our curriculum and culture and provides the foundations on which effective SMSC and British Values are established. Importance is given to SMSC across the curriculum in lessons, tutor time, assemblies, enrichment and trips and visits. In addition,



as part of our organisation of effective SMSC provision, the Personal Development Framework is the vehicle in which we embed the three school themes:

Developing Mutual Values:

- Embedding our values of Respect, Kindness, Curiosity, Collaboration, Endeavour and Resilience through the curriculum and culture

Exploring Healthy Relationships:

- Developing the skills, values and wisdom needed to build positive relationships in every aspect of life

Employability:

- Preparing students for the world of work and life beyond school

3. Embedding British Values

RFSS enables and encourages 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
- 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
- Acquire a broad general knowledge of and respect for public institutions and services in England
- Have further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- Have respect for other people
- Have respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

The examples that follow are expanded upon in Appendix A. They are an indication of some of the many ways we seek to embed British Values at RFSS and should be seen as an indication of our approach rather than an exhaustive list.

Democracy

At RFSS, the principle of democracy is consistently reinforced with the democratic process being employed for important decisions within the school community, for instance, elections being held for Head Students, the Student Leadership Team and House Leadership Team. The principle of democracy is explored in History, Sociology and PSHE as well as in tutor time and assemblies.



The Rule of Law

The importance of laws, whether they be those that govern the class, the school or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through assemblies. Students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police are regular parts of our calendar and help reinforce this message.

Individual Liberty

Within RFSS, students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. We educate and provide boundaries for students to make choices safely, through the provision of a safe environment and an empowering education. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of E-Safety in computing and tutor time activities.

Mutual Respect

Respect is at the core of our school values and is modelled by students and staff alike. The school promotes respect for others and this is reiterated through our classroom and learning environments. Mutual respect is embraced throughout the curriculum. The restorative justice system is also an example used as part of the behavioural programme within a school.

Tolerance of Those of Different Faiths and Beliefs

This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the school community. We also run a number of trips abroad throughout the academic year from which our students gain valuable experience of other cultures and languages. Additionally, students are actively encouraged to share their faith and beliefs within the school. We have Student Cultural Ambassadors in every year group who work closely with our Cultural Lead to provide opportunities for our school community to learn about other cultures, faiths and religions. Our Religious Education curriculum provides a broad and balanced education on a range of faiths, religions and cultures and this is delivered in different ways throughout the curriculum.

4. The 'Set for Life' Curriculum

Within our 'Set for Life' curriculum, we also teach our students 'Skills for Life'. We utilise PiXL Edge and teach our students LORIC skills: leadership, organisation, resilience, initiative. Education and industry partners have produced a list of desirable qualities for the workplace and the five LORIC attributes have been selected as the most representative skills across all research. Through the tutor time curriculum, our resources focus on introducing students to these skills, encouraging reflection and deepening students' understanding. In addition to this, we teach our students these LORIC skills throughout the wider curriculum, assemblies and in PSHE.

The 'Set for Life' Curriculum also covers the following areas:



Employability

- Social skills
- Public speaking and developing communication skills
- Volunteering participation
- Careers Education
- Metacognition
- Self-Regulation
- High Standards & Expectations

Independent Living

- Self-care
- Independent travel and road safety
- Kitchen skills
- Home management
- Safety
- Personal Finance
- Accessing the community
- Talents and interests (Enrichment)
- Organisation

Health and Wellbeing

- RSE & PSHE
- Challenging stigma relating to SEMH
- Developing digital resilience
- Mutual Respect (British Values)
- Individual Liberty
- Self-Esteem and Self-Belief

Community

- Participation in volunteering
- Appreciation of cultures
- Social skills and attitudes
- Working with the school community, local community and national community
- Laws and authority



- Fairness and justice
- Communication skills
- Equality and Diversity
- Democracy

5. Roles and Responsibilities

Our students will be encouraged to engage, explore and model British Values as they contribute positively to the life of the school. Students are expected to treat each other and staff with respect, in line with the school's behaviour policy.

The Senior Leadership Team are encouraged to role model the values, establishing best practice in staff welfare, outstanding teaching, behaviour management and pastoral support to ensure our students' academic and holistic development.

Our staff are the key to building a culture centred on shared values. British Values being one of these values. When staff effectively role model the values, we believe it will impact student outcomes and foster an effective climate for learning, as well as improve staff morale and wellbeing.

Our teaching staff are encouraged to engage students through an enhanced curriculum, showing commitment to promote and model the values through their attitude, actions and teaching practices. Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British Values.

The operational and associate staff are encouraged to work together with others to create an effective learning environment that ensures our students' academic and holistic success is the number one priority for all.

A member of the Senior Leadership Team has the responsibility to monitor and review the implementation of this policy on an annual basis. The review will include staff and student feedback on effectiveness. The review is shared with the Headteacher and the Trust.

6. References for Developing the SMSC Policy

This policy has been written with reference to the Department for Education, statutory and non- statutory guidance including:

- OFSTED framework, September 2015
- [Department for Education Promoting fundamental British values as part of SMSC in schools](#)
- [Department for Education Improving the spiritual, moral, social and cultural \(SMSC\) development of students](#)
- [PHSE Association Curriculum Guidance](#)
- [PHSE Association Programme of Study for PSHE Education \(Key Stages 1-5\)](#)



7. Link with other Policies

This policy should be read in conjunction with the following Trust/School Policies:

- Child Protection and Safeguarding Policy
- Relationships, Sex and Health Education (RSHE) Policy



8. Appendices

Appendix 1	RFSS Overall Plan
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Appendix 1 – RFSS Overall Plan

The school values are: Respect, Kindness, Collaboration, Curiosity, Endeavour, and Resilience. These values are used to help students understand both their place in the school and in modern Britain.

Further details of the school's commitment to promoting British Values and SMSC can be found in our 'Set for Life' Curriculum. Additional evidence such as Impact Reports can be given as examples mentioned in the document and for each criteria. Assemblies, Tutor time and displays across the school give students examples of British Values in actions as well as links to different curriculum areas.

British Values are met and addressed through a range of opportunities in the school. These include:

- Explicit British Values 'Set for Life' sessions and/or assemblies delivered in tutor time
- Opportunities to engage with British Values throughout the curriculum, in subject areas and during timetabled lessons. Each year we complete an SMSC audit across curriculum areas.
- Through one off stand-alone events designed to address individual elements of British Values
- Through school life and our school values which reflect and promote the values of British society

Future Planning

- To expand the existing tutor programme, work to include shaped lessons which meet the varied needs of each year group as they progress through the school
- To plan and implement a range of British Values events across the seven-year programme of the school
- To deliver British Values events for our feeder schools to ensure a smooth transition of message from Primary to Secondary education
- To collate impact reports, student feedback and other evidence as evidence for how we meet British Values and to inform further developmental change

An understanding of how citizens can influence decision-making through the democratic process

Student Leadership candidates go through an election process. 'Set for Life' Tutor time and PSHE lessons guide students through the decision-making aspect of democratic process.

Students from Year 9 onwards also have the opportunity to attend a trip to the Houses of Parliament and the Old Bailey to see the importance of having the right to a fair trial.

The Humanities and Social Science Departments curriculum links:

- Different types of government and how democracy can shape a country in Year 10 (March) and Year 8 (October)



The History Curriculum looks at:

- The introduction of democracy in Year 7
- Democracy in Germany in Year 8, 9 and 10

The Sociology Curriculum looks at:

- Social Stratification
- Electoral process interest groups
- Mock elections in Year 11

An understanding that the freedom to hold other faiths and beliefs is protected in law

- 'Set for Life' Tutor time
- Prevent Workshops with Warwickshire Police
- Tutor resources provided for students to discuss British Values and their importance
- Curriculum examples include:
 - Year 7 look at belonging and what it means to be part of a religion and community (Autumn 1), with a scheme of work on Islamophobia and the stereotypes surrounding Islam
 - Year 8 look at the history of belief in the UK and how our belief system has come to be in the UK
 - Year 9 Values in History/Sociology
 - Year 7 PHSE explores multiculturalism, diversity and prejudice
 - Year 8 PSHE begins by focusing on celebrating diversity
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour
- Regular assemblies tackling anti-bullying/homophobia/racism/mental health issues and other topics raised through monitoring of relevant issues
- Bullying and incidents of concern mapped on CPOMS and acted on by safeguarding team
- Student competition to write a student friendly version of a Child Protection Policy
- Battlefield Project: Students teaching others about legacy of World War II and how this has affected and shaped British Values
- Prevent modules in PSHE/Citizenship Year 9 and Year 10

An understanding of the importance of identifying and combatting discrimination

- First Half Term focus on school value of Respect, recognising discrimination,



homophobia and the effects of discrimination

- Anti-bullying week assemblies and activities
- Curriculum will be updated after the SMSC Audit
- Students will explore examples such as Martin Luther King in R.E and History
- All tutor groups in Years 7-11 to place information on notice boards and assemblies to promote values across their year group