



Policy No: 22a(4)

## OUR LADY'S ABINGDON (OLA) SMSC POLICY

*This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

### Document Details

Information Sharing Category	School Domain
Version	1
Date Published	September 2021
Authorised by (if required)	Head
Responsible Area	Leadership Team

We comply with the Government guidance and regulations, currently in force, regarding COVID.

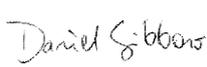
**Availability:** All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

### Monitoring and Review:

Reviewed: September 2021

Next Review: September 2022

Signed:

Head	Deputy Head
Mr Daniel Gibbons	Dr Beth Reynaert
Signed: 	Signed: 

### Related documents:

- The Single Equalities Policy (Equality and Diversity, Harassment, Racial Discrimination)
- Personal, Social, Health, Economic (PSHEE) education
- Curriculum and Teaching and Learning Policies
- Safeguarding Children – E-Safety, Child Protection and Safer Recruitment Policies
- Special Educational Needs Policy
- Positive Values and Expectations (Vision and Mission)
- Community Cohesion Policy.

### 1. General aims

We aim to ensure:

- That everyone connected with OLA is aware of our values and principles.
- A consistent approach to SMSC delivery through the curriculum and general life of OLA.
- That a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- That pupils have a good understanding of their responsibilities and how to exercise them
- Through classroom activities and dialogue in the wider curriculum, we will give pupils opportunities to:
  - Share their achievements and successes with others
  - Talk about personal experiences and feelings.
  - Express and clarify their own ideas and beliefs.
  - Speak about difficult events, e.g. bullying, death etc.

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- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable young people to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc

**All curriculum areas provide opportunities to:**

- Listen and talk to each other.
- Develop an awareness of treating all as equals, accepting people who are different because of physical/learning difficulties
- Agree and disagree
- Experience good role models
- Take turns and share ideas, equipment and peers the opportunity to contribute
- Work co-operatively and collaboratively.

**Practical activities to develop SMSC will include:**

- Working together in different groupings and situations.
- Encouraging pupils to behave appropriately at unstructured times.
- Taking responsibility e.g. form reps or monitors, register monitors, delivering messages, prefects and looking after younger children or new pupils.
- Encouraging teamwork in all group activities.
- Showing appreciation of the performances of other pupils regardless of ability.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, religious celebrations and feast days and national celebrations.
- Studying the 'Arts' from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the pupils to hear and see live performances by professional actors, authors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Studying the contributions to society that certain famous, historical and influential people have made.

**2. Rationale and SMSC aims**

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of OLA. It is taught through all subjects of the curriculum and in particular RE and PSHEE. It supports all areas of learning and can contribute to the student's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the students. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

We actively promote SMSC at OLA. SMSC permeates all subjects and activities and is evidenced through the schemes of work and programmes of study along with activities which extend beyond the classroom, including those of a residential nature. At OLA, we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, Personal, Social, Health and Economic Education (PSHEE) makes a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. OLA builds resilience to radicalisation of its students by promoting fundamental British values. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how our school prevents extremism, please see our 'Preventing Extremism and Radicalisation' Policy.

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As part of our Positive Behaviour Policy, OLA believes that all students and staff have the right to study in a supportive, caring environment in which they feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to a learning difference, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

For pupils to benefit fully from their time at OLA, we must ensure that they have the best teaching and pastoral care and they must ensure that they try to meet the expectations placed for them in work, conduct and attitude. This can best be achieved where the aims of the SMSC policy link and strengthen other policies so that the ideals of the school's ethos and mission statement become a reality for pupils.

OLA supports pupils' SMSC development and suitably prepares pupils for life. The whole-school community works towards building a positive climate and ethos of the school and enables pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. The definitions and practices that follow are intended to clarify the ways that OLA factors Spiritual, Moral, Social and Cultural Development into everyday school life. OLA is a catholic school, but one in which pupils of all faiths and belief systems are encouraged to strive for academic excellence with an open mind.

There is recognition of a broad set of common values and purposes which underpin the school curriculum and the work of the school. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. There is also a commitment to the virtues of respect for oneself and others, truth, justice and honesty. The curriculum promotes and sustains a thirst for knowledge and understanding and instils a love of learning. It covers a wide range of subjects and provides opportunities for academic, artistic and sporting excellence.

We plan our PSHE education and citizenship through tutorials and assemblies to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. It is incumbent on us to focus our policy upon the values and principles which we inculcate in our children and young people through the application of our ethos and education throughout the school.

#### **SMSC Aims**

Our aims prevent the political indoctrination of pupils through the curriculum. Our aim is not to prevent pupils from being exposed to political views or from discussing political issues in school. Pupils at OLA should not, however, be actively encouraged to support particular political viewpoints. Should a member of staff be concerned that an extremist viewpoint is being expressed, regardless of the involvement of that member of staff in the discussion, then it should be reported to the school's Designated Safeguarding Lead (DSL).

#### **The aims of our SMSC Policy are to:**

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to understand what is right and wrong in their school life and life outside school
- encourage students to accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable
- acquire knowledge and are able to reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- assist students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability
- provide students with a broad general knowledge of public institutions and services in England
- precludes the promotion of partisan political views in the teaching of any subject in the school;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature
- overcome barriers to their learning.

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### **3. Attitude to risks**

We ensure that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. We provide positive experiences through planned and coherent opportunities in the curriculum, co-curricular activities and through interactions with teachers and other adults for our students. Our range of artistic, sporting and other cultural opportunities are available to students through the curricular and co-curricular programme, and their participation in these opportunities. We plan our, personal, social, health education and citizenship through, tutorials and assemblies to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. As a result, we are able promote tolerance and community cohesion by helping young people understand different lifestyles and cultures. Tolerance, respect and harmony between different cultural traditions and non-discrimination against protected characteristics are encouraged and pupils are enabled to acquire an appreciation of and respect for their own and other cultures.

### **4. Promotion of British values**

We actively promote fundamental British values by virtue of our approach. Evidence of this commitment to promoting British values can be seen across the school including in our School Prospectus and at our website (<https://www.olab.org.uk/>). We pay particular regard to the protected characteristics set out in the Equality Act 2010 (as detailed in the RSE Policy and Community Cohesion Policy). We provide positive experiences through planned and coherent opportunities in the curriculum (such as learning how democracy and the law works in Britain), through co-curricular activities (often run directly by pupils). For example, our participation in the Model United Nations Program (MUN) provides pupils with the opportunity to learn how to argue and defend points of view and engage in the democratic process. Our School Council ensures that all pupils within the school have a voice that is listened to and demonstrates how democracy works.

### **Preparation for Life in British Society**

At OLA, we develop all our students to ensure they have the values, skills and behaviours they need to get on in life. All children receive a rich provision of classroom and co-curricular activities that develop a range of character attributes, such as resilience, which underpin success in education and future employment.

### **Building Children's Resilience to Racialisation through the Promotion of British Values**

OLA builds resilience to radicalisation of its students by promoting fundamental western civilisation values including those embedded in the British way of life. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

### **5. Diversity**

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern Britain and to respect the civil and criminal law of England. Pupils are also encouraged to understand and have respect for the value of democracy and support for participation and decision making in the democratic processes, including respect for the basis on which the law is made and applied in England. OLA encourages an understanding of the separation of power between the executive and the judiciary, and that while some public bodies such as the police can be held to account through Parliament, others such as the courts maintain independence. Pupils understand that the freedom to hold other faiths and beliefs is protected in law and appreciate that living under the rule of the law protects individual citizens and is essential for their wellbeing and safety. We do not 'promote' teachings, beliefs or opinions that conflict with our own, nor do we promote discrimination against people or groups on the basis of their belief, opinion or background.

We use our schemes of work and other plans which enable students to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for students to take on responsibility in school and make a positive contribution to the school, local and wider communities. We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils-

- while they attend OLA
- while taking part in co-curricular activities which are provided or organized by or on behalf of OLA
- through the distribution of promotional material
- they are offered a balanced presentation of opposing views.

### **6. SMSC awareness**

At OLA, we plan and provide effectively in order to develop students' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition, OLA:

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- Leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables students to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the students appreciate racial and cultural diversity and avoid and resist racism

The values and attitudes promoted by the staff influence the behaviour and attitudes within OLA. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

## 7. Definitions

### Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'. All areas of the curriculum should contribute to the spiritual development of pupils. Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes the need to foster their own inner lives and non-material well-being

### Moral Development

Moral development is concerned with students' ability to make judgements about how they should behave and act, and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

### Social Development

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

### Cultural Development

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. They acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

## 8. What is Spiritual, Moral, Social and Cultural Development?

**Spiritual Development** is the non-physical aspect of a person concerned with profound thoughts, relating particularly to religious faiths including:

- that which moves people
- a set of values and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- an understanding of feelings, experiences, emotions
- a sense of empathy with others, concern and compassion
- a sense of purpose and respect for themselves and others
- an increasing ability to reflect and learn from this reflection
- a sense of awe, wonder and mystery
- insights into a personal existence which are of enduring worth
- valuing a non-material dimension to life
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- a readiness to challenge all that would constrain the human spirit e.g. indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other form of discrimination

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- the relationship between belief and behaviour
- a sense of heightened perception or awareness
- an appreciation of the intangible e.g. truth, love, goodness, order, being moved by feelings of awe and wonder at the beauty of the world we live in, or the power of artists, musicians and writers to manipulate space, sound and language – as well as for mystery, paradox and ambiguity
- a respect for insight as well as for knowledge and reason
- an expressive and/or creative impulse
- a sense of being part of a greater whole
- a search for meaning and purpose
- the attribution of meaning to experience.

**OLA promotes spiritual development through:**

- providing and encouraging a positive ethos; the values/attitudes OLA identifies, upholds and fosters
- focusing on positive ‘success’ rather than negative ‘failure’
- giving pupils the opportunity to understand human feelings and emotions, the way they affect people, and growing awareness of when it is important to control emotions and feelings
- encouraging pupils to explore and develop what animates and inspires themselves and others
- giving children the opportunity to reflect and to experience times of quiet
- encouraging children to listen to and consider the ideas and experiences of others
- encouraging pupils to express innermost thoughts and feelings through art, music, literature and crafts
- accommodating difference and respecting the integrity of individuals
- providing opportunities for pupils to learn about and respond to a variety of beliefs and values
- promoting teaching which value pupils’ questions and gives space for thoughts, ideas and concerns
- enable pupils to make connections between aspects of their learning
- encourage pupils to relate their learning to a wider frame of reference
- encouraging pupils to think independently
- fostering a fascination and enjoyment in learning
- using imagination and creativity in learning.
- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their spiritual and/or emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

**OLA also encourages children to develop a personal spirituality through:**

- reflecting on their own and other people’s experiences
- acquiring self-knowledge
- thinking about their own beliefs, values and aspirations
- forming personal responses to questions about the purpose and meaning of life; and using imagination

**Moral development is about:**

- Knowing of the codes and conventions of conduct agreed by society
- Having the will to behave morally as a point of principle
- Being able to articulate attitudes and values
- Recognising the moral dimension to situations
- Developing a set of socially acceptable values and principles
- Recognising that values and attitudes change over time
- Making judgements on issues by applying moral principles, insights and reasoning
- Taking responsibility for ones' own actions
- Understanding the consequences of actions for self and others
- Behaving consistently in accordance with principles
- Recognising the greater needs which extend beyond self-interest

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**OLA promotes moral development through:**

- making it clear what kinds of behaviour are expected
- enabling pupils to distinguish right from wrong through a clear moral code as well as respect for the civil and criminal law of England
- taking steps to ensure that where political issues are brought to the attention of pupils in the teaching of any subject in the school they are offered a balanced presentation of opposing views
- promoting measures to prevent discrimination
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty
- rewarding expressions of moral insights and good behaviour
- making an issue of breaches of agreed moral codes where they arise
- modelling the principles which our school wishes to promote
- encouraging pupils to take responsibility for their actions
- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values
- developing an open safe learning environment in which pupils can express their views
- extending children's knowledge and understanding of a range of values in society
- developing children's ability to make moral decisions
- having the confidence to act in accordance with their own moral principles and thinking through the consequences of their actions
- providing opportunities for pupils to explore moral issues in a contemporary context
- reinforcing our values through images, posters, classroom displays, screensavers, exhibitions
- monitoring the success of what is provided in our school.
- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.
- Take action for justice
- Develop an understanding of their individual and group identity.
- Helping others in the school and wider communities (local, national, global)

**Additionally, OLA promotes moral development through:**

- making it clear what kinds of behaviour are expected
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty
- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable.

**Social development is about:**

- The progressive acquisition of the competencies and qualities needed to play a full part in society
- Understanding of the institutions, structures and processes of society
- Understanding of how individuals relate to each other
- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour
- Being able to make a personal contribution to the well-being of groups
- The ability to exercise responsibility and initiative
- Being able to participate cooperatively and productively in the community
- Knowing how societies function and are organised
- Understanding how what is learnt in the curriculum relates to life in society
- Being able to take on the roles of team leader and team worker

**OLA promotes social development through:**

- encouraging children to relate positively to others

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- encouraging pupils to recognise and respect social differences and similarities
- helping pupils develop personal qualities which are valued in a civilised society
- encouraging adults to set high standards in their relationships with each other
- providing a model of purposeful and harmonious community
- providing opportunities for engaging in the democratic process and participating in community life
- providing a conceptual and linguistic framework within which to understand and debate social issues
- allowing children to experience the obligations and constraints, but also the satisfaction, that goes with being a member of a group
- encouraging the use of social skills and decision making in group work
- exploring the way in which communities and societies function at a variety of levels
- encouraging children to take responsibility and show initiative
- giving children an understanding of their role within the wider community.

**Additionally, our curriculum strives to promote children’s social development by:**

- encouraging the use of social skills and decision making in group work
- exploring the way in which communities and societies function at a variety of levels

**Cultural development is about:**

- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society
- Recognition of and respect for the rights of others to exercise a cultural influence
- Knowledge of the nature and roots of cultural traditions
- The key features of major cultural groups within society
- Personal response and accomplishment
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society
- Developing and strengthening the cultural interests of pupils
- Exposing pupils to a breadth of stimuli in order to allow them to develop new interests
- Extending horizons beyond the immediate to the highest artistic, musical and literary achievements
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices
- Being able to evaluate the quality and worth of cultural achievements

**OLA promotes cultural development through:**

- encouraging knowledge of the children’s own cultural traditions and practices, along with those of other cultural groups within society
- adopting the view that diversity makes the world a richer place
- encouraging respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- identifying key values on which our school community life is based
- furthering tolerance and harmony between different cultural traditions
- encouraging an understanding of how children can contribute positively to the lives of those living and working in the locality and to society more widely
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
- extending pupils’ knowledge and use of cultural imagery and language
- recognising and nurturing particular gifts and talents
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, e.g. theatre, museum, concert and gallery visits, resident artists, foreign exchanges
- reinforcing our school’s cultural values through displays, posters and exhibitions
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum
- encouraging children to engage with a variety of cultures
- understanding and responding to cultural diversity
- monitoring the success of what is provided in our school.

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- Recognise the value and richness of cultural diversity in Britain.
- Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.

### 9. Opportunities to deliver social, moral, spiritual and cultural activities

We believe in engendering in young people a love of lifelong learning. OLA ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. To ensure successful delivery of SMSC at OLA, the following aspects need to be considered:

- *The ethos of OLA*, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish.
- *The pastoral support* for students which should reflect these aims, and creates a deliberate structure through which the care and concern for pupils can be given
- *The curriculum*, which sets out to ensure that there is planning to introduce and explore the elements of SMSC.
- Teachers must:
  - be aware of these SMSC responsibilities
  - know how respective curriculum areas might be used to deliver SMSC and plan accordingly
  - be alert to the many every day, unplanned and incidental opportunities for SMSC

### Delivery of SMSC through specific curriculum areas

#### Assemblies

- Appreciating and valuing other faiths and beliefs of both groups and individuals
- learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs
- knowing about and celebrating the historical, social and religious aspects and holidays of our own culture and that of others
- celebrating each other's achievements and interests; and learning about presenting in front of a group of peers.

#### Linguistics

This area is concerned with developing student's communication skills and increasing their command of language through listening, speaking, reading and writing.

- The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature
- drama and stories which create opportunities for moral judgements
- shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view
- knowledge of our language and its influence on our culture and the importance and value of other languages and cultures; and awareness of traditional tales and their cultural background.

#### Art

- Studying great works of art can give insight into other cultures and provide a strong link with the past.
- Art can provide a valuable tool to study the past and make social or moral comment on it (for example, what do the people in works by Lowry tell us about the social conditions of the time?)
- Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own.
- The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

#### Design Technology

- The aesthetic aspect of design is important, as is the question '*How will this affect the environment?*'
- Appreciating design in nature.
- The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness.
- Group working – sharing of equipment and designing together.
- Promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated.

#### English

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- The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature.
- Exposure to great literature and poetry and its place within a culture – appreciating moral or social aspects (e.g. Dickens social commentary or learning about other cultures from its writing)
- Drama and stories which create opportunities for moral judgements.
- Shared activities – shared reading, group drama, writing that lead to an appreciation of the importance of the group and other people's point of view.
- Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures.
- Awareness of traditional tales and their cultural background.

### **Food Technology**

- Giving pupils the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in third world countries.

### **Geography**

- The study of different localities helps children to understand the background, way of life and values of different people and cultures (For example the Inuit's (Eskimo) and their way of life and values are to a large degree the result of habitat – as is our own)
- Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life.
- Local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things.
- Environmental issues and concerns can be discussed – what are the effects and the issues involved in urbanising an area.

### **History**

- The study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics.
- Moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding?
- Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures

### **Computer Science**

Technological skills can include the use of information and communication technology, developing, planning and communicating ideas, working with tools, equipment, materials and components to produce good quality products and evaluating processes and products.

- Working together to create a graphic design or study.
- Researching religious artefacts on the website.
- Setting up e-mail with another school from a different country.
- Following the Internet Access Policy.

### **Mathematics**

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including:

- Group work on a shared topic, promoting an appreciation of the input of all members of the group.
- An appreciation of the inherent pattern and beauty of mathematics.
- The promotion of positive attitudes towards mathematics through appropriate groupings.
- An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian. An understanding of the role and importance of these cultures.

### **Music**

- Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music experienced in our masses and assemblies helps the pupils in their spirituality.

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- Listening to and appreciating the great music of our culture and its folk music builds an awareness of our culture and that of other lands. Music of other cultures is important for the same reasons.
- Music of the fields, sea shanties etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it.
- Group music making is an important social activity – working together and experiencing the same feelings together.

#### **Personal, Social, Citizenship, Health Education**

- Listening to others.
- Holding debates and discussions leading to written work.
- Drama and role play linked to choices.
- Drawing pictures of feelings and emotions.
- Follow SEAL pack

#### **Physical Education**

This area aims to develop pupil's physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Students will also acquire knowledge and understanding of the basic principles of fitness and health.

- Caring for our bodies and respecting the health of others.
- Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important.
- Appreciating the aesthetic beauty of the movements of gymnastics or dance.
- Building team spirit, being a good team member, valuing the contributions of others to the team.
- Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes.
- Appreciating that different individuals or groups have different skills because of their background or habitat e.g. Austrian skiers, Dutch speed skaters.

#### **Religious Education**

- The exploration of moral and spiritual questions through discussion
- Appreciating and valuing other faiths and beliefs of both groups and individuals.
- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.
- Knowing about the historical, social and religious aspects of our own culture and that of others
- learning about the religious law including the differences between secular and religious law.

#### **Science**

This area is concerned with increasing the student's knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

- Understanding of our place in the great scheme of things by studying space or life processes.
- An appreciation of moral questions as scientific knowledge increases (e.g. animals for research)
- An awareness of the cultural background of science.
- The study of cause and effect
- 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 different cultures.

#### **10. Links with the Wider Community:**

Visitors are welcomed into OLA. OLA will support the work of a variety of charities through our Mission Efforts. The development of strong home-school communication routes is regarded as very important, enabling parents and teachers to work in an effective partnership to support the students. Children will be taught to appreciate and take responsibility for their local environment, including the impressive "Active Service" aspect of our L6 Enrichment Programme in the Hilary term. Visits to places of worship, cultural venues such as theatres, cinemas and libraries are actively encouraged. Visiting groups such as theatre or musical events are planned throughout the year. Children are taught to appreciate and take

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responsibility for the environment. We liaise with local community and support groups.

#### **11. Differentiation:**

The above is differentiated according to the needs of each individual learner. All Members of OLA should be aware of the importance of SMSC development and the enhancement it brings to the life of the school. They should feel free to voice related concerns and interests within the normal pattern of meetings. The following guidance takes account of information provided by Ofsted and DfE in relation to the Marriage (Same Sex Couples) Act 2013 but highlights principles that are equally applicable to other issues.

Whilst we recognise there is no curriculum requirement to teach about marriage, if we do, we will ensure that our curriculum will accord with the Independent School Standards. OLA believes that a balanced curriculum is one that, amongst other things, reflects the nature of the world we live in. If marriage were to be discussed in lessons, our teachers will reflect the fact that marriage for same sex couples is part of the law of this country, but that they are not required to endorse it. There is nothing in the Equal Marriage Act that inhibits the rights of teachers or schools to express religious or philosophical views about marriage in lessons. Article 9 of the European Convention on Human Rights guarantees freedom of thought, conscience and religion, and religion or belief is a protected characteristic under the Equality Act 2010. However, teachers and schools must ensure their conduct recognises their responsibilities under those duties to others. Our teachers are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involved singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered inappropriate.

#### **12. Legal Status:**

- Complies with Part 2, paragraph 5 of The Education (Independent School Standards) (England) Regulations currently in force.
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE: June 2015)
- Prevent Duty Guidance: for England and Wales (HM Government: 2015)

## APPENDIX 1

### Spiritual Development

<b>Pupils demonstrate this when:</b>	<b>Whole school opportunities/ activities/experiences</b>	<b>Curriculum Opportunities</b>	<b>Visual representation school display boards Classroom display</b>
<ul style="list-style-type: none"> <li>✓ Have beliefs religious or otherwise, which inform their perspective on life and their interest in, and respect for different people's feelings and values</li> <li>✓ Enjoy and are fascinated by learning about themselves, others and the world around them, including the intangible</li> <li>✓ Use their imagination and creativity in their learning</li> <li>✓ Willingly reflect on their experiences</li> </ul>	<ul style="list-style-type: none"> <li>✓ school ethos and values</li> <li>✓ school rules, class rules, class – systems in place throughout the school that all hold underlying ethos and values</li> <li>✓ school awards</li> <li>✓ Moment of reflection in Assembly</li> <li>✓ Celebrations Assemblies, for instance Harvest Festival</li> <li>✓ Special Awards</li> <li>✓ House Points Awards</li> <li>✓ SMSC/PSHEE Whole school Scheme of Work</li> <li>✓ Star of the Week awards</li> </ul>	<ul style="list-style-type: none"> <li>✓ PSHEE lessons</li> <li>✓ RE lessons</li> <li>✓ Subject lessons</li> <li>✓ Activities around Celebrations days</li> <li>✓ Marking and teacher feedback in place to guide pupils to reflect and build on their prior attempts</li> </ul>	<ul style="list-style-type: none"> <li>✓ PSHEE classroom display</li> <li>✓ Pictures from Celebration days</li> <li>✓ Facebook Page</li> <li>✓ school Website</li> </ul>

### Moral Development

<b>Pupils demonstrate this when:</b>	<b>Whole school opportunities/ activities/experiences</b>	<b>Curriculum Opportunities</b>	<b>Visual representation school display boards Classroom display</b>
<ul style="list-style-type: none"> <li>✓ Can recognise the difference between right and wrong and readily apply this to their own lives</li> <li>✓ Understand the consequences of their actions</li> <li>✓ Are interested in investigating, and offering reasoned views about, moral and ethical issues</li> </ul>	<ul style="list-style-type: none"> <li>✓ school ethos and values</li> <li>✓ school rules, class rules – systems in place throughout the school that all hold underlying ethos and values</li> <li>✓ Children are given guidance as well as freedom to learn and make real choices</li> <li>✓ Children given appropriate authority to experience how to be in charge and direct others whilst behaving in a positive and moral manner – school mentors</li> <li>✓ Topic based Assemblies</li> <li>✓ SMSC/PSHEE Whole school Scheme of Work</li> <li>✓ House &amp; whole school fundraising activities</li> <li>✓ school Council</li> </ul>	<ul style="list-style-type: none"> <li>✓ PSHEE – right and wrong, choices and consequences. Sessions allow for a safe place to discuss right and wrong and develop a moral conscience</li> <li>✓ RE lessons</li> <li>✓ Subject lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fundraising displays</li> </ul>

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## Social Development

Pupils demonstrate this when:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display
<ul style="list-style-type: none"> <li>✓ Use a range of skills in different contexts including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds,</li> <li>✓ Are willing to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively</li> <li>✓ Show an interest in, and understanding of, the way communities and societies function at a variety of levels.</li> </ul>	<ul style="list-style-type: none"> <li>✓ school ethos and values</li> <li>✓ school assemblies</li> <li>✓ Houses, Merits, house captains</li> <li>✓ House events</li> <li>✓ Children work and play in a wide range of situations; in class, mealtimes, playground, sports lessons, dance lessons and performances</li> <li>✓ House activities</li> <li>✓ Fundraising initiatives such as Summer fair</li> <li>✓ PTA activities and initiatives such as Pamper Evening, school Disco</li> <li>✓ Music, Dance &amp; Drama festivals</li> <li>✓ Annual School Show</li> <li>✓ Carol Service</li> <li>✓ School Council</li> <li>✓ Classroom helpers</li> <li>✓ Lunchtime helpers</li> <li>✓ Playground buddies</li> <li>✓ SMSC/PSHEE Whole school Scheme of Work</li> </ul>	<ul style="list-style-type: none"> <li>✓ PSHEE lessons and circle time</li> <li>✓ Subject lessons</li> <li>✓ Activities around Celebrations days</li> </ul>	<ul style="list-style-type: none"> <li>✓ House board</li> <li>✓ school Council board</li> <li>✓ Classroom boards</li> <li>✓ Newsletter</li> <li>✓ Facebook Page</li> <li>✓ Website</li> </ul>

## Cultural Development

Pupils demonstrate this when:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display
<ul style="list-style-type: none"> <li>✓ Understand and appreciate the wide range of cultural influences that have shaped their own heritage</li> <li>✓ Are willing to participate in, and respond to artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</li> <li>✓ Are interested in exploring the understanding of and respect for cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>✓ School ethos and values. Celebration of cultural diversity embedded in the school</li> <li>✓ School assemblies</li> <li>✓ Celebrations such as Chinese New Year, St George's Day, World Book Day.</li> <li>✓ Visitors from the community</li> <li>✓ External visitors e.g. Diwali Workshop</li> <li>✓ Argentinian pupils visiting school with orchestra &amp; choir</li> <li>✓ Library</li> <li>✓ Music Showcase for Parents</li> <li>✓ Drama Showcase for Parents</li> <li>✓ Leamington Music Festival (choirs)</li> <li>✓ Nuneaton &amp; Coventry Drama Festivals</li> <li>✓ Hymns</li> <li>✓ Prep School Christmas play</li> <li>✓ Carol Service</li> <li>✓ Annual performance at theatre</li> <li>✓ Summer play</li> <li>✓ Subject weeks, like Science Week, French Week</li> <li>✓ SMSC/PSHEE Whole school Scheme of Work</li> </ul>	<ul style="list-style-type: none"> <li>✓ Broad curriculum: Art, Sport, Music, RE, PSHEE, Science, Topic projects (KS1,) French, Maths, English, Phonics, Swimming, Guided Reading, ICT</li> <li>✓ Specialist staff (French, Art, Music, Science, ICT, Sport,)</li> <li>✓ PSHE sessions to develop knowledge of the outside world and promote acceptance and celebration of diversity</li> <li>✓ school trips to place of interest, museums, temples, landmarks</li> </ul>	<ul style="list-style-type: none"> <li>✓ Classroom boards</li> <li>✓ House Fundraising boards</li> <li>✓ Library</li> <li>✓ Newsletter</li> </ul>

## Democracy

Pupils demonstrate this when:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display
<ul style="list-style-type: none"> <li>✓ Respect for democracy</li> <li>✓ Participation in democratic processes</li> <li>✓ Respect for how the law is made and applied in England</li> <li>✓ Understanding of how citizens can influence decision making through the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>✓ school council elections</li> <li>✓ school council meetings, follow ups and reports</li> <li>✓ House Captains</li> <li>✓ Head boy/girl</li> <li>✓ Using opportunities of local or general elections to hold mock elections</li> <li>✓ Visits to parliament, local council, law courts, important buildings</li> <li>✓ Parents, pupils' questionnaires</li> <li>✓ Child led activities</li> <li>✓ Head Teacher Awards</li> <li>✓ SMSC/PSHEE Whole school Scheme of Work</li> </ul>	<ul style="list-style-type: none"> <li>✓ Taking turns</li> <li>✓ Class Votes</li> <li>✓ Pupil voice at the start and end of each topic</li> <li>✓ History curriculum - Ancient Greece/Romans</li> <li>✓ PSHEE - citizenship</li> <li>✓ Classroom helpers</li> </ul>	<ul style="list-style-type: none"> <li>✓ School Council</li> <li>✓ Newsletters</li> </ul>

**Rule of Law**

Pupils demonstrate this when:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display
<ul style="list-style-type: none"> <li>✓ Distinguish right from wrong</li> <li>✓ Respect civil and criminal law in England</li> <li>✓ Aware of what is illegal/criminal</li> <li>✓ Aware of why rules become laws of the land</li> <li>✓ Appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</li> <li>✓ Different roles in the decision making in how laws are made (parliament), and applied (the judiciary service)</li> </ul>	<ul style="list-style-type: none"> <li>✓ School ethos and values</li> <li>✓ Safeguarding policy</li> <li>✓ Class rules</li> <li>✓ Behaviour Policy</li> <li>✓ school policies</li> <li>✓ Home school agreement</li> <li>✓ Houses, house points</li> <li>✓ Police visits</li> <li>✓ Expectations on trips and using public places and transport</li> <li>✓ Head Teacher Awards</li> <li>✓ SMSC/PSHEE Whole school Scheme of Work</li> </ul>	<ul style="list-style-type: none"> <li>✓ Subject teaching:, British History, Guy Fawkes</li> <li>✓ PSHEE topics: People who help us e.g. police</li> <li>✓ RE: the role of rules in different faiths e.g. 10 Commandments, 5 pillars of Islam</li> </ul>	<ul style="list-style-type: none"> <li>✓ School rules</li> <li>✓ Photos on websites</li> <li>✓ Curriculum displays</li> </ul>

## Individual Liberty

Pupils demonstrate this when:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display
<ul style="list-style-type: none"> <li>✓ Freedom of speech</li> <li>✓ Understand that you have the freedom to make your own decision</li> <li>✓ Accept and take responsibility for their own behaviour</li> <li>✓ Consider how your actions and choices affect the individual liberty of others</li> <li>✓ Consider on what basis the choice is made</li> </ul>	<ul style="list-style-type: none"> <li>✓ Safeguarding procedures</li> <li>✓ Behaviour policy/ reflection on choices</li> <li>✓ Class rules</li> <li>✓ Home school agreement</li> <li>✓ Houses, Merits</li> <li>✓ Circle time</li> <li>✓ Pupils' self-assessments</li> <li>✓ Opportunities for choices in learning</li> <li>✓ Choices of clubs</li> <li>✓ Choice of friends</li> <li>✓ Choice of playtime activities</li> <li>✓ Visits to art galleries and museums</li> <li>✓ SMSC/PSHEE Whole school Scheme of Work</li> </ul>	<ul style="list-style-type: none"> <li>✓ PSHEE lessons: All about me; Healthy body/mind; Keeping safe; Rights and responsibilities</li> <li>✓ ICT lessons: Online - safety</li> <li>✓ Subject Lessons: British and world History, Novels</li> <li>✓ Homework projects</li> <li>✓ Pupils' voices in lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ School rules</li> <li>✓ Photos</li> <li>✓ Anti-bullying posters</li> <li>✓ Online-safety poster</li> <li>✓ Safeguarding info school Council board</li> </ul>

**Mutual respect & tolerance of different faiths, beliefs and cultural traditions**

Pupils demonstrate this when:	Whole school opportunities/ activities/experiences	Curriculum Opportunities	Visual representation school display boards Classroom display
<ul style="list-style-type: none"> <li>✓ Right of all people to live free from persecution of any kind</li> <li>✓ Recognising that Britain is made up of many faiths and cultural traditions</li> <li>✓ Acquiring an appreciation of and respect for their own and other cultures</li> <li>✓ An acceptance that other 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</li> <li>✓ An understanding of the importance of identifying and combating discrimination</li> <li>✓ Respect for other people</li> <li>✓ Understand that the freedom to choose and hold other faiths and beliefs is protected in law</li> </ul>	<ul style="list-style-type: none"> <li>✓ School ethos and values</li> <li>✓ School assemblies</li> <li>✓ Merits</li> <li>✓ Houses, house points</li> <li>✓ House events such as</li> <li>✓ Fundraising initiatives such as</li> <li>✓ PTA activities and community initiatives such as school Disco</li> <li>✓ Festivals</li> <li>✓ School Council</li> <li>✓ Classroom helpers</li> <li>✓ Playground Friendship</li> <li>✓ SMSC/PSHEE Whole school Scheme of Work</li> <li>✓ Relationships between all stakeholders e.g. child to adult, child to child, adult to adult</li> <li>✓ Inclusion/SEND policy</li> <li>✓ Anti-bullying policy</li> <li>✓ Celebration of achievements –Prize Giving Assemblies</li> <li>✓ External visits and visitors</li> <li>✓ Hymns</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sharing and taking turns</li> <li>✓ Circle time</li> <li>✓ Subject lessons: History, Geography, Literacy</li> <li>✓ EYFS topics: Around the world, Multicultural toys, Show and Tell</li> <li>✓ Multicultural learning: Flags/food/ clothes</li> <li>✓ Art of all cultures</li> <li>✓ World music</li> <li>✓ Songs from round the world</li> <li>✓ Stories from round the world</li> <li>✓ Pupils' voices in lessons<sup>SEP</sup></li> </ul>	<ul style="list-style-type: none"> <li>✓ House notice boards</li> <li>✓ School Council board</li> <li>✓ Classroom boards</li> <li>✓ Newsletter</li> <li>✓ International maps</li> <li>✓ Photos of trips and events</li> <li>✓ Website</li> </ul>