

SMSC at Lady Hawkins' School

PREAMBLE

1. For students to benefit fully from their time at Lady Hawkins' School we ensure that they have the best teaching and pastoral care, alongside their personal development through a variety of rich experiences within and beyond the curriculum, in order that they are able to meet the expectations placed on them in work, conduct and attitude. These aims can be realised with the help of positive SMSC Development.
2. The aim of this policy is to link and strengthen other policies so that the ideals of the School's **Mission Statement** become a reality for its students.
3. The definitions and practices that follow are intended to clarify the ways that a pupil's personal development and that of the School overall are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development.

DEFINITIONS

A. Spiritual Development. As children develop physically they do so emotionally and psychologically. In studying at school to gain knowledge and skills their personal beliefs and identities are shaped. To help students in their positive spiritual development and understand the meaning of life we should:

- a. Promote their self-esteem by valuing and commending their achievements.
- b. Engage their imaginations and feelings.
- c. Assist them to reflect, question and explore.
- d. Provide opportunities for them to discuss and exchange views and insights.
- e. Encourage them to be inspired by a sense of awe and the mystery of life.
- f. Support those who seek faith or wish to strengthen it.

B. Moral Development. Children enter secondary school with degrees of moral understanding defined by their families and friends and by their previous schooling. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemmas they may face. To help them develop a clear and positive moral code at School and in the wider world they should be led to respect:

- a. The importance of truth and honesty.
- b. The necessity of and the importance of following appropriate rules as well as undertaking responsibilities.
- c. The importance of compassion and sensitivity to others.
- d. The positive beliefs and feelings, and the property and rights, of others.
- e. Their environments – both at school and in the wider world.

C. Social Development. As members of the community at School students learn social skills:

- a. A readiness to celebrate others' achievements.

- b. An appreciation of the benefits that can result from supporting the School.
- c. A sense of how their lives and that of the School relate to the wider community it serves.
- d. Participation in community service and charitable activities.

D. Cultural Development. At School students discover and develop their aesthetic, creative, intellectual and physical skills. They should develop an awareness of their own cultural roots. They should also be able to appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur, and how they can be reconciled. To help meet the needs of individuals and of the School the following should occur:

- a. In lessons there should be opportunities to develop individual skills and achievements appropriate to all curricular subjects.
- b. In lessons, assemblies and tutorials students should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact.
- c. Further opportunities for the above should take place in extra-curricular activities.

PRACTICES

In order to put the above definitions into practice, and to ensure that they are coordinated with each other and other school policies, several actions must take place.

A. Acts of Collective Worship, Assemblies and Tutorial Programmes.

Those with responsibilities for planning acts of collective worship, delivering assemblies (including 'Year' assemblies) and drawing up tutorial programmes should regularly consider aspects of SMSC and ensure that matters of topical concern are also included as well as recurrent issues.

B. School Council. The School Council has a responsibility to organise fundraising events and select charities to benefit.

C. Teaching and Learning. Teaching and Learning should offer opportunities for SMSC where appropriate. Teachers should be encouraged to discuss aspects of their own work which impinge on SMSC development.

D. External Links. Those with responsibility for publicising the School or liaising with other schools and organisations should consider the SMSC aspects of their public relations. In addition to being representatives of the School, they should report SMSC matters arising from their links to the School at appropriate occasions.

E. Extra-curricular Activities. Those with responsibility for running clubs, societies, trips and other events should develop their awareness of SMSC opportunities their activities have, and maximise the benefits they bring.

F. Pastoral Care. At meetings of tutors SMSC issues will inevitably feature on agendas. Thought should be given about how aspects of these issues may be best communicated to members of staff, to students and parents, and to other interested individuals.

G. Staff Development. The SMSC Development Committee, should ensure that individual and whole staff SMSC needs are met.

H. Awareness by Members of Staff. We will make all members of staff 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 departmental, tutorial and staff meetings.

OTHER POLICIES

20. The following policies should be considered in connection with this SMSC policy:

Curriculum

Equal Opportunities for Students and Staff

Pastoral Care

PHSE

Citizenship

Equality

Religious Education

Relationships and Sex Education

Drugs Education Policy

Careers Education, Information and Guidance Policy

Staffing and Pay

and in addition: Ethos Statement, Instrument of Government

MONITORING

- A. The SLT will monitor the effectiveness of this policy by consulting with the SMSC Development Committee (Some are also represented on SLT).
- B. The SMSC Development Committee will track SMSC delivery across the curriculum. The RE, Citizenship and PSHE teacher has been responsible for SMSC prior to September 2013 and will be on the SMSC Development Committee.

EVALUATION

A. The policy will be evaluated through regular agenda items at Governors' meetings, and reviewed annually at Governors' meetings.

Reviewed and adopted by the Governing Body on: