



Pace Education™

Providing Young People with a Brighter Future!

Pace Independent Special School SMSC Policy

Date Published:	April 2016	Signed:	
Reviewed:	2018, 2020		
Review Date:	April 2022		
This policy must be read in conjunction with:			
<ul style="list-style-type: none">• PSHE Curriculum• Equalities Policy			

Pace SMSC Policy

Contents

Contents	Page 1
Introduction	Page 2
Aims and Objectives	Page 2
Delivering on the aims	Page 3
Definitions	Page 3
Curriculum contributions <ul style="list-style-type: none">• English• Mathematics• Science• ICT• Values and Beliefs• Art• PE• PSHE• Beyond the curriculum	Page 5 - 7
Monitoring and evaluation	Page 8

Introduction

Our SMSC policy and practice is carried out within the context and spirit of our commitment to build young people's confidence in education and in the future. We believe that Spiritual, Moral, Social and Cultural Development is crucial for all students and for society as a whole. We put SMSC at the heart of our offer to ensure that we support students to grow and develop as well-rounded citizens. Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In order to deliver on our commitment to students we nurture each individual through bespoke programmes which align to our core values; our values encourage care for all, mutual respect, responsibility and strong partnerships between school, home and the local and wider communities.

We recognise that we cannot fulfil such a role in isolation and that families and partner agencies have vital roles to play in facilitating the spiritual, moral, social and cultural development of our students.

Aims and Objectives

- To provide an education that offers all students opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of behaviour and a positive caring attitude towards others.
- To develop students understanding of social and cultural traditions and an appreciation of the diversity and richness of their cultures and respect for other people, particularly those with protected characteristics.
- To provide all students with opportunities to explore social and moral issues in order to develop a sense of social and moral responsibility.
- To develop the skills and attitudes to enable them to participate fully and positively in a democratic, modern Britain.

Delivering on the aims

At Pace we seek to deliver SMSC and British values across the curriculum within every subject however we recognise that SMSC cannot be related to solely to curriculum. The formation of character, beliefs, values and a spiritual centre is the development of a character and cannot be attained by a formula. Personal meaning, beliefs and values which constitute a person's spirituality, and the qualities of character and value from which morally good and socially responsible action proceed, are built steadily, slowly, continuously in the ongoing process of how we relate to each other as human beings. Pace has an ethos in which all of the above can be achieved through good role modelling, acceptance of individual need and most importantly of all an unconditional positive regard for our students. This policy does outline our response to the moral, spiritual, social and cultural development of students but cannot hope to capture the huge energy, commitment and enthusiasm that exists within our team to strive for the very best for each student. It is the combined effort that really enables students to develop into active citizens and it is therefore a collective responsibility to ensure that it is maintained.

It is important to separate out promoting and presenting beliefs and values. It is particularly important that a balanced presentation is made, not promoting one belief or value over another. This also applies to when the development of the Political process and values is discussed.

Definitions

In order to ensure that SMSC and British values permeate the curriculum and underpin our ethos we have developed clear definitions of each element to ensure that staff plan and deliver on and contribute to SMSC and British Values continually.

Spiritual

Beliefs, religious or otherwise, which inform students' perspective on life and their interest in, and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in their learning and willingness to reflect on their experiences.

Moral

The ability to recognise the difference between right and wrong and students' readiness to apply this understanding in their own lives. Understanding of the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues.

Social

Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

Fundamental British Values

Understanding of how citizens can influence decision-making through the democratic process and an appreciation that living under the rule of law protects individual citizens and is essential for wellbeing and safety. Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the Police and the Army can be held to account through Parliament, others such as the Courts maintain independence. Understanding that the freedom to choose and hold other faiths and beliefs is protected in law and an acceptance that other people having different faiths or beliefs should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Understanding of the importance of identifying and combating discrimination.

Curriculum contributions

The Contribution of English

English contributes to our students' SMSC development through:

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

The Contribution of Mathematics

Mathematics contributes to our students' SMSC development through:

- Supporting students' understanding of the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Enabling students to work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future.
- Recognising that mathematicians from many cultures have contributed to the development of modern-day mathematics.

The Contribution of Science

Science contributes to our students' SMSC development through:

- Encouraging students to reflect on the wonder of the natural world.
- Raising student awareness of the ways that Science and Technology can affect society and the environment.
- Helping students consider the moral dilemmas that can result in scientific developments.

- Enabling students to develop respect for differing opinions on creation scientific theories
- Facilitating student co-operation in practical activities.
- Raising student awareness that scientific developments are the product of many.

The Contribution of Information Communication Technology

ICT contributes to our students' SMSC development through:

- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Raising student awareness of guidelines about the ethical use of the internet.
- Enabling students to recognise assess and manage online risks in order to keep themselves safe.
- Raising student awareness so that they are able to acknowledge advances in technology and appreciation for human achievement.

The Contribution of Religious Education

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Developing student knowledge and understanding of beliefs, values and the concept of spirituality.
- Enabling students to reflect on the significance of religious teaching in their own lives.
- Supporting students to develop respect for the right of others to hold beliefs different from their own.
- Developing student understanding of the influence of religion on society.
- Enabling students to develop an appreciation and understanding of different cultures, religions and traditions.

The Contribution of Art

Art contributes to our students' SMSC development through:

- Providing opportunities, experiences and exposure art to enable students to develop aesthetic appreciation.
- Providing activities and opportunities for students to experience the 'awe' and 'wonder' of art.
- Providing students the chance to reflect on nature, their environment and surroundings.
- Developing students' knowledge and understanding of artists with a spiritual or religious theme.

The Contribution of Physical Education

Students' SMSC development is actively promoted through PE by:

- Facilitating activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Allowing students to explore and experience the sports and traditions of a variety of cultures.
- Developing student's ability to engage in Individual activities that provide the opportunity for self-reflection, awareness and challenge.

The contribution of PSHE/Citizenship

Students' SMSC development is actively promoted in PSHE and Citizenship by:

- Supporting students to explore questions about democracy, justice, inequality, how we are governed and organised.
- Providing opportunities for students to learn to work together to create solutions that try to address challenges facing neighbourhoods and wider communities.
- Supporting students to develop knowledge and skills to make a positive contribution to society as informed and responsible citizens.
- Providing opportunities for students to appreciate diversity, understand different viewpoints and how people collaborate to secure changes.

Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- 4R's Framework which underpins our Behaviour Policy
- Rewards and sanctions system
- School routines at social times
- Assemblies have a Spiritual, Moral, Social or Cultural theme
- Through projects and special focus days and weeks, for example Comic Relief, Children in Need, Anti-bullying week etc.
- Lunchtime and after school clubs and activities
- Assemblies have a Spiritual, Moral, Social or Cultural theme
- Our extensive enrichment/off site Programme
- School Council

Monitoring and evaluation

Senior Leaders review and implement the SMSC policy and procedures. The policy will be reviewed every two years.