



## Spiritual, Moral, Social and Cultural (SMSC) Education Policy

### 1. Rationale

At Swanlea School the personal development of students is a fundamental part of the academic and pastoral work of the school. The school recognises that SMSC is central to the development of creating responsible citizens, developing an understanding of right and wrong, an appreciation of the Arts in all forms and practice the skills and attitudes required for them to fully participate in a democratic society.

We aim to deliver spiritual, moral, social and cultural education through all aspects of school life; curriculum, extra-curricular activities, the pastoral system, assemblies as well as themed events. We aim to embed our delivery within Swanlea Shared Values by promoting an awareness of self and others and to promote British values, the rule of law, democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

#### **SACRE (Standing Advisory Council for Religious Education)**

The requirement for the teaching of RE in schools is outlined in the Tower Hamlets Agreed Syllabus. This requires that students learn about each of the world religions in key stage 3. At Swanlea School in Year 7 students study Hinduism, Buddhism and a broad introductory course to philosophy covering the ethical dilemmas posed by evil and suffering. In Year 8 students study Judaism, the life of Jesus, Sikhism and the key events of the life of Prophet Muhammad. Throughout the course the students are given opportunities to learn about and from religion as outlined by the agreed syllabus. The themes, experiences and opportunities that are outlined in the syllabus have been used to construct an engaging curriculum that enables students to have a broad understanding of each of the main world religions.

At key stage 4 all students study the Edexcel Religion and Life and Islam courses leading to a full GCSE. The results in RE have been consistently “outstanding” and been well above the national average for A\*/A and A\*-C. The course teaches a wide range of ethical issues including: abortion, euthanasia and life after death. Students are asked to critically evaluate their own views and that of others. At key stage 5 students can study the AQA Philosophy of Religion and Ethical Theory course. This has produced “outstanding” outcomes with results being in the top 5% of all centres nationally. The Philosophy of Religion course teaches exclusively from a Christian tradition”, reflecting the fact that the religious traditions in Great Britain are in the main Christian”(Tower Hamlets Agreed Syllabus).

#### **Preventing Violent Extremism (PVE)**

Swanlea School sees protection from radicalisation and extremist narratives as a safeguarding issue. Since 2012 it has been required by law for teachers ‘not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.’ The school seeks to address and challenge the issues raised by the PVE agenda through its work on developing SMSC provision and building on our Swanlea Values and community cohesion through all curriculum areas. There is a regular review of our curriculum by the Prevent Curriculum Lead, ensuring that interventions have been mapped across the age range and subject areas. Faculties and Year teams use this information, to adapt and develop provision in this area

In summary through our work on and embedding Swanlea Shared Values we actively promote British values and challenge all forms of discrimination and extremism. The SMSC Education Policy also incorporates our approach to PHSEE, Drugs, Relationship and Safety Education.

# Spiritual, Moral, Social and Cultural (SMSC) Education Policy

---

This policy should be read alongside our Swansea Shared Values statement, the school Behaviour Policy, Visitors Policy and our Safeguarding and Child Protection Policy.

## 2. Definitions

### 2.1 Spiritual Development

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Pupils' spiritual development is 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.

### 2.2 Moral Development

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues

### 2.3 Social Development

Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils 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;
- the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### 2.4 Cultural Development

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Reviewed by Nozrul Chowdhury, Sept 2015

Approved by: 9<sup>th</sup> May 2016 - Community

Review: 2 years

# Spiritual, Moral, Social and Cultural (SMSC) Education Policy

---

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school 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, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## 3 Delivery

### 3.1 Curriculum:

- SMSC is delivered explicitly through our PSHEE programme.
- SMSC is also covered explicitly and discretely in all subjects across the curriculum.
- Explicit aspects of SMSC are referred to in our schemes of learning.
- Our Super Learning Days are also used to develop students SMSC through educational visits and cultural experiences.

### 3.2 Extra-Curricular Activities:

- Extra-curricular activities also contribute to developing students SMSC for example clubs, classes and the Period 7 programme.
- The school routinely monitors all clubs and activities to quality assure this process

### 3.3 The Assembly Programme:

- Assemblies are delivered to each year group twice a week and follow an agreed programme. This is used to promote and embed our Swanlea Shared Values, SMSC and student achievement.
- We use tutor time as an opportunity for students to reflect on the messages given in assemblies, address misconceptions and further build the Swanlea Shared Values.

## 4. Evaluation and Assessment of Learning

The breadth of SMSC coverage will be recorded by an audit of the curriculum subjects, PSHEE and wider curriculum opportunities beyond the classroom. This will be used to map the SMSC opportunities provided and to inform future planning. We evaluate the quality of our SMSC delivery within the curriculum by learning walks, lesson observations and student voice activities, together with routine monitoring of extra-curricular opportunities. This evaluation is used to inform and develop our SMSC provision. SMSC is assessed in a number of ways, including both formative and summative assessment in curriculum areas and also as a school using the latest OFSTED evaluation framework.

Reviewed by Nozrul Chowdhury, Sept 2015

Approved by: 9<sup>th</sup> May 2016 - Community

Review: 2 years

# Spiritual, Moral, Social and Cultural (SMSC) Education Policy

---

## 4.1 Communication with parents and the wider community.

The termly magazine, Swanlea News, highlights SMSC work and is shared with local primary schools and other community groups.

## 5. PSHEE

Personal, Social, Health and Economic Education and Citizenship (collectively referred to as PSHEE) are central to the educational needs of all our students. PSHEE supports and enhances all aspects of learning and enables our students to adapt and cope with changes both within themselves and within society. Our PSHEE programmes at Swanlea help to give students knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Swanlea embraces the principles and values of equal opportunities. Every effort is made to ensure that each individual child receives equal access to the PSHEE curriculum regardless of ability, culture and gender.

### 5.1 Aims of the PSHEE Programme

To empower students with the knowledge, skills and understanding necessary to make informed choices, become lifelong learners and active, responsible citizens in their local, national and global communities.

To develop students' sense of self-esteem and self-awareness and so encourage students to become confident and assertive citizens.

- To develop social skills and the ability to work collaboratively with others.
- To develop students' ability to think critically and to question 'taken for granted' assumptions and stereotypes.
- To give students the opportunity to develop ideas about fairness, justice and equality on a personal, societal and global level.
- To enable students to take an active role in the life of the class and school and to develop the skills to be able to play an effective part in society.
- To enable students to be actively involved in and take responsibility for their own learning.
- To enable students to understand, be sensitive to and respectful of the beliefs, values and way of life of others
- To inform students about the benefits of positive and healthy lifestyles
- To inform students about work and careers and enable them to make informed decisions about economic choices.
- To develop an understanding of the democratic process
- To extend knowledge of their wider community, involving local, national, commonwealth, European and global issues.

### 5.2 Organisation of the PSHEE Curriculum

# Spiritual, Moral, Social and Cultural (SMSC) Education Policy

---

At Swanlea School PSHEE is taught by the tutor teams of each year team in a 'floating' lesson is each week. Additionally aspects of PSHEE and citizenship are taught through all curriculum areas. However PSHEE is not just addressed in the classroom. The school ensures that good use is made of display, assemblies, tutor time, pupil leadership programmes, the School Council and the behaviour policy.

## 5.3 Content

PSHEE provides knowledge and encourages the acquisition of skills and attitudes which will help students to succeed in school as well as make responsible choices in their lives.

Key Stage 3 and 4 - Pupils are encouraged to develop skills in assertiveness, communication, decision making, enterprise, risk management, staying healthy, making a positive contribution and enjoying and achieving. These skills are developed while studying topics including:

- Key Stage 3 – Settling and Coping with Secondary School, Library Skills, Peer Pressure, Anti-Bullying Strategies, Anti-Racism, Puberty, Relationships and Safety, Environment, Drugs issues, Healthy Diets and Fitness, Study Skills and Career Choices.
- Key Stage 4 – Study Skills, Relationships and Safety, Healthy Living, Young People and the Law, Preparation for Life after School, Drugs issues, Racism, Diversity, Managing Money, Forced Marriages, Child Exploitation, Grooming and Domestic Violence

## 5.4 Teaching Approaches

When planning to teach PSHEE topics teacher will follow the same planning framework as with other subjects, highlighting clear learning objectives and building on students' previous experience.

Due to the nature of PSHEE staff strive to create an atmosphere of trust where students feel able to talk about their views and feelings. Learning activities take many forms which are designed to support the development of social skills and to encourage students to reflect on the topics. Activities may include

Group, pair, individual work  
Role play  
Debate  
Problem solving

## 5.5 Resources

All tutors and co-tutors are encouraged to develop resources for the PSHEE lessons that they deliver. Deputy Learning Co-ordinators have overall responsibility for developing schemes of learning for their year group and these are stored in the Shared Area on the school's network. Resources will be referenced in these schemes of work. Resources text books, study packs, video clips, powerpoints and websites.

Where appropriate we invite external agencies to lead activities and to address the students.

Reviewed by Nozrul Chowdhury, Sept 2015  
Approved by: 9<sup>th</sup> May 2016 - Community  
Review: 2 years

# Spiritual, Moral, Social and Cultural (SMSC) Education Policy

---

## 6: Responsibility, Management and Co-ordination

All school staff and students have the responsibility of ensuring that this policy is upheld, but day to day responsibility is held by the PSHEE co-ordinator and the Deputy Learning Coordinator.

## 7: Monitoring and Evaluation

PSHEE monitoring and evaluation is carried out as part of the whole school's monitoring and evaluation policy. To this end, all staff teaching PSHEE will be observed during the year and constructive appreciation and areas for development discussed with them. Regular meetings of the Learning Coordinator, and Deputy Learning Coordinator with the PSHEE co-ordinator will also contribute to the monitoring and evaluation of PSHEE.

## 8: Assessment

Work carried out in PSHEE will be self, peer and tutor assessed.

## 9. Drugs Education

At Swanlea we take the issue of all drugs seriously. Our first concern is the health and safety of all members of the school community as well as meeting the pastoral needs of our pupils. We are committed to ensuring that the school is a secure place where pupils can learn how to stay safe and healthy and how to manage risk. We aim to help our pupils by ensuring that they have an entitlement to drug education within the curriculum and are supported if they experience drug related problems or concerns. Set in the broader context of PSHEE, our drugs education reflects whole school aims to provide a caring community in which young people can learn to respect themselves and take responsibility for their own actions.

Fundamental to our school's values and practice is the principle of sharing the responsibility for education with parents and carers. We strive for effective communication and partnership.

All non-medical drugs on school premises are unacceptable.

This policy will apply on the school premises and beyond, wherever pupils are within the care of school staff. This includes school trips and educational visits. The school will also have an interest in the health and well-being of the pupils beyond these school boundaries and we would encourage parents and others in the community to adopt the same principles.

### 9.1: Aims of Drug Education

- To encourage students to develop an awareness and knowledge of the use and misuse of harmful substances available in our society and to clarify misconceptions.
- To help young people to develop a sense of self-awareness and self-esteem.

# Spiritual, Moral, Social and Cultural (SMSC) Education Policy

---

- To enable young people to make healthy, informed choices now and in later life through increasing their knowledge, challenging attitudes and developing skills in areas of personal confidence, social awareness, risk taking and responsibility.
- To enable students to identify where help and support can be found.
- To increase understanding about wider health, social and legal implications and possible consequences of use and misuse of drugs such as related health and social issues e.g. crime, HIV and AIDS
- To enable pupils to explore their own and other people's attitudes and to prepare students for the opportunities, responsibilities and experiences of adult life.
- To continue to develop as a Healthy School

## **9.2: Delivery of Drugs Education**

Drug Education includes teaching and learning about all non-medical drugs including illegal drugs, alcohol, tobacco and other harmful and volatile substances. Drug awareness education is an integral part of the school's programme of Personal, Social Health and Economic Education. Issues relating to drugs are addressed explicitly in PSHEE lessons in both Key Stage 3 and 4. These issues are also addressed either explicitly or implicitly in other areas of the curriculum and through assemblies. In the delivery of Drugs Education we actively cooperate with the police, youth workers and other agencies.

A wide range of teaching and learning strategies can be used and we particularly encourage active and accelerated learning methods, which involve full participation. Ground rules will be negotiated when appropriate and the sensitivity of the work will be recognised, safeguarding the interests of the individual child and the whole class.

At Key Stage 3 pupils:

Recognise personal responsibility for decisions about substance use

Know the basic facts about substances, including their effects and relevant legislation

Be aware of the myths, misconceptions and stereotypes linked with substance use

Develop appropriate techniques for coping with situations in which substance use occurs including how to manage risks.

At Key Stage 4 pupils:

Recognise that individuals are responsible for choices they make about drug use

Understand that Britain is a drug-using society and recognise the different patterns of use and their effects on family, friends, community and society

Discuss the role of the media in influencing attitudes towards drugs, particularly smoking and alcohol

Develop appropriate techniques for coping with situations in which substance use occurs including how to manage risks and being able to analyse safe levels of intake of legally available drugs.

## **9.3 Confidentiality**

Reviewed by Nozrul Chowdhury, Sept 2015

Approved by: 9<sup>th</sup> May 2016 - Community

Review: 2 years

# Spiritual, Moral, Social and Cultural (SMSC) Education Policy

---

Some students may choose to mention instances of drug use in class or with individual members of the school community. While staff will want to be supportive, it is clear that they work within child protection guidelines and clearly state that they may not be able to guarantee confidentiality

## 9.4 Relationships and Safety Education (RSE)

It is a legal requirement for schools to produce a sex education policy statement. To better communicate the content of sex and relationship education at Swanlea School we have termed this programme of study as Relationships and Safety Education (RSE).

At Swanlea School we recognise that Relationships and Safety Education, which incorporates sex education, is a crucial part of preparing pupils for their lives now and in the future as adults and parents.

This part of the policy takes full account of the school's legal obligations and the latest DfE guidance 'Sex and Relationship Education Guidance' (2000) and the updated guidance procedures in 2010.

### 1: What is RSE?

The term Relationships and Safety Education – RSE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. Within the context of understanding healthy and unhealthy relationships, issues surrounding forced marriages, child exploitation, grooming and domestic violence are addressed within RSE modules.

The DCSF 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.' The school has a key role, in partnership with parents/carers, in providing RSE to facilitate:

- Personal and social skills Development:
- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.
- Evaluating risk

### 2: Legal obligations

Schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents/carers.

# Spiritual, Moral, Social and Cultural (SMSC) Education Policy

---

Parents have a right to withdraw their children from RSE lessons which fall outside those aspects covered in the National Curriculum Science.

## 3: Swanlea School's approach to SRE

This consists of:

- The taught National Curriculum Science Programme of Study.
- RSE modules within each Key Stage delivered within a planned PSHE programme
- Pastoral support for students who experience difficulties.
- Provision of appropriate information through weekly school nurse drop-in sessions.

## 4: Morals and Values Framework

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

Research demonstrates that good, comprehensive relationship and safety education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity. Swanlea School's RSE policy is informed by this research

Our approach to SRE will be conducted within a clear moral and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate SRE.
- Access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. Swanlea School's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

## 5: Inclusion

Reviewed by Nozrul Chowdhury, Sept 2015

Approved by: 9<sup>th</sup> May 2016 - Community

Review: 2 years

# Spiritual, Moral, Social and Cultural (SMSC) Education Policy

---

Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in Relationships and Safety Education. RSE education should help all students understand their physical and emotional development and enable them to make positive decisions in their lives.

RSE provides knowledge and encourages the acquisition of skills and attitudes which will allow our pupils to manage their lives in a responsible and healthy way.

## 6: Knowledge, understanding and delivery

Key Stage 3 will include issues around personal hygiene, puberty, personal safety, gender, relationships, contraception, conception and health issues such as HIV/AIDS. The statutory aspects taught in science lessons are reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

Key Stage 4 will include issues around personal relationships, sexual lifestyles, the law on sexual behaviour, contraception, childbirth, sexually transmitted infections, female genital mutilation and stereotyping.

### Skills:

Pupils will be encouraged to develop communication, assertiveness and decision-making skills which will enable them to form good relationships, manage risks and live a healthy lifestyle.

### Organisation and Delivery:

Aspects of RSE are delivered explicitly within the Science, Key Stage 4 Religious Education and PSHEE curriculum, and implicitly in other areas of the curriculum. At least one module linked to RSE is taught every year in PSHEE. After consultation with school governors and parents/carers in January 2014, there was agreement that teaching of the explicit aspects of non-statutory sex education within RSE would be taught and delivered by external agencies, that have expertise in this area.

All teaching materials will be appropriate to the age and emotional maturity of students and the professionals from the external agencies with support from form tutors/teachers. It will aim to present the programme in an objective, balanced and sensitive manner.

### Teaching Approaches/Methods/Strategies:

It is essential to help pupils develop confidence in talking, listening and thinking about relationships and safety. Teaching strategies that can help this include:

- Establishing clear ground rules with pupils to create an atmosphere where pupils feel able to talk.
- Using 'distancing' techniques e.g. role-play, appropriate videos, case studies.
- Resources assessed to ensure they are appropriate to the age and maturity of pupils.

## 7: Confidentiality and Advice

Reviewed by Nozrul Chowdhury, Sept 2015

Approved by: 9<sup>th</sup> May 2016 - Community

Review: 2 years

# Spiritual, Moral, Social and Cultural (SMSC) Education Policy

---

Pupils will be made aware that some certain information cannot be confidential and to be made to understand that if certain disclosures are made, certain actions will ensue. At the same time, pupils will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults:

Disclosure or suspicion of possible abuse – the school's child protection procedures will be invoked.

Disclosure of pregnancy or advice on contraception – it is hoped that the following procedure will ensure that pupils which are in difficulty know that they can talk to an adult in school and that they will be supported: Referral to the School Nurse (via LCo) and the Designated Child Protection Officer (DSCPO) for pregnancy concerns should be made immediately

Professional information and guidance will be sought from a health professional.

The school will encourage students to talk to their parents. Where this is not possible, the school will refer them to a health professional. Consultation should take place between the health professional, DCPO and a member of the Senior Leadership Team about informing parents.

## 8: The Role of Parents/Carers

Parents/carers are the key people in teaching their children about relationships and safety. The school will work in partnership with parents/carers by providing Relationship and Safety Education programmes. It is important that parents/carers support the school's work in this area. Parents/carers have the right to withdraw their children from all or part of the Relationship and Safety Education programme that are non-statutory. Parents/carers will be informed prior to non-statutory RSE delivery, and those parents/carers wishing to exercise this right will be encouraged to meet with the relevant LCO and SLT line manager.