

SMSC: Planning & Policy

Aims of this policy:

Through effective implementation of this policy we will ensure that Eaton Square Mayfair:

- actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

Teaching and learning at Eaton square Mayfair ensures that principles are actively promoted which:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- encourage 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;

Teaching and learning at Eaton Square Mayfair precludes the promotion of partisan political views in the teaching of any subject in the school and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils:

- while they are in attendance at the school,
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,

they are offered a balanced presentation of opposing views.

Implementation of this policy and procedures

- Monday Tutor time (and often other tutor time during the week) is used to develop SMSC at ESU.
- Each week, every form group will consider and discuss themes and topics of social, moral, cultural, and spiritual importance. These sessions will directly support, or supplement our PSHE and assembly programs.
- It will be known as 'Thought of the Week' & sessions of PSHE and assemblies will also reference these 'Thoughts of the Week', and will link in to relevant weeks, for example, our Charity Assembly can consider the cultural impact of donations & guide our choice of the next ESU charity.
- Our approach is to address topics within each area - Spiritual, Moral, Social, Cultural - via introductory sessions for each, with each then being followed up by a more challenging 'Thought of the Week' that recaps and develops the previous one. In this way, pupils will be able to build on existing knowledge, and apply it to more complex concepts.
- An example of this might be an introductory **cultural** 'TOTW' that addresses:
 - 1. Democracy and introduction to global political systems.
- A later session might then narrow its focus to:
 - 2. Recap Democracy & focus on UK politics.

SMSC – British Values

Fundamental British values are defined as:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Why Is It Important?

- Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.
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- Ofsted puts SMSC 'at the heart' of school development. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

Spiritual

- 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.

Thought of the Week:

- What do I believe?
- What's the difference between spirituality and religion?
- Which religions might you find in the UK?
- What is religious intolerance, and can I identify examples?
- How do I learn best? What are the different types of learning?
- Student Voice: What would I change if I could about the school?
- Reflections on the term: What would I do differently?
- Milestones: What are the next steps in my school career?

Moral

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Thought of the Week:

- Agency and self-control.
- Where does morality come from: is it innate, or learned?
- Who's responsible for me? Introduction to UK legal system.
- Civil and Criminal: What's the difference?
- Empathy – How do others experience school life?
- Ethical questions – What would I do?

Cultural

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain School
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

Thought of the Week:

- Democracy & Political systems around the world.
- What are British Values?
- 1066-now: How did the UK develop?

- Cultural Diversity in the UK.
- Cultural differences – What's my background?
- Current Events – How do they impact on us?

Social

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Thought of the Week:

- Social skills – self-assessment.
- Empathy – How do I affect others?
- Tolerance – What does it mean to me?
- Modern Britain – My experiences.
- Modern Britain – What does the future hold?

Authorised by	The Headmaster
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