



POLICY FOR SMSC

At Thomas Tallis we have a commitment to excellence through community. This means that we are an inclusive community offering an entitlement to great opportunities in a friendly and disciplined atmosphere characterized by excellent relationships. Everyone is known, loved and included personally in our big family. We value fairness, equality and justice and respect each other's cultures and gifts. We work closely with parents and local people and we prepare our young people for a global future. Leadership is dispersed, shared and effective. We value trust, care, happiness, entitlement, inclusivity, equality, relationships, consideration and love. These values inform this policy.

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Rationale

Spiritual, Moral, Social and Cultural (SMSC) education helps children develop personal qualities, and is about the values pupils are encouraged to hold and their attitude towards learning, knowledge and society. SMSC is fundamental to preparing young people for life and at Thomas Tallis School pupils are helped to develop positive attitudes and beliefs through a range of curricular and non-curricular activities. SMSC permeates the life and work of the school – we seek to develop attitudes and values that will enable pupils to become responsible and caring members of society by providing education to understand the world and change it for the better.

Definition

Thomas Tallis School uses the following definitions of Spiritual, Moral, Social and Cultural:

Spiritual

Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in and respect for different people's feelings and values. This includes, but is not limited to; 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 a willingness to reflect on their experiences.

Moral

Refers to the ability to recognise the difference between right and wrong and pupils' readiness to apply this understanding in their own lives. An understanding of the consequences of their actions and an interest in investigating and offering reasoned views about moral and ethical issues are

included in this category.

Social

Pupils should be taught to use of a range of social skills in different contexts. This includes, but is not limited to; working and socialising with pupils from different religious, ethnic and socio- economic backgrounds, a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Pupils may also show an interest in, and understanding of, the ways communities and societies function at a variety of levels.

Cultural

This encompasses an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. Pupils will demonstrate the willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. This will be supplemented by an understanding of and respect for cultural diversity, including the extent to which they understand, accept, respect and celebrate diversity. This is likely to be seen in their attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities.

Aims of SMSC

At Thomas Tallis School we aim for pupils to:

- be reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- develop and apply an understanding of right and wrong in their school life and life outside school
- take part in a range of activities requiring different social skills
- develop an awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture, sexual orientation, and disability, among others
- gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- overcome barriers to their learning
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school
- develop the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain
- understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life
- contribute to the school by developing their leadership roles and/or participating in opportunities to exercise their voice

Many of these aims are strongly reflected in the Tallis Habits of Mind promoted across the school and are evident also in the positively-worded Tallis Rules for the classroom.

As a school we are aware of our collective responsibilities towards spiritual, moral, social and cultural education and to this end we aim to ensure:

- that all staff are aware of their role in developing pupils' morals, interpersonal skills and self-esteem, and in preparing pupils for the opportunities, responsibilities and experiences of adult life
- we celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve pupils as active participants as much as possible
- pupils have information about all extra-curricular and enrichment activities
- that the PSHCE programme helps pupils to develop the skills, values, knowledge and attitudes they need to make positive and healthy life decisions
- that the tutorial programme provides opportunities for discussion and reflection on relevant themes
- community and business links are built into the curriculum wherever possible
- displays and teaching resources reflect and respect cultural diversity
- opportunities are provided for all pupils to discuss issues and to take on responsibility and exercise their voice in a variety of settings

Staff are expected to provide a role model based on courtesy, mutual respect and positive intent, and be prepared to listen to pupils' views and encourage them to listen to each other. They are also aware of the opportunities presented every day through curricular and extra-curricular activities to develop pupils' skills, attitudes and understanding.

British Values

We recognise the importance of fundamental British Values and pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. These values include democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. As outlined in the government guidance for the Promotion of British Values;

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it.

Thomas Tallis actively promotes these British Values through its SMSC strategy including; vision and ethos, policies and practices, PSHCE programme, student leadership opportunities and extra curricular provision. The school is also committed to developing its own brand through 'Tallis Character' which is strongly aligned to the values identified in the government guidance.

Beyond the Curriculum

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

- Assemblies linked to Spiritual, Moral, Social or Cultural themes and encouraging community spirit and communal reflection
- Our extensive extra-curricular programme that includes a range of opportunities including

Performing Arts, Visual Arts, Sport, Debating, ICT and other areas

- School productions in all of the performing arts
- Offering a range of out-of-school learning opportunities
- Working with external speakers and experts in various disciplines, including the appointment of resident writers, artists and so on.
- A comprehensive range of student services is offered including; careers interviews, mentoring, counseling, school nurse, health services, IAG (Information, Advice and Guidance)

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved through a combination of;

- Day-to-day monitoring of teaching and learning across the curriculum but particularly within PSHCE and RE lessons
- Regular discussions at staff and governors' meetings
- Yearly audit of policies and units of study, including extra-curricular provision and assemblies
- Annual SMSC report to governors
- 360 degree feedback on how SMSC is perceived across the school community