



## SMSC (including FBV) Policy

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## ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2023 -24 has six aims.

1	A powerful curriculum
2	The best teaching and learning
3	Great achievement and progress
4	Excellent personal development
5	Behaviour for a strong community
6	A model for a better world

As part of aim 6 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

## **1. Rationale**

Spiritual, Moral, Social and Cultural (SMSC) education helps children develop a range of personal qualities, and is concerned with 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.

## **2. Definition**

Thomas Tallis School uses the following definitions of Spiritual, Moral, Social and Cultural, adapted from the Ofsted School Inspection Handbook 2018:

### **2.1. Spiritual**

This encompasses the 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.

### **2.2. 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.

### **2.3. 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.

### **2.4. 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.

In addition, drawing on the new Ofsted Inspection Framework (May 2019), a core aspect of SMSC at Tallis is the attention to providing students with the cultural capital they will need to succeed in life. This is defined as “the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.” (taken from the National Curriculum).

### 3. 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, referring also to Tallis Character traits. These are also encouraged through the student entitlement to the T<sup>10</sup>. These are the ten areas which we have identified as those which all children at Tallis should have an entitlement to and which will support their personal, spiritual, moral, social, cultural and academic development. The ten areas are;

1. Enjoyment of Physical Activity
2. Independence
3. Leadership
4. Academic Enrichment
5. Cultural Entitlement
6. Futures
7. Outdoors
8. Social Justice
9. Local Community
10. Global Awareness

Our strong co-curricular programme, accessible to all students as part of their entitlement at Tallis, will inspire and encourage students to try new things and provides students with the opportunity to develop spiritually, morally, socially and culturally.

As a school we have collective responsibility towards the spiritual, moral, social and cultural development of our students 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 model of behaviour to students 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.

#### **4. Fundamental British Values (FBV)**

At Thomas Tallis we address FBV through our Tallis Character.

We recognise the importance of Fundamental British Values (FBV) and pupils are taught and encouraged to regard people of all faiths, races and cultures with respect, acceptance and tolerance. The Fundamental British 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 (including Tallis Character), policies and practices, PSHCE programme, student leadership opportunities and extracurricular provision. The FBV are taught at

Tallis through 'Tallis Character', which is strongly aligned to the values identified in the government guidance. The classroom poster makes these links explicit to students and teachers in the day-to-day work of the school. A copy of this appears on the next page.



# TALLIS Character + BRITISH Values

At Tallis we believe that we can prepare for a happy and successful future by thinking about who we are and how we treat each other. Doing this helps us achieve our best and flourish. As a community we agreed on five core character traits which make us 'Tallis'. These make up our **Tallis Character**. We therefore strive to be: **KIND, HONEST, FAIR, RESPECTFUL & OPTIMISTIC**.

There is a close relationship between these character traits and **British Values** as defined by the government. These values are: **democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith**. Here's how they correspond to our **Tallis Character** traits:

**Mutual respect for and tolerance of those with different faiths and for those without faith.**  
Kindness is at the root of mutual respect. Violence is never kind.



**The Rule of Law.**  
The Law demands honesty and truthfulness.



**Democracy & The Rule of Law.**  
It is fair that every adult is entitled to a vote. All citizens are entitled to fair and unbiased legal representation.



**Mutual respect for and tolerance of those with different faiths and for those without faith & The Rule of Law.**  
We respect each other's rights and beliefs, as adult citizens do. Extremism robs people of their liberties.



**Individual liberty & Democracy** mean that we trust each other to look after the common good. That's a reason to be optimistic about the future.



EDUCATION TO UNDERSTAND THE WORLD & CHANGE IT FOR THE BETTER



## 5. Across and Beyond the Curriculum

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

- The Tallis Co-curriculum Calendar, identifies a range of spiritual, social and civic dates and themes and across the course of the academic year
- Assemblies linked to Spiritual, Moral, Social or Cultural themes and encouraging community spirit and communal reflection
- Provision of a multi-faith Prayer and Contemplation Space (PCS) where all students are welcome to pray or reflect
- Our extensive co-curricular programme that includes a variety of opportunities including Performing Arts, Visual Arts, Sport, ICT and other areas, including extensive range of trips and visits across faculty areas (linked to T<sup>10</sup> entitlement) providing multiples ways of access social and cultural learning
- School productions and performances in all of the performing arts
- Offering a range of out-of-school learning opportunities, in particular spiritual visits to places of worship such as Neasden Mandir, Wimbledon Buddhist Temple and Synagogue, Woolwich Gurdwara, East London Mosque, St Paul's Cathedral and Southwark Cathedral
- Working with external speakers and experts in various disciplines, including the appointment of resident writers, artists and so on.
- Inclusion of Spiritual, Moral, Social or Cultural themes in the rotation of the annual curriculum-led Community Day, where all subject areas deal with the same theme in ways that are relevant to their academic discipline
- A comprehensive range of student services is offered including; careers interviews, mentoring, counselling, school nurse, health services, IAG (Information, Advice and Guidance)
- Student voice opportunities link to SMSC, FBV and Tallis Character

## 6. 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 co-curricular provision and assemblies
- Annual SMSC report to governors
- Feedback from visitors to the school about their views of the community and perception of school ethos

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