Hopefields School

SMSC Statement

Introduction

Hopefields promote 'British Values' and 'Fundamental Universal Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our students.

The curriculum in all phases offers broad and balanced opportunities through rigour and a knowledge-rich curriculum.

The whole staff team work closely with parents, carers and other professionals to ensure that the students at Hopefields are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Spiritual, Moral, Social and Cultural (SMSC)

Hopefields School has a strong commitment to the personal and social development of all students. The school vision and values, put together by all the staff, SLT and the Headteacher, supports spiritual, moral, social and cultural characteristics in all students.

What is SMSC – Spiritual, Moral, Social and Cultural development?
Here is a summary to explain SMSC – it is personalised for all our students in the school.

Spiritual development is when we:
Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral development is when we:
Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social development is when we:
Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural development is when we:

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

In our school, student's SMSC development is seen, for example, in:

- Taking part in a range of activities regarding social skills such as 'JoinUps'
- Taking part in extra-curricular activities such as lunchtime clubs
- Developing an awareness and respect for diversity
- Developing and appreciation of theatre and the arts
- Developing an understanding of right and wrong.
- Developing the communication skills to make choices about likes/dislikes in school then in wider community visits.
- Taking part in sporting opportunities.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities.

Beyond the Curriculum

We are also committed as a school to developing SMSC beyond the curriculum. This is done through:

- Arts, Music and Cultural Specialists visits to school and outside of the school over the year
- Hopefields are also registered for the IQM (Inclusion Quality Mark) Award and promote all aspects of this work in our organisation
- JoinUps give students an opportunity to explore aspects of SMSC
- We are currently registered to achieve the Unicef Award. This will be a specific focus of work over the next 2 years. More information on this can be found on www.unicef.org.uk/rights-respecting-schools/

Impact

In order to reflect further on the impact of all our work on SMSC:

- We engage families and the community
- Hear our student voice
- Observe staff and student interactions
- Support Social Behaviour including social stories where applicable
- Complete learning walks reflecting on resources and practices
- Are an outward-facing school, who is aware of their own work and duty to enable all young people to achieve

Safeguarding

Although some of our students may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a student, our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children and vulnerable adults.

The staff work closely with parents, carers and other professionals to ensure that the students at Hopefields are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Leadership and Co-ordination of the curriculum

SMSC is embedded throughout the curriculum at Hopefields. The Year on a Page document (YOAP) allows all subjects to see what one another are teaching, at a glance. This enables cross-curricular links to be made which in turns improves outcomes as knowledge is synthesised and sequenced to promote memorisation and recognition. This integrated approach ensures that aspects of SMSC is considered in all subject areas.

The senior leadership team audits SMSC and the whole school curriculum in relation to specific subject areas. The Headteacher currently co-ordinates SMSC across the school, although subject leaders and teachers devise and scaffold the curriculum to include SMSC at every given opportunity, with key features and points written into the schemes of work.

Fundamental British and Universal Human Values

Hopefields promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our students.

At Hopefields School, we recognise not only the importance of allowing students to flourish academically but we also embrace our wider role in preparing them for their adult life beyond the formal examined curriculum. Part of our role in that preparation is ensuring that we promote and reinforce British values to our students. At Hopefields, these values are reinforced

and embedded into the curriculum and the school community and are reinforced during social and semi-formal time as part of the PSHCE Curriculum, JoinUp sessions and our approach to the wider school curriculum (YOAP). Students explore weekly current events that link to these values and have time to reflect on these during the JoinUp program.

The curriculum in all phases offers broad and balanced opportunities over and above the national curriculum model.
Values are embedded across the curriculum, considering the values that make us human, improving communication and developing learners:

spiritually to:

- use their imagination and creativity in their learning
- gain an understanding of feelings and emotions and their likely impact
- explore beliefs, religious or otherwise and have respect for different people's beliefs and values
- experience moments of stillness and reflection
- reflect on, consider and celebrate the wonders and mysteries of life
- develop curiosity in their learning
- foster an enjoyment and fascination in learning about themselves, others and the world around them
- prepare themselves for the challenges of independent living.

morally to:

- recognise the unique value of each individual
- listen and respond appropriately to the views of others
- take initiative and act responsibly with consideration for others
- make appropriate and informed decisions and choices
- show respect for the environment
- manage their own behaviours
- develop and apply an understanding of right and wrong in their school life and life outside school.
- understand the consequence of their actions.

socially to:

- consider their place in the world and the impact they have within their communities
- develop a positive self-image and an awareness of their rights and responsibilities
- learn to be effective communicators (including the use of augmentative systems) necessary for living and working together
- help others in school and the wider community
- develop personal qualities valued in society e.g. honesty, consideration, independence and self-respect
- exercise leadership and responsibility
- form and maintain worthwhile and satisfying relationships
- take part in a range of activities requiring social skills
- work co-operatively and collaboratively.

culturally to:

- recognise the value and richness of cultural diversity in their local area and across Britain
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- extend their cultural awareness through visits and residential trips
- respond positively to a range of artistic, sporting and other cultural opportunities provided by school.

'British Values' have been identified as:

Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that students are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our students by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

'JoinUp' sessions held at the start of the day and the end of the day and promote turn-taking, democracy and voting strategies. From a curricular point of view, the principle of democracy is

further explored in Humanities and PSHCE lessons and on drop down days and visits, such as to the House of Commons and Westminster Palace.

Rule of Law:

The Rule of Law is constantly enforced at Hopefields, with rules and structure being a specific part of the school day and model. We involve students in setting codes of behaviour; helping students to make decisions and choices that are acceptable to the school community and society at large. Through humanities and PSHCE lessons, students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, My Sister's Place and A Way Out form part of the Personal Development programme on offer to all students.

Restorative conflict circles are used to ensure staff, students and stakeholders can work together to feel their voice is heard, and safety can be upheld.

Students are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help some students to understand the connection between actions and consequences. This type of environment enables students to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

Students are encouraged to become good and valued citizens. We do this by supporting each student to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some students will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events with our linked organisations under our articles of association, such as Sprouts food charity and Matrix Neurological.

We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

Mutual Respect:

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Respect is at the core of our school ethos and is modelled by students and staff alike. The school promotes respect for others, and this is reiterated through our classroom and learning environments. In line with our commitment to democracy students at Hopefieldsl are always able to voice their opinions and we foster an environment where students and staff feel safe to disagree with each other. Staff teach young people how to have conversations whereby either party does not agree. We don't 'shy-away' from conflict, but use restorative conflict circles to ensure all parties feel heard, with swift outcomes ensuring reduced unhappiness across the school.

We promote each student's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, students work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with students from other schools, coaches, theatre groups etc. The curriculum is personalised and planned for students and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.

We believe it is important to facilitate opportunities to be part of the community as the students, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race. Tolerance of those of different faiths and beliefs is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the school community.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all students' experiences and awareness of others.

Our 'JoinUps' help all students to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events.

Students are encouraged to experience British Culture through our curriculum themes. For example, students have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'

How the curriculum contributes to SMSC Development

English

English contributes to our students' SMSC development through:

• Developing confidence and expertise in language and dialect, which is an important aspect of individual and social identity.

• Enabling students to understand and engage with the feelings and values embodied in high quality 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.

Maths

Maths contributes to our students' SMSC development through:

• Helping students obtain an insight into 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.

• Students working 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, and through recognising that mathematicians from many cultures have contributed to the development of modern-day mathematics.

ICT & Computing

The ICT curriculum contribute to the students' SMSC development through:

• Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.

• Making clear the guidelines about the ethical, and safe, use of the internet and digital technologies.

• Acknowledging advances in technology and appreciation for human achievement.

Business Studies

Business Studies contributes to the students' SMSC development through:

• Preparing students for the basic understanding of what is required for operating a successful business upon leaving education.

• Awareness of relevant legislation affecting businesses and how to stay within the law.

• Appreciation of multiculturalism of entrepreneurs coupled with a range of backgrounds.

• Appreciation of ever-changing circumstances and their effect on business and individuals and adapting to these new challenges.

Humanities

Humanities makes a distinctive and substantial contribution to the students' SMSC development:

- Students learn about beliefs, values and the concept of spirituality.
- Religious studies reflects on the significance of religious teaching in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.
- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.
- Studying the development of British society and government from 1066 onwards
- Exploring and teaching emotional and controversial issues such as the transatlantic slave trade, women's suffrage, the Holocaust, imperialism and the Civil Rights Movement
- Discussion of the reasons behind key historical events such as WWI and Revolution
- Learning about the history of a range of nations, societies and groups

MFL

People, their relationships and their interactions with others are an intrinsic part of what we teach, and the cultural immersion of learning a language cannot be avoided. Modern Foreign Languages contributes to our students' SMSC development through:

- Opportunity to both consider the needs and experiences of people of other cultures,

and reflect upon their own response to this.

• Encourage students to discover, discuss and debate unfamiliar lifestyles, global events, problems and changes.

• SMSC is not confined to the MFL classroom – it is taught in drop-down days throughout the year. We believe that the study of languages will positively affect our students' lives and their understanding of the world around them.

Science

Science contributes to our students' SMSC development through:

• Encouraging students to reflect on the wonder of the natural world.

• Awareness of the ways that Science and Technology can affect society and the environment.

• Consideration of the moral dilemmas that can result in scientific developments.

• Showing respect for differing opinions, on creation for example.

• Co-operation in practical activity.

• Raising awareness that scientific developments are the product of many people working collaboratively.

Art

Art contributes to our students' SMSC development through:

• Looking at the art work of other cultures, people living with disabilities and the LGBT+ community;

• Discussing the differences and similarities between different cultures, people living with disabilities and the LGBT+ community, listening to the ideas and differing

viewpoints, opinions and ideals, promoting and celebrating the differences;

• Exploring the diversity of materials and the ways in which art can influence our surroundings and emotional well-being;

• Reflecting on the wonder of the enormous wealth of artists, designers, craftspeople, photographers and cultures both archaic and contemporary from all walks of life;

• Cooperation in practical activities;

• Consideration for others thoughts, feelings and abilities.

• Looking after the environment and leaving it tidy for others to enjoy.

Drama and the Performing Arts

• Drama and the Performing Arts contribute to students' SMSC development through:

• Discussing and reflecting upon a range of personal experiences (own performances) and observed experiences (trips, concerts and peer performances)

• Raising discussion which concern ethical issues such as; hierarchy within society, and society's class systems through own performances and the work of other artists.

• Raising issues of Morality through play scripts and stimulus.

• Exploring different cultures through the history of Drama.

• Looking at the way Drama performances can change moods or atmospheres.

• Promotion of co-operation with others (listening to others views, ideas and helping others) through group drama pieces.

Design and Technology

Design and Technology makes a contribution to students' SMSC development through:

• Reflecting on products and inventions, the diversity of materials and ways in which

design can improve the quality of our lives.

• Awareness of the moral dilemmas created by technological advances.

• How different cultures have contributed to technology.

• Self-regulation to ensure that students accept responsibility for their behaviour and the safety of others.

• Understand the wider impacts on the environment when designing and making new products.

• Sustainable thinking through the active application of the '6 R's' and to highlight the impact on environmentally sensitive areas of the world.

• Opportunities to work as a team, recognising others strengths, sharing equipment.

Food Technology

Food Technology contributes to our students' SMSC development through:

• Giving the opportunity to examine cultural differences in food and diet.

• Reflecting on the social issues around food such as price and income.

• Acknowledging government guidelines for health and dietary requirements.

• Reflecting on the moral issues concerning food production in third world countries.

Music

Music contributes to our students' SMSC development through:

• Teaching that encourages students to be open to the music of other cultures.

• Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).

• Lead students to appreciate aesthetic order, beauty and on occasion ambiguity, for

example through listening activities, where possible beyond their common experience.

• Looking at the way music can change moods and behaviour.

• Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

Physical Education

Students SMSC development is actively promoted though PE by:

• Exploring, creativity through producing Dance and Gymnastic routines.

• Creating and developing own attacking and defensive set plays and tactics.

• Reflecting and critiquing their own and others performances.

• Using discovery style to allow students to have their own thoughts, ideas and concerns.

• Motivation, determination and character building.

• Promoting fair play and teamwork in lessons.

• Encouraging good sportsmanship throughout.

• Respecting equipment both when using it and when storing it.

• Following instructions and decisions made by officials. Abiding by the rules, in all sporting situations.

• Respecting their facilities and the environment they are active in.

• Listening to teacher and peer feedback on particular sporting skills.

• Promoting trust with peers through team building activities.

• Using students as sports leaders/ambassadors.

• Creating a sense of community in lessons and clubs.

• Celebrating sporting success both in and out of school.

• Use of sports leaders running clubs and activities

• Encouraging the attendance to extracurricular activities.

• Promoting team work throughout lessons supporting one another to develop their skills in a cooperative situation.

• Using international examples of different athletes and their achievements.

• Cultural engagement through elite performers both at school and in their own sporting environment.

Health and Social Care

• Developing student's awareness of moral spiritual, social and cultural issues within the Health and Social Care industry.

• Supports the whole school policy on issues such as discipline and workplace behaviour.

• Encourages students to reflect on their own society and environment, developing their own individual and social identity.

• Promotes respect for others differing opinions.

• Helps an understanding of the influence of cultures and religions on society.

Equine Studies/The Montana Project

Contributes to our students' SMSC development through:

• Developing students' knowledge of, and respect for, different people's feelings and

values, including a recognition of self, whilst developing empathy for all living creatures

• Ensuring students understand the consequences of their behaviour and actions

• Providing opportunities to use of a range of social skills in different contexts

• Advancing students understanding and appreciation of the wide range of cultural

influences that have shaped their own heritage and that of others in the landscape around them

Further information on how SMSC is explored within the curriculum can be found on

department curriculum SOWs and YOAP.

Beyond the Curriculum

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

• The safeguarding of students is the priority for all staff who are appropriately trained

• The ethos and values of the school

• Active volunteering supported by the Drop Down Day

• Taking part in local community offers such as The Amal Project and Sprouts food charity network

• JoinUp programme

• Global links being developed with other schools and organisations

• Community arts projects

• Extensive extra-curricular programme

• School performances in rewards ceremonies

• Visits to London

- New Starters induction programme
- Careers programme and support (CEIAG)
- Links with local enterprises, colleges and universities
- Duke of Edinburgh

Monitoring and Implementation

- Provision for SMSC will be monitored and reviewed by the staff team and members of the senior leadership team on a monthly basis and will be minuted in SLT.
- Discussions about SMSC provision will take place at teaching and learning meetings including sharing of good practice
- SMSC links will be highlighted in schemes of work
- The implementation of this policy is the responsibility of all staff.

Should you feel that the school is not meeting the requirement for SMSC or supporting British fundamental values, you should contact the school office and request to express your concerns with the Headteacher. Likewise, if you feel that anyone working at the school is undermining these values, you should report this to the Headteacher.

HOPEFIELDS