SMSC Policy
2024 – 2025

Approved: September 2024
Review: September 2025

1 Introduction

Our curriculum fulfils our statutory responsibility to support learners' social, moral, spiritual and cultural development, and prepare our learners for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002 and the Academies Act 2010.

Three Towers (TTAPA) has embedded SMSC in all aspects of school life. and at the heart of our whole curriculum. The many opportunities for spiritual, moral, cultural and social education and learning reinforce our vision of education outline in Our Ethos Statement -

<p align="center">

'Expanding Horizons'
</p>

Together with the Rowan Learning Trust (RLT) we are committed to improving the life chances of our learners by removing barriers to participation and achievement.

Our vision is to be a safe, caring, happy and nurturing community where:
- everyone can learn through supportive interaction, experience and success;
- emphasis is placed upon personal development, learning and fulfilling the potential that exists in each one of us;
- each learner is supported holistically;
- each learner receive provision that is tailored to meet their individual academic and social-emotional needs, giving them the skills they need to improve their life chances;
- learners take responsibility for their lives, their learning and their decisions;
- working in partnership with stakeholders is a high priority;
- the concerns of parents/carers are listened to and acted upon where possible so that the needs of their children are effectively met.

Our aim is for each and every member of our community to gain an understanding of their inherent value and the value of others and to enable them to go on to become independent people ready and able to meet the challenges of the 21st Century.

By putting the interests of the learners at the core of all that we do we aim to:
- foster high expectations, aspirations and a 'can do' approach in all members of our community;
- provide a nurturing, restorative and structured learning environment where everyone can feel safe, secure, and valued;
- develop all learners academic potential and emotional literacy by meeting their individual needs;
- identify and change aspects of behaviour that are contributory to difficulties experienced in school;
- support learners to make good progress in all aspects of learning enabling them to move on in their learning journey either returning to mainstream school; transferring to specialist provision or accessing post-16 opportunities and the world of work;
- provide opportunities for learners to gain appropriate qualifications for future pathways;
- support mainstream schools in the development and delivery of effective strategies to support positive behaviour;

- develop learners resilience, integrity, self-esteem, self-confidence and citizenship in a climate of mutual respect and tolerance;
- provide learning opportunities that are fun where we are able to laugh and enjoy each other's sense of humour.

We value each other as unique members of our school community. We show this through:
- Creativity – being curious about the world and developing independent thinking skills;
- Integrity – being truthful, reliable, trustworthy, and sincere;
- Kindness – to ourselves and each other;
- Leadership - leading by example and modelling the behaviours we wish to see in others;
- Resilience – many things in life are not easy but we do not give up or give in;
- Respect – for ourselves, for each other, our family & friends, our community and the environment;
- Responsibility – taking responsibility for our own learning, our behaviour and our future;
- Tolerance – learning to accept others often allows us to become accepted in return.

2 Aims

This policy relates to the whole life of TTAPA and our role in promoting spiritual, moral, social and cultural development (SMSC) and providing many opportunities for cultural capital.

All staff work together to create a safe, caring, challenging, stimulating and happy environment in which learners can enjoy their time at school and celebrate their achievements. We strive to build a community which encourages all its members to develop a healthy respect for ourselves, each other and our environment (including all living things).

In addition, we provide a welcoming and reflective environment where there are opportunities, encouragement and stimuli to develop each learner to their full potential.

3 Roles and Responsibilities

Responsibility for developing learners' SMSC development lies with the whole school community.

3.1 The Local Governing Committee (LGC) is involved in defining and agreeing the principles underlying the school policies and in monitoring and reviewing their application.

3.2 The Headteacher is responsible for framing the school policy and, with other members of the Leadership Team, organising support for the implementation of the policy and the monitoring of both the school environment and performance management of staff.

3.3 All staff are responsible for:
- embedding SMSC in all curriculum areas.
- ensuring that they maximise on all available opportunities to develop learners SMSC even in unstructured times (i.e. break and lunch times) throughout the school day and in leisure activities and school trips.

3.4 Learners are responsible for ensuring that they engage fully with all aspects of the school day including creative days, school events and school trips.

4 What Social, Moral, Spiritual and Cultural Education is

4.1 Social Development is when we are:
- using a range of social skills;
- engaging with and participating in the local community;
- appreciating diverse points of views;
- participating, volunteering and cooperating;
- resolving conflict;
- engaging with the "British Values" of democracy; the rule of law; liberty; respect & tolerance.

Learners are encouraged to:
- develop and maintain relationships within the school community;
- work successfully with other learners and adults in the school community;
- respond to the opportunities being offered;
- show initiative;
- take responsibility for their own learning in the school community;
- gain an understanding of the wider society through their family and carers, the school, local and wider communities;
- actively participate in the school community and beyond into the wider community outside of school.

We provide opportunities for learners to:
- interact with all staff in school and with external partners of the school in an appropriate and polite manner;
- feedback views, ideas and concerns to the leadership team;
- experience the development of skills in speaking, listening and key reflective work where learners have the ability to learn both with teacher interaction and support, but increasingly independently;
- engage with a personalised curriculum including a PSHE programme
- experience excellent information and guidance in school through pastoral and career advice in which all staff are involved throughout the year;
- access subject specific advice at certain milestones of a learner's life at the school;
- access dedicated careers teacher is in school to offer support on career/further or higher education planning;
- participate in the wider community through work experience and vocational placements;
- participate in school trips.

4.2 Moral Development is when we are:
- recognising right from wrong;
- respecting the law;
- understanding consequences;
- investigating moral and ethical issues;

➢ offering reasoned views.

Our values outlined in our ethos statement in Section 1 underpin all our work on delivering moral education.

In addition, positive behaviour for learning is a priority throughout the school and is underpinned by our rigorously applied expectations, which are tracked and monitored through ClassCharts.

➢ **Be safe;**

➢ **Be respectful;**

➢ **Be ready to learn.**

At TTAPA this is delivered through:

➢ clear models of good behaviour from staff;
➢ reinforcement of school values both inside and outside of lessons;
➢ a Thrive based trauma informed approach by all staff towards learners;
➢ a focus on conflict resolution and restorative justice;
➢ discussions based on moral issues, where appropriate, across the school community from the start of the day during meet & greet, break and meal times as well as across lessons;
➢ a comprehensive PSHE programme;
➢ fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
➢ supervised and filtered access to the Internet together with regular inputs focused on the dangers of the internet and related issues;
➢ local, national and global incidents and 'on this day' inputs give an opportunity for teaching about morality and behavior.

4.3 Spiritual Development is when we are:

➢ exploring beliefs and experience;
➢ respecting faiths, feelings and values;
➢ enjoying learning about oneself, others and the surrounding world;
➢ using imagination and creativity;
➢ reflecting.

Our learners are provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

➢ develop their self-esteem, self-knowledge and self-belief;
➢ allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
➢ explore the spiritual values of others through stories, music, art and whole school educational events to name just a few;
➢ allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;
➢ allow them to understand, express, use and regulate feelings and emotions as well as encouraging empathy in terms of relationships with others.

At TTAPA this is delivered through:

- a whole school PSHE programme;
- a learner support structure that is focused on learning;
- educational enrichment trips and visiting speakers who provide learners with a range of experiences, which may promote a sense of awe and wonder about the world;
- a reflective approach to learning through formative assessment techniques – learners having ownership and understanding of where they are, where they need to get to and how they are to do it;
- a rewards system developing learner self-esteem through certificates, postcards home, daily points and other awards;
- displays of learner work and photos capturing learner experiences and successes bring a sense of pride in the work learners produce and therefore a sense of expressing the talents of the individual;
- access to the leadership team over lunch time to involve learners in the life and decision-making processes of the school.

4.4 Cultural Development is when we are:

- appreciating cultural influences;
- appreciating the role of Britain's parliamentary system;
- participating in cultural opportunities;
- understanding, accepting, respecting and celebrating diversity.

Our learners are encouraged to:

- appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;
- recognise that similarities and differences may exist between different societies and groups;
- experience a range of cultural activities in terms of literature, music, technology, art and design, sport and other media;
- broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

At TTAPA we encourage:

- educational visits to experience other cultures and ways of life;
- educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life;
- a comprehensive PSHE programme;
- access to opportunities to explore SMSC and cultural events such as Remembrance and celebrations of Easter and other religious festivals eg Chinese New Year, Divali
- access to the Internet in order to explore cultures and activities as extension learning.

5 SMSC in the Curriculum

Opportunities to develop in SMSC take place across all curriculum areas, as well as through Well-being Wednesday activities and personalised interventions. Many activities are designed to encourage learners to recognise the spiritual dimension of their learning,

reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

The provision of SMSC will allow learners to:
- ➢ talk about personal experiences and feelings;
- ➢ express and clarify their own ideas and beliefs;
- ➢ speak about difficult events, e.g. bullying, death etc.;
- ➢ share thoughts and feelings with other people;
- ➢ explore relationships with friends/family/others;
- ➢ consider others needs and behaviour;
- ➢ show empathy;
- ➢ develop self-esteem and a respect for others;
- ➢ develop a sense of belonging;
- ➢ develop the skills and attitudes that enable learners to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc. (for comprehensive list see attached sheet);
- ➢ learner from new experiences, open their minds, develop their talents and "expand their horizons".

All subjects / departments have identified areas in their curriculum maps that provide opportunities to:
- ➢ listen and talk to each other;
- ➢ learn an awareness of treating all as equals, and accepting people who are physically or mentally different;
- ➢ agree and disagree;
- ➢ take turns and share equipment;
- ➢ work co-operatively and collaboratively.

Learners are taught to appreciate their local environment and to develop a sense of responsibility to it through Outdoor Education and curriculum trips and take part in activities such as Remembrance Day; MacMillan Coffee morning; Children in Need; Comic / Sport relief etc.

6 Delivering SMSC in our Curriculum

Social, Moral, Spiritual, and Cultural (SMSC) education is integrated across the curriculum. It will also be delivered through educational visits, special projects, tutorials and presentations by visiting speakers.

All staff are involved in SMSC education and model positive attitudes and qualities outlined within this policy. These qualities should be evident in the way that learners and all adults interact throughout TTAPA.

We recognise that many of our learners will need significant support in understanding some of the issues outlined in this policy so where relevant, there is input from other professionals and outside agencies. Parents/carers are encouraged to become involved in specific areas as appropriate.

To ensure all learners make a positive contribution to society, learners at TTAPA are provided with:

- ➢ quality teaching and learning to aid the development of skills and knowledge required to become responsible citizens;
- ➢ opportunities to develop a supportive, caring and respectful attitude towards all members of the school community, actively promoted through our values;
- ➢ opportunities to prepare for life in the wider community.

At TTAPA, SMSC education will be developed through:
- ➢ the whole curriculum;
- ➢ charity work;
- ➢ parents' / carers' meetings;
- ➢ the pastoral system;
- ➢ counselling and therapeutic interventions; and
- ➢ work with other agencies.

7 Links with the wider community

Visitors are welcomed into school (refer to Visitor Policy).
The development of a strong home-school link is regarded as very important, enabling parents / carers and teachers to work in an effective partnership to support the learner.

8 Monitoring Arrangements

This policy will be reviewed by headteacher annually. At every review, the policy will be approved by the Local Governing Committee

9 Links to other Policies & Documents

This policy should be read alongside:
- ➢ Behaviour & Relationships Policy
- ➢ Curriculum plans
- ➢ Statement on Fundamental British Values
- ➢ Teaching & Learning Policy

UNICEF - UNCRC
The UN Convention of the Rights of the Child sets out human rights of every person under 18 (Article 1) and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2). Articles directly relating to this policy are:

2 (Non-discrimination)	28 (Right to education)
12 (Respect the views of the child)	29 (Goals of education)
13 (freedom of expression)	31 (Leisure, play and culture)
17 (access to information from the media)	

September	October	November	December	January	February	March	April	May	June	July
WELCOME BACK	RESPECT	KINDNESS	CREATIVITY	TOLERANCE	RESILIENCE	LEADERSHIP	RESPECT	INTEGRITY	RESPONSIBILITY	EXPANDING HORIZONS
This month:	This month: Black History ADHD Awareness Breast Cancer Awareness Stoptober	This month: Movember – Men's Health Awareness 14th Nov – 20th Dec Disability History Awareness	This month:	This month: Veganuary	This month: LGBTQ+ History	This month: Prostate Cancer Awareness Women's History inc 8th International Women's Day Disability Awareness	This month: Stress Awareness Maths & Statistics Awareness National Pet Month	This month: Coeliac Awareness Month	This month: Gypsy, Roma & Traveller History PRIDE	This month:
4th World Sexual Health Day 8th International Literacy day 10th World Suicide Prevention Day 13th Roald Dahl Day 15th International day of Democracy 19th – 25th Recycling Week – Theme 'Let's get real'' 20th National Fitness Day 21st International Day of Peace 23rd – 27th Cycle to school week 27th TA Appreciation Day 27th Macmillan Coffee Morning	2nd – 4th Rosh Hashanah 2nd – 8th Dyslexia Awareness Week 3rd National Poetry Day 4th – 10th World Space Week – Theme 'Space & Climate Change' 5th World Teachers Day 6th Grandparents Day 8th World Dyslexia Day 8th Ada Lovelace Day 10th World Mental Health Day 10th World Homelessness day 11th - 12th Yom Kippur 12th – 19th National Hate Crime Awareness week 16th – 24th Sukkot 16th World Food Day 16th – 22nd Anti-Slavery Week Including 18th Anti-Slavery Day 18th Breast Cancer Awareness Day – 'Wear It Pink' 31st Halloween 31st – 1st Nov Diwali	1st World Vegan Day 2nd National Stress Awareness Day 4th – 9th Green Careers Week 10th World Science Day – Theme 'Global science for global wellbeing' 11th Armistice Day 11th – 15th Anti-Bullying week incl 12th Odd Sock Day & 15th Friendship Friday 13th World Kindness Day 14th World Diabetes Day 15th Children in Need 15th Nov Birthday of Guru Nanak 17th – 23rd Road Safety Week 18th – 24th Parliament Week 19th International Men's Day 20th World Children's Day – Theme 'Investing in our future means investing in our children' 29th Education Support Staff appreciation day	1st Advent begins 1st World Aids Day 2nd International Day for the Abolition of Slavery 10th Human Rights Day 21/22 Christmas jumper day 25th Christmas Day 25th – 2nd Jan Hanukkah	6th Ephiphany 11th Human Trafficking Awareness Day 19th World religion Day 24th International Day for Education 27th Holocaust Memorial Day 29th Lunar New Year – Year of the Snake 30th Jan – 7th Feb National Story Telling Week	3rd – 9th Children's mental health week – Theme 'My Voice Matters' 3rd – 16th March Fairtrade Fortnight 4th World Cancer Day 4th Rosa Parks' Birthday 4th Shrove Tuesday 14th Ash Wednesday 10th – 16th Apprenticeship week 11th Safer Internet Day – Theme 'Inspiring Change? Making a difference, managing influence and navigating change online.'' 11th International Day for Women & Girls in science 17th Random acts of Kindness day 20th National Love your Pet Day 28th Ramadan begins	3rd – 8th Careers Week 3rd World Wildlife Day – Theme 'It's time to get serious about wildlife crime.'' 6th World Book day 10th Commonwealth Day 13th - 14th Purim 14th – 23rd British Science week – Theme 'Change & Adapt' 14th Holi 14th Pi Day 15th Comic Relief 18th Global Recycling Day 20th International Day for Happiness 21st World Poetry Day 21st International Day for the Elimination of Racial Discrimination 22nd World Water Day 22nd Earth Hour (20:30-21:30) 24th – 30th Shakespeare week 30th Mother's Day 30th Ramadan ends 31st Eid ul-Fitr	2nd Autism Awareness Day 7th World Health Day 12th – 20th Passover 17th Maundy Thursday 18th Good Friday 21st Easter Sunday 22nd Easter Monday 22nd Earth Day 22nd – 30th Passover 23rd St George's Day	3rd World Press Freedom Day 4th Star Wars Day (!) 5th May Day 6th World Asthma Day 8th VE Day – 80th Anniversary 12th – 18th Mental Health Awareness Week including 16th Wear It Green Day 14th National Children's Day 17th International Day against Homophobia & Transphobia 19th – 23rd Walk to School Week 21st National Numeracy Day .	2nd – 8th Volunteer's Week 5th World Environment Day 6th Anniversary of D-Day 7th Eid al-Adha 8th World Oceans Day 15th Father's Day 20th World Refugee Day 21st National Make Music Day 21st King's Official Birthday 22nd Windrush Day 22nd World Rainsforest Day 26th RSE Day	18th Mandela Day 30th International Day of Friendship

Links to- **YELLOW –English** **RED –Science** **BLUE –Maths** **PURPLE-PSHE/Citizenships** **ORANGE- PE** **PINK- Careers** **GREEN- RE** **BLACK- Whole school**

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