

West Midlands UTC

Spiritual, Moral, Social and Cultural Education (SMSCE) Policy

The governors believe that the UTC's statement of aims, policy statements, discipline structure and expectations of students all contribute to a student's spiritual, moral, social and cultural development.

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Comments	This policy is part of a suite of documents that describe a range of strategies and activities that take place at WMUTC to further the SMSC development of students. A list of other relevant documents is available at the end of this overview.		
Monitoring, Evaluation and Review	The Governing Body will review this document at least every 3 years. Monitoring and Evaluation shall be conducted by the Vice Principal throughout each academic year to ascertain the effectiveness and impact of SMSC provision within the curriculum and ensure that the provision responds to new department guidance. This policy is available on the UTC website, on request to parents, the LA, and OFSTED through the Principal.		

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1. Purpose

1.1. Alongside a first-class construction based technical education, the WMUTC has two distinct wider aims, which are:

1.1.1. To foster the spiritual, emotional, moral, cultural, mental and physical development of all students, both as individuals and as members of society.

- 1.1.2. To prepare all students to approach positively and confidently the opportunities, responsibilities and experiences of adult life.

2. Aims of WMUTC's SMSC Curriculum

- 2.1. Aspects of SMSC can be developed through virtually all parts of the curriculum, although some subjects and activities are likely to be most relevant than others.
- 2.2. SMSC is delivered at WMUTC through a distinct programme of learning alongside the normal curriculum designed:
 - 2.2.1. To provide an environment that is friendly, stimulating, disciplined supportive and positive and which promotes an attitude of co-operation and self-discipline.
 - 2.2.2. To provide equality of opportunity for all to enjoy learning, experience success, receive recognition and thus achieve respect, dignity and self-confidence.
 - 2.2.3. To provide a broad, balanced, coherent and appropriate educational experience for each individual.
 - 2.2.4. To develop both individual and group skills, powers of clear, creative, critical and reflecting thinking and the capacity to make informed and responsible decisions.
 - 2.2.5. To develop a reasoned set of attitudes, values and beliefs, combined with an open-minded and sensitive attitude towards the ideas and views of others.
 - 2.2.6. To encourage an awareness and understanding of the variety of the world's beliefs and cultures and of the interdependence of people.
 - 2.2.7. To develop an understanding of the physical world and the necessity to live harmoniously with the natural environment.
 - 2.2.8. To promote a sense of responsibility towards others and a wish to contribute positively and actively to the local community and the wider society.
 - 2.2.9. To develop an appreciation of the value of education as a life-long process and the motivation and skills for further learning.
 - 2.2.10. To foster an adaptability which can help individuals cope with changes in the future pattern of life and work.
 - 2.2.11. To celebrate and share together common goals and values.
 - 2.2.12. To challenge prejudice in all its forms.
 - 2.2.13. To encourage pupils to respect specified fundamental British values
 - 2.2.14. To offer pupils a balanced presentation of views when political issues are brought to their attention

3. Intended Outcomes

- 3.1. Students display a capacity for reflection and an ability to discuss beliefs.
- 3.2. Students feel free to express and explore their views openly and honestly through discussion. Students are willing to listen to the opinions of others when there is a difference of opinion.

- 3.3.** Students acquire knowledge and skills which enable them to develop their understanding of spiritual, moral, cultural and social issues.
- 3.4.** Students develop their own personal values and appreciate the beliefs and practices of others.
- 3.5.** Students are able to work successfully in groups and participate co-operatively and productively both in the college and in the local community.
- 3.6.** Students are able to demonstrate a degree of responsibility and initiative.
- 3.7.** Students are able to approach problems rationally.
- 3.8.** Students develop wider interests, social skills and community awareness.
- 3.9.** Students participate in enrichment activities both within the college and in the community.
- 3.10.** Displays around the school reflect a diverse community and a recognition and celebration of diversity.
- 3.11.** Displays reflect on issues and experiences and challenge prejudices.
- 3.12.** Displays reflect a breadth of educational experiences beyond classroom learning and celebrate successes.
- 3.13.** Displays promote and celebrate the work of WMCUTC within the wider community.
- 3.14.** Charity events and fundraising focus on local, national and international communities, raising awareness of the needs and values of others.

4. The Structure of the SMSC Curriculum

- 4.1.** The SMSC curriculum will be addressed through the college's wider curriculum areas as well as through a programme of planned sessions and learning projects.
- 4.2.** Typically an area of the SMSC curriculum will be introduced through an assembly before the students are engaged in learning activities lasting up to three weeks in length.
- 4.3.** Students will be required to produce a response to each learning topic which may take a variety of forms, including presentations, infographic presentations and debates.
- 4.4.** All students across the college will take part in SMSC education throughout the year, as will the teaching staff. This will impress upon the students the importance given to the topics being studied.
- 4.5.** The topics studied by students will fully cover those outlined in Standard 5, that is set out in Part 2 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010, as amended.
- 4.6.** Whilst a Programme of Study exists to ensure comprehensive coverage of all relevant issues, the college will from time to time make amendments to the programme of study to ensure a

timely response to arising relevant issues in the media.

5. **DfE Guidance and other documentation** has been used to create this document. The specific guidance documents include:

- [SMSC Development of Pupils in Independent Schools: Departmental Advice 2013](#)
- [Improving the SMSC development of pupils: Supplementary Information 2014](#)
- [Teachers Standards](#)

Other relevant policies include:

Assemblies Policy

PSHE Policy

IAG (Careers) Policy

Collective Worship Policy

Sex and Relationships Education Policy

Professional Conduct and Respect Policy

Appendix A: Requirements of Standard 5 (SMSC Development)

5a. Fundamental British Values

The UTC 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

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combatting discrimination.

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths; and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

5b. Principals are actively promoted

The UTC 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 Equality Act 2010; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

5c. Political Views

The UTC precludes the promotion of partisan political views in the teaching of any subject in the school

5d. Political Issues

The UTC 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