



# Bolingbroke Academy

## **SOCIAL, MORAL, CULTURAL AND SPIRITUAL EDUCATION POLICY**



Date of last review:	<b>20.12.2017</b>	Review period:	<b>2 YEARS</b>
Date of next review:	<b>20.12.2019</b>	Owner:	<b>A BROOKES</b>
Type of policy:	<b>PASTORAL</b>	LGB or Board approval:	

**AIMS:**

We are dedicated to ensuring that each pupil at Bolingbroke Academy receives a broad and balanced curriculum and that they have meaningful opportunities to explore social, cultural, spiritual and moral questions which affect their own lives and the lives of the communities of which they are a part. We have a dedicated pastoral team who oversee the planning, monitoring and quality assurance of the SMSC provision within dedicated curriculum time. However we have a common understanding in the Academy that SMSC should permeate the entire subject curriculum: it is the responsibility of all of our staff to ensure we provide an engaging and thought-provoking SMSC curriculum. Enabling our pupils to develop into mature, responsible citizens who care for themselves and their communities is at the heart of what we do.

**OUR DEFINITIONS:**

**SOCIAL:** be an active member of the school community and beyond; learn and refine social skills which help us to become good friends, neighbours and citizens; engage with fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

**MORAL:** investigate and deeply question moral issues; give and justify your opinion; understand the consequences of behavior; respect the civil and criminal law of England

**SPIRITUAL:** explore belief systems with respect and curiosity; learn about self and others with enjoyment and interest; be reflective about our own and other's beliefs and life experiences

**CULTURAL:** be curious about our own culture and show interest in investigating and researching it; understand the different cultures in our school and beyond; take opportunities to participate in activities which widen our cultural capital such as art, music, drama and sport; be tolerant of different cultures and faiths

**BRITISH VALUES:** understand democracy and the rule of the law; have tolerance and respect for diversity in our school and the wider society; show respect for different faith and beliefs as well as for those who do not have faith

**CIVITAS:** a small group of pupils (typically between 12 and 17) who meet daily for 20 minutes to explore a Big Question by sharing experiences, debating, looking at centralized resources and reflecting privately in a journal. This time is also important for reflecting on personal growth, setting short term and longer term goals and celebrating success.

**IMPLEMENTATION:**

Our SMSC and PSHCE curriculum is delivered through subject areas, daily Civitas time, weekly house and whole school assemblies and targeted off-timetable days and trips. The below tables give an overview of the key content taught to KS3 and 4 which we have separated into 3 strands: Health and Wellbeing, Relationships and Choices and Our World. In doing so, we have also embedded the promotion of British Values, included the key content from the Prevent and Safeguarding agendas and allowed time to focus on work-related learning and careers education. We have also included strands which we feel are of particular relevance to the pupils in the Academy.

I. BREAK DOWN OF DAILY CIVITAS TIME (TYPICAL EXAMPLE; EACH HOUSE IS ON A ROTATION)

<u>DAY</u>	<u>FOCUS</u>	<u>CONTENT</u>	<u>OUTCOME FOR PUPIL</u>
MONDAY	SMSC 1 <b>LAUNCH</b>	House notices House report News item 'launches' Big Question (2-5 mins) Big Question	<ul style="list-style-type: none"> <li>✓ Pupils understand upcoming events</li> <li>✓ Pupils see their behaviour progress and contribution to their house</li> <li>✓ Pupils quick check-in with their tutor</li> <li>✓ Pupils initially engage with the week's big question by seeing a resource and voting for their opinion</li> </ul>
TUESDAY	SMSC 2 <b>TEACH</b>	Big Question Key content Discussion	<ul style="list-style-type: none"> <li>✓ Pupils re-see the Big Question and assess whether they agree or disagree</li> <li>✓ They are taught key information relating to the topic</li> <li>✓ They engage in discussion or debate to develop their opinion</li> </ul>
WEDNESDAY	SMSC 3 <b>EXPLORE</b>	Big Question Further discussion / key content Journal	<ul style="list-style-type: none"> <li>✓ Pupils further explore the topic</li> <li>✓ Pupils gain confidence in their understanding of key content</li> <li>✓ They commit their reflections to paper in silent Learning Journal time</li> </ul>
THURSDAY	House assembly	Cycle of: Rewards Launch House – related to Big Question Pupil Leadership Civitas group Rewards Review	<ul style="list-style-type: none"> <li>✓ Investment in House Spirit</li> <li>✓ Celebration of self and others</li> <li>✓ Continuation of SMSC themes</li> <li>✓ Opportunity for focused groups (by key stage or pupil need)</li> </ul>
FRIDAY	Whole School Assembly	Related to SMSC themes where possible Core Team cycle	<ul style="list-style-type: none"> <li>✓ Further embed wider themes</li> <li>✓ Opportunity for collective reflection</li> </ul>

## 2. KEY STRANDS DELIVERED THROUGH CIVITAS TIME AND WITHIN THE WIDER CURRICULUM.

For a full breakdown of our SMSC curriculum delivered through subject areas and in Civitas time, see the full overview document here: [T/CURRENTPOLICIES/SMSC\\_FULL\\_CURRICULUM](#)

- Health and wellbeing
- Relationships and choices
- Our World

<b>STRAND 1: HEALTH AND WELLBEING</b>	
<b>OUTCOMES:</b>	
<b>KS3 FOCI</b>	<b>KS4 FOCI</b>
<ol style="list-style-type: none"> <li>1. Understand how to manage changes to my life</li> <li>2. What is wellbeing? How do we maintain it?</li> <li>3. Recognise my own success and how this impacts my self-esteem</li> <li>4. Make informed choices about drugs and alcohol</li> <li>5. Understand the risks of substance misuse</li> <li>6. Make informed choices about a balanced diet and exercise</li> <li>7. Personal hygiene</li> <li>8. Understand and assess my own mental health</li> <li>9. Understand warning signs for when my mental health or that of others is not strong</li> <li>10. Understand unhealthy coping strategies such as self-harm or negative relationships with food</li> <li>11. Puberty, reproduction and pregnancy</li> <li>12. Contraception and sexually transmitted diseases</li> <li>13. Understand the risks associated with female genital mutilation and its status as a criminal act</li> <li>14. Understand how to access support and advice</li> <li>15. Understand how to deliver basic first</li> <li>16. Use imagination and creativity in learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand how to manage changes to my life</li> <li>2. What is wellbeing? How do we maintain it?</li> <li>3. Recognise my own success and how this impacts my self-esteem</li> <li>4. <b>Make effective use of constructive feedback</b></li> <li>5. <b>The media's portrayal of young people and how it effects self esteem</b></li> <li>6. Make informed choices about drugs and alcohol</li> <li>7. Understand the risks of substance misuse</li> <li>8. Make informed choices about a balanced diet and exercise</li> <li>9. Personal hygiene</li> <li>10. Understand and assess my own mental health and <b>learn to support others</b></li> <li>11. Understand warning signs for when my mental health or that of others is not strong</li> <li>12. <b>Understand the symptoms and treatments for some mental health disorders including anxiety and depression</b></li> <li>13. Understand unhealthy coping strategies such as self-harm or negative relationships with food</li> <li>14. <b>Recognise and manage feelings about body image</b></li> <li>15. Puberty, reproduction and pregnancy</li> <li>16. Contraception and sexually transmitted diseases</li> <li>17. Understand the risks associated with female genital mutilation and its status as a criminal act</li> </ol>

	<p>18. Understand how to access support and advice</p> <p>19. Take increased responsibility for monitoring own health</p>
--	---

<b>STRAND 2: RELATIONSHIPS AND CHOICES</b> <b>OUTCOMES:</b>	
KS3 FOCI	KS4 FOCI
<ol style="list-style-type: none"> <li>1. Understand what is meant by a positive relationship</li> <li>2. Understand and learn to exhibit and expect the qualities needed to maintain positive relationships</li> <li>3. Listen well</li> <li>4. Identify negative relationships, including issues such as power imbalance, lying, bullying, honour based violence and abuse</li> <li>5. Understand different types of relationships: friendships, family relationships, relationships with teachers</li> <li>6. The role of a carer</li> <li>7. Understand the concept of consent – how to seek it and give it</li> <li>8. Understand the law in relation to consent</li> <li>9. The risks of unprotected sex</li> <li>10. Understand the unrealistic portrayal of relationships in pornography</li> <li>11. Understand that sharing explicit images may cause criminal offence</li> <li>12. Use technology safely</li> <li>13. To recognise that there is diversity in developing sexual attraction</li> <li>14. Understand the correct terminology when discussing sex and relationships</li> <li>15. Understand the unacceptability of racist, homophobic, transphobic, biphobic and</li> </ol>	<ol style="list-style-type: none"> <li>1. Strategies to manage strong emotions and feelings</li> <li>2. Understand and learn to exhibit and expect the qualities needed to maintain positive relationships</li> <li>3. Parenting skills and qualities</li> <li>4. Identify negative relationships, including issues such as power imbalance, lying, bullying, honour based violence, abuse, forced marriage and rape</li> <li>5. Understand changes in relationship including the ending of relationships</li> <li>6. Understand and be able to seek help for support when a relationship breaks down</li> <li>7. The impact of domestic abuse</li> <li>8. Understand the concept of consent – how to seek it and give it</li> <li>9. Manage unwanted attention</li> <li>10. Understand the law in relation to consent</li> <li>11. The risks of unprotected sex</li> <li>12. The pathways available for unwanted pregnancy</li> <li>13. The pathways available for people not able to conceive</li> <li>14. Understand the unrealistic portrayal of relationships in pornography</li> <li>15. Understand that sharing explicit images may cause criminal offence</li> <li>16. Use technology safely</li> </ol>

<p>disablist language, how to recognise and challenge it</p> <ol style="list-style-type: none"> <li>16. Recognise bullying and abuse in all its forms, including cyber bullying, by text, exploitation and trafficking</li> <li>17. Recognise peer pressure and the need for approval</li> <li>18. Understand the laws related to the carrying of offensive weapons</li> <li>19. Understand the difference between friendship groups and gangs and strategies for managing pressure to join a gang</li> </ol>	<ol style="list-style-type: none"> <li>17. To recognise that there is diversity in developing sexual attraction</li> <li>18. Understand the role of the media and its impact on sexuality</li> <li>19. Understand the correct terminology when discussing sex and relationships</li> <li>20. Understand the unacceptability of racist, homophobic, transphobic, biphobic and disablist language, how to recognise and challenge it</li> <li>21. Recognise bullying and abuse in all its forms, including cyber bullying, by text, exploitation and trafficking</li> <li>22. Understand the laws related to the carrying of offensive weapons</li> <li>23. Understand the difference between friendship groups and gangs and strategies for managing pressure to join a gang</li> </ol>
---	--

**STRAND 3: OUR WORLD**  
OUTCOMES:

KS3 FOCI	KS4 FOCI
<ol style="list-style-type: none"> <li>1. Set realistic and challenging personal targets</li> <li>2. The similarities and differences between people of different race, sex, gender orientation, culture, sexual orientation and disability</li> <li>3. Stereotyping and discrimination: its impact and how to challenge it</li> <li>4. Understand extremism, tolerance and the dangers of radicalisation</li> <li>5. The potential tensions between British law, human rights and religious expectations and practices</li> <li>6. The primacy of human rights</li> <li>7. To recognise their own rights</li> <li>8. Their identity, strengths and challenges as a learner</li> <li>9. Different types of work including self-employment, training and voluntary work</li> <li>10. The laws relating to work for young people</li> <li>11. The choices available at the end of KS3</li> <li>12. The skills needed in enterprise</li> </ol>	<ol style="list-style-type: none"> <li>1. Set realistic and challenging personal targets</li> <li>2. Understand how their skillset and interests are growing and how this applies to their future aspirations</li> <li>3. Challenge discrimination, including in the workplace</li> <li>4. The similarities and differences between people of different race, sex, gender orientation, culture, sexual orientation and disability</li> <li>5. Critically examine extremism and tolerance</li> <li>6. Understand and know the signs of radicalisation</li> <li>7. Know how to protect their community from violent extremism</li> <li>8. Stereotyping and discrimination: its impact and how to challenge it</li> <li>9. The potential tensions between British law, human rights and religious expectations and practices</li> <li>10. The primacy of human rights</li> <li>11. To recognise their own rights</li> <li>12. Their identity, strengths and challenges as a learner</li> <li>13. Further develop employability skills</li> </ol>

<ol style="list-style-type: none"> <li>13. Understand cash flow, budgeting and profit</li> <li>14. The advantages and risks of an 'online presence'</li> <li>15. Social and moral dilemmas relating to money</li> <li>16. Explore and respect different faiths</li> <li>17. Investigate moral and ethical issues</li> <li>18. Participate in the local community</li> <li>19. Appreciate diverse viewpoints</li> <li>20. Engage with British values of democracy, tolerance, respect and liberty</li> <li>21. Participate in opportunities which widen cultural understanding</li> </ol>	<ol style="list-style-type: none"> <li>14. Research and undertake opportunities for work experience</li> <li>15. Research career opportunities and the personal and academic qualities needed</li> <li>16. Different types of work including self-employment, training and voluntary work</li> <li>17. The laws relating to work for young people</li> <li>18. The choices available at the end of KS3</li> <li>19. The skills needed in enterprise</li> <li>20. Understand rights and responsibilities at work</li> <li>21. Understand cash flow, budgeting and profit</li> <li>22. The advantages and risks of an 'online presence'</li> <li>23. Social and moral dilemmas relating to money</li> <li>24. Explore and respect different faiths</li> <li>25. Investigate moral and ethical issues</li> <li>26. Participate in the local community</li> <li>27. Appreciate diverse viewpoints</li> <li>28. Participate in opportunities which widen cultural understanding</li> <li>29.</li> </ol>
--	--

**ROLES AND RESPONSIBILITIES:**

All staff members of the Academy community have a responsibility to guide and support pupils and to allow them meaningful opportunities to engage with the SMSC curriculum.

**Local Governing Body have the responsibility to:**

- Establish a policy that promotes excellent SMSC
- Support opportunities for engaging with the wider SMSC curriculum through trips, visits and external guests and speakers
- Monitor and review the effectiveness of the policy

**The Principal and Core Team have the responsibility to:**

- Play an active role in the promotion of SMSC within the Academy
- Promote British Values to pupils and help them understand its significance in our society
- Identify and provide staff with appropriate training and development opportunities
- Monitor the impact of the SMSC provision through learning walks and pupil voice
- Feedback to the governors on key areas of strength and targets for improvement

**The Head of House has the responsibility to:**

- Lead and implement the SMSC policy for their House
- Manage and support their tutor teams by identifying and building on areas of good practice
- Plan and deliver aspects of the whole school SMSC curriculum
- Lead on the planning and delivery of House assemblies
- Identify opportunities to link the whole school Big Question to wider audiences, for example during collective worship
- Assist in the monitoring and review of the whole school SMSC provision

### **Subject Leaders have the responsibility to:**

- Map their subject area curriculum content against the whole school SMSC strands
- Identify opportunities to deliver strands of the SMSC curriculum and promote British Values
- Review the impact of SMSC strands within their Medium Term Plan to ensure the provision is thoughtful and wide-ranging

### **Civitas Tutors have the responsibility to:**

- Deliver the weekly SMSC content to their Civitas group
- Adapt and differentiate this as appropriate for their group
- Engage in feedback and quality assurance of this curriculum as required
- Support pupils in their group to engage in deep thinking about themselves and their world
- Provide a positive and supportive classroom climate to enable both group discussions and private reflections
- Marking of Civitas journals is not expected by tutors, however they should use the opportunity of silent writing to engage in one to one discussions with pupils to further their thinking

### **All parents/carers have the responsibility to:**

- Work with the Academy to encourage respect, tolerance and curiosity about the cultures, faiths and beliefs of our communities
- Encourage their children to take part in and embrace opportunities within and outside of school to broaden their cultural horizon
- Support the Academy's promotion of British Values
- Support the Academy's policy on SMSC

### **MONITORING AND REVIEW:**

- **Pupil Voice:** a cross section of pupils from Civitas group will be surveyed about aspects of the SMSC curriculum and an action plan will be created based on this outcome (SPRING 1 2018)
- **Learning Walks:** Heads of House and Core Team will continually learning walk tutors during Civitas time to ensure the expectations within this policy have been met. Tutors will receive feedback on areas of good practice and any need for improvement (ONGOING)
- **Full Curriculum Map:** Heads of House responsible for one half term of SMSC planning will map their planning against the strands above. Heads of Subject will map their Medium Term Plans against the strands above. This document will identify where there are any gaps in provision across the key stages.
- **CPD:** Tutors and Heads of House will receive half termly CPD to develop their expertise in delivering the SMSC curriculum. For example, Promoting Talk for all year groups (AUT 2 2017), Year 7 Friends and Relationships Workshops (AUT 2 2017) and Year 11 Anti Bullying Week (AUT 1 2017).
- **Pastoral Briefings:** A half termly morning briefing is in place to 'launch' the next half term's SMSC content and provide opportunities to share techniques on encouraging thinking and discussion.

### **RELATED POLICIES:**

This Policy should be cross referenced with the Anti Bullying Policy, the Evolving Behaviour and Ethos Policy, the Sex and Relationships Policy and the Safeguarding Policy. See also our Full SMSC Curriculum Plan

**FURTHER READING:**

On promoting British Values in Schools:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

On SMSC guidelines and good practice:

<http://www.doingsmsc.org.uk/>

On prioritizing SMSC outcomes in schools rather than curriculum to build character; a research piece

<http://www.doingsmsc.org.uk/>