

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

September 2024

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| **Policy Review Details** |
| **This policy will be reviewed in line with our policy review schedule.** |
| **Date of Issue:** September 2024 |
|  | L. Murray |
| **Governor Signature** | **Headteacher Signature** |
| **Date of next review:** September 2025 |

## Version Control Change Record

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| **Date** | **Author** | **Version** | **Reason for Change** |
| 01.09.24 | L. Murray | 1 | Fully revised policy |
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**Music Stuff Education Vision & Values**

At Music Stuff Education our mission is to create an inclusive and nurturing environment where every individual is empowered to thrive. We are committed to meeting the unique needs of each learner, fostering resilience, confidence, and self-esteem. By celebrating individuality and encouraging self-belief, we inspire our learners to express themselves freely and authentically. Our school prioritises mental health and well-being, ensuring every learner feels valued, supported, and successful. Together, we guide our learners and prepare them for adulthood so that they are able to make meaningful contributions to society. In doing this we aspire to equip them with the skills to embrace challenges and achieve their fullest potential.

We are committed to providing a safe, calm, welcoming, and nurturing environment where every student can thrive. Our goal is to break down barriers and create a setting that supports effective learning, enabling pupils to fully engage with our broad curriculum, and empowering them to achieve their highest potential. We aim to ensure that our school has a culture, ethos and practice that strengthens relational approaches and inclusion, recognising the importance of psychological safety. Our school implements Thrive – a trauma-informed whole-school approach to improving the mental health and wellbeing of children and young people.

We also use the stance of PACE and the communication skills of the Vital Relational Functions (VRFs) to support children and young people. PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills, supporting staff to manage behaviour positively and use de-escalation strategies. PACE stands for:

Playfulness – sensitive and appropriate playfulness helps the child feel safe and promotes positivity

Acceptance – unconditionally accepting the child makes them feel safe, secure and loved

Curiosity – genuine and non-judgmental interest in the child helps them become aware of their inner life

Empathy– demonstrating compassion for the child and their feelings supports the child’s sense of self-worth The VRFs represent the key techniques that we consciously apply in relationship.

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The VRFs include:

Attunement – matching the energy of the child with non-verbal, prosodic, energetic and behavioural communication

Validation – acknowledging the validity of the child’s feelings and experiences

Containment – predictability, routine and experiencing safety and security, both relationally and environmentally

Regulation – transforms what was too much to bear alone into an experience that can be tolerated together.

Alongside these, we promote fundamental British values and reinforce and promote British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

# Subject Intent

# Aims:

* To provide a safe, caring and happy environment where each young person is valued as an individual and can develop towards his/her full potential.
* To provide for each young person a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual, encouraging the development of the whole person and fulfilling where appropriate the requirements of the National Curriculum and the school’s vision.
* To develop the potential of each young person within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development, reflecting high aspirations.
* To set and maintain standards of positive behaviour, respect and general moral values so that the school community may function effectively in a culture where everyone is valued.
* To engender a sense of self-respect, independence, resilience and self-motivation.
* To increase the individual’s capacity to accept responsibility for actions taken. To encourage young people to recognise their responsibility and dependence on others to help them become active, reasoning participants in a democratic society.
* To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with understanding of other people, races, religions and lifestyles.
* To foster links between home and school and develop a partnership with parents in the education of their young people.
* To live out the vision and ethos of the school through their daily actions and decision making.

# Related Policies

* Safeguarding Policy
* Online Safety Policy / acceptable use agreements
* Behaviour Policy
* Anti-bullying Policy
* Health and Safety Policy
* Special Educational Needs and Disability Policy
* Supporting Pupils with Medical Needs Policy
* RSE Policy

# Guiding Principles

### Spiritual development

The spiritual development of pupils is shown by their:

* Ability to be reflective about their own beliefs and values, that inform their perspective of life and their ability to live as successful adults.
* Interest in, and respect for, different people’s faiths, feelings and values.
* Respect and the ability to engage in learning about themselves, others and the world around them.
* Willingness to reflect on their experiences.
* Ability to engage purposefully working with increasing independence and as a group.

### Moral development

The moral development of pupils is shown by their:

* Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England. (British Values)
* Ability to recognise the values that others display and have mutual respect for these.
* Suggestions and respect for the whole school reward systems that reward behaviours, attitudes and values in addition to academic success.
* Understanding of the consequences of their behaviour and actions.
* Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

### Social development

 The social development of pupils is shown by their:

* Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
* Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
* To live out the school’s vision and ethos, supported through our values.
* Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
* Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.
* Ability to socialise together, promoting fairness, in group discussions and activities at break and lunchtimes.

### Cultural development

The cultural development of pupils is shown by their:

* Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
* Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
* Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
* Willingness to participate in and respond positively to: artistic, sporting and cultural opportunities.
* Interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity.
* Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

# Cross-curriculum Teaching & Learning

Development in SMSC will take place across all areas of the curriculum.

SMSC has particularly strong links to Personal, Social, Health Education (PSHE) and School Themes.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

* Talk about their experiences and feelings.
* Express and clarify personal ideas and beliefs.
* Speak about difficult events, e.g. bullying, death.
* Share thoughts and feelings with other people.
* Explore relationships with friends/family/others.
* Consider the needs and behaviour of others.
* Show empathy.
* Develop self-esteem and a respect for others.
* Develop a sense of belonging.
* Have knowledge of rights and responsibilities.
* Develop the skills and attitudes that enable young people to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many areas across the curriculum provide opportunities for pupils to:

* Listen and talk to each other.
* Learn an awareness of treating all as equals, celebrating difference and accepting we are all valued, individual and unique
* Agree and disagree with respect
* Experience good role models.
* Take turns and share equipment.
* Work co-operatively and collaboratively.
* Know it is ok not to be ok sometimes
* Learn self-regulation strategies that work for them
* Recognise, listen to and respond to the mental and physical health needs of their own bodies, in a safe way

Practical activities to develop SMSC include:

* Working together in different groupings and situations.
* Encouraging young people to behave positively during breaks and lunchtimes.
* Taking responsibility e.g. tidying away after themselves and encouraging others to do the same, taking part in school council and student voice, being role models for other young people.
* Appreciation of and respect for the work and performance of other young people, regardless of ability.
* Meeting people from different cultures and countries.
* Participating in a variety of different educational visits.
* Using School Themes to explore important aspects of our heritage and other cultures

e.g. religious festival days, calendar days and global events.

* Studying literature and art from different cultures.
* Opportunities to make and evaluate food from other countries.
* Studying the contributions to society that certain famous people have made.
* Taking part during enrichment opportunities both in school and off side, showing respect to peers, adults and property – knowledge of rights and responsibilities.

Music Stuff Education reaches out to the community through the following activities:

* Support for local charities
* Dedicated pastoral support for families
* Signposting parents, carers and young people to external support.

# Promoting Fundamental British Values

Through our Social, Moral, Spiritual and Cultural programme, we will::

* Enable students to develop their self-knowledge, self-esteem and self-confidence.
* Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
* Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
* Enable students 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 students to acquire an appreciation of, and respect for, their own and other cultures.
* Encourage respect for other people.
* 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.
* Promote fundamental British Values which is explicitly taught as part of our School Themes and PSHE curriculum.

# Monitoring and Evaluation

At Music Stuff Education, we listen to the views of our pupils and their parents/carers. Centre Staff have regular communication with parents to address their questions and concerns:

* pupil questionnaires.
* Pupil/teacher meetings.
* Parents’ meetings.
* Parent workshops and updates on curriculum changes SMSC provision is reviewed in the following ways:
* Monitoring of teaching and learning and work scrutiny by the Headteacher/Leadership

Team as part of our general monitoring.

* Regular discussions at staff and governors’ meetings.