

# SMSC policy

Glebe Farm School



<b>Policy name:</b>	GFS SMSC policy
<b>Version:</b>	V1
<b>Date relevant from:</b>	May 2022
<b>Date to be reviewed:</b>	September 2023 <i>This policy will be reviewed every year unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.</i>
<b>Role of reviewer:</b>	GFS Headteacher
<b>Statutory (Y/N):</b>	N
<b>Published on website*:</b>	3C

<b>Policy level**:</b>	3
<b>Relevant to:</b>	All those within the GFS school community
<b>Bodies consulted:</b>	School / department governance bodies
<b>Approved by:</b>	IFtL Board of Trustees
<b>Approval date:</b>	11 <sup>th</sup> May 2022

**Key:**

**\* Publication on website:**

IFtL website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**\*\* Policy level:**

1. Trust wide:
  - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
    - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
  - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
    - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
    - o *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
  - These are defined independently by schools / departments as appropriate
    - o *Approved by school / department governance bodies.*



## **Glebe Farm School**

### **SMSC Policy**

At Glebe Farm School, high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create ambitious learners, with a strong sense of belonging, with their own creative thoughts. Our value system endeavours to support our children at every stage, to make better choices and have a strong sense of moral purpose.

#### **Aims**

At Glebe Farm School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

#### **Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Crew Time activities.

#### **Spiritual Development**

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.



These can occur during any part of the school day, eg. When listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

### **Moral Development**

At Glebe Farm School, we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own, the school's and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal views
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

### **Our School develops moral development by:**

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school - The Glebe Farm Values
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies
- Reinforcing the school's values through images, posters, classroom displays, etc and monitoring in simple ways, the success of what is provided
- Delivery of a robust and well considered PSHE programme.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

### **Social Development**

At Glebe Farm School, we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour



- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family and the school
- Understand the notion of interdependence in an increasingly complex society
- Delivery of a robust and well considered PSHE programme

#### **Our school develops pupil social development by:**

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community: for example, through assemblies, team building activities, off site visits and school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided
- Delivery of a robust and well considered PSHE programme

#### **Cultural development**

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupil's knowledge and use of cultural imagery and language



- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents. Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, etc, as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum
- Delivery of a robust and well considered PSHE programme

### Our Glebe Farm Values:

Children of all ages will be taught the Glebe Farm Values as part of their moral development.

Our values are;

InteGriTy	ResponsibiliTy	Endeavour	Brave	Empathy
To uphold the highest standards of honesty with the ability and desire to stand up for what is right; developing a strong moral compass that guides you to do the right thing when no one is watching.	To take responsibility for one's actions and choices; to make others feel valued and respected; to contribute and fully embrace our school community.	To endeavour to always do your best to face the challenges of school life and beyond; to try for the sake of others as well as the individual; to be consistent in all we do and strive for greatness.	To be brave when taking risks and facing fears; to be a strength for others when they question their own strength; to remember, it's going to be hard but hard is not impossible.	To have the ability to relate to and connect with others for the purpose of inspiring and empowering their lives; to demonstrate humility when supporting others to be able to see, hear and feel from the position of another.

Children will be taught about these values both in and out of the classroom and through a robust and well considered PSHE programme. The Glebe Farm Values will be part of a common language spoken at our school. They will have the opportunity to demonstrate these values in every aspect of school life and will be rewarded for doing so. Our values underpin our core statement of 'ambition, belonging and creativity'.

### Personal Development Opportunities





### **Charitable Giving**

As part of our character development opportunities, Glebe Farm has a Charitable Giving programme which helps teach pupils key life skills to support them in being happy and active members of society. We commit to at least six opportunities over the course of the year to raise money for our two school charities

### **Enrichment and Electives**

The enrichment and elective programs are “out of lesson time” school activities designed to give pupils the opportunity to try new things and explore and develop interests outside of the classroom. Activities will range from engineering to cooking, from art to coding. The enrichment and elective program at Glebe Farm is there to promote critical thinking and problem solving skills, improve our pupil's ability to concentrate, and make learning more meaningful, valuable, and rewarding. Enrichment activities are fun, which helps pupils to become more engaged in their learning and retain more information.

Students develop their character and cultural capital through a well-planned and focused curriculum and through a well-developed Pastoral Programme.

### **Assemblies**

All students attend weekly assemblies which are focused on areas such as, careers’ employability skills, SMSC, a core theme from the PSHE/Citizenship curriculum, glebe Farm’s core values and British Values. Assemblies help to supplement the Crew time programme, providing a time where pupils can engage and enquire in a different context. House assemblies are led by the Heads of House and celebrate success along with sharing in community characteristics.

Assemblies are delivered by senior leaders, middle leaders and students as well as visiting speakers from a wide range of partners. A broad range of topics are investigated each year under themes which promote British values and the Glebe Farm values too.

### **Educational Visits**

School trips and educational visits are a powerful and positive teaching tool that help enhance the social, personal and emotional development of all learners. Extra stimulation in new environments can be particularly beneficial to SEND pupils and can help teach life skills, build on social skills and improve independence and self- confidence. Students at Glebe Farm regularly take part in educational visits and trips, to develop their understanding of historic and culturally significant events and landmarks within the world, build a growth mindset and allow pupils to see potential careers and further education. These visits and trips give pupils the opportunities to develop an association when retrieving key information whether this be in lessons or in conversations in their everyday lives.

### **Duke of Edinburgh**

Students at Glebe Farm have the opportunity to take part in the Duke of Edinburgh Award Scheme through our enrichment programme.

### **Careers**

Glebe Farm creates a culture which is ambitious for its students to understand different pathways into the wider world of work, encouraging students to actively contemplate different careers and the opportunities they must take now to help them achieve their employment goals. The school is



committed to achieving all 8 of the Gatsby Benchmarks to ensure pupils receive the right guidance and support for future aspirations. We have a commitment that every child will visit a place of Higher Education before the end of year 8.

### **Enrichment Days**

Enrichment days take place twice a year and are delivered in year groups with an additional focus on the House System. Enrichment days are run by Glebe Farm Staff, and are opportunities for pupils to learn beyond the academic curriculum in a variety of ways. These days supplement the core themes of the personal development curriculum: Sports, The Arts, Service, Wellbeing and Academia (underpinned by SMSC development, character development, PSHE/Citizenship and careers).

### **Expectations of stakeholders**

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time, assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the school community.