



Redmaids' High School

Spiritual, Moral, Social and Cultural Development (SMSC)

Applicable to all teaching staff and students

The School 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, and for those without faith and beliefs.

Aims

To encourage a Spiritual dimension across the whole curriculum, through school assemblies, collective reflection and extra-curricular activities that are designed to:

- Allow students the scope to develop a system of personal beliefs
- Help them to communicate these beliefs in discussion and behaviour
- Promote a willingness to reflect on and try to address fundamental issues
- Encourage a sense of awe and wonder about the mysteries of the world
- Enable them to search for meaning and purpose in their lives
- Develop self-knowledge, creativity, self-worth and the ability to express feelings and emotions
- Actively promote fundamental British values

To encourage a Moral framework that is strengthened by the curriculum and the daily life of the school, including assemblies of all types, so that students have:

- An understanding of the difference between right and wrong
- A respect for people and their property
- A concern for how their actions may affect others
- A desire to act in ways that are in harmony with the ethos of the community
- An appreciation of the value of truth and honesty
- The opportunity to actively promote fundamental British values

To encourage Social and Cultural awareness among students through the curriculum, assemblies of all types and all other aspects of school life so that they have:

- An awareness and appreciation of the value of social and cultural diversity within the school and the wider community
- An awareness of the implications and dangers of stereotyping and bias

- An understanding of their rights and responsibilities, and those of others, as members of a family, British society, or a wider community including a global one
- A sense of belonging and working towards common goals and being increasingly active in working towards a common good
- An understanding of the democratic process and a willingness to participate at all levels

Objectives and Implementation

A system of school assemblies and acts of collective reflection that are planned to:

- Allow the whole school community to meet on a regular basis
- Offer an opportunity for reflection, private thought and contemplation
- Allow participation by students, staff and outside speakers and promote a sense of inclusion for people of all faiths
- Recognise achievement
- Allow other groups to meet and share experiences
- Allow consideration of a wide range of social issues
- Encourage students to consider the impact and significance of such issues on themselves and on others
- Raise topical issues which actively promote fundamental British values
- Encourage respect, tolerance and celebration of diversity in our society and community
- Hear from people from different backgrounds and faith backgrounds including guest speakers

Curriculum areas and Extra-Curricular Activities

It is the responsibility of each head of department or subject head to explore the ways in which their subject contributes to the delivery of spiritual, moral, social and cultural education. In particular to:

- Allow students to explore values and beliefs, including religious beliefs and the ways in which they impact on people's lives
- Enable students to search for meaning and purpose in their lives
- Develop self-knowledge, self-worth and the ability to express feelings and emotions
- Promote a balanced approach to opposing political views, maintaining political impartiality and guarding against indoctrination or radicalisation
- Promote a sense of awe, wonder and mystery about the world
- Consider the issues raised by Black Lives Matter and other movements which foster awareness of structural and tolerance issues evident in society

- Use a range of examples and case studies from a variety of culturally diverse backgrounds to inspire discussions and enhance understanding. This includes authors in literature, voices in History, scientists, artists and the range of speakers invited to the school

Measuring Success

The values and ethos of the school should be strengthened and supported by the contribution of Spiritual, Moral, Social and Cultural Development and be evident in the way in which students:

- Take up the challenge of leadership and responsibility (form leaders, school council reps, Eco Ambassadors and the Sixth Form leadership team)
- Work together to support each other in the school and also support others in the wider local, national and global community (individual support of friends, charitable activities, House and School events and volunteering through the Sixth Form Activities Afternoon)
- Are confident and articulate when speaking or writing about their beliefs or values (in assemblies for example) or when communicating in class, or any other forum, on all topics (school council or RedTalks)
- Respect each other's property and the fabric of the school by reporting damage or loss and working to prevent it
- Respect their environment, both within the school as evidenced by relative absence of litter, and enjoyment and appreciation of school grounds, and in a wider context by their endeavours to be aware of and support sustainability (Geography, Environmental Captains and Eco Ambassadors in tutor groups)
- Tackle problem solving in areas of the curriculum, or in their own lives, in a rational, thoughtful and reflective way. (Tutor group discussions, school council, technology, methods of planning work, Sixth Form Mentor Conversations with tutors)
- Feel 'safe' within the school and able to mix with older/younger students, interact well with adults and take risks in terms of personal involvement in new and challenging endeavours (Extra-Curricular Activities, House events, volunteering across the School)
- Feel able to talk about and share feelings and problems and know that they will be dealt with sensitively (School Counsellor, Peer Mentors, Subject Mentors, School Nurses)
- Are imaginative and creative and able to express this through performance and other forms of artistic endeavour
- Engage in partnerships with local organisations such as Caring in Bristol, The Ranch Southmead, Bristol Education Partnership

- Have an aesthetic appreciation of the human-made and natural world and show this through their creativity and understanding (in Art, Music, Maths, Science, and Technology for example)
- Use the influence of other cultures and periods in history as inspiration for their own creative work (in English, Art, Technology and Music for example)
- Are able to listen, reflect and respond thoughtfully in class situation and in wider debates (music, class discussion, school council, performance by others, assemblies and written work by peers or by established authors)
- Are able to listen to and be empathetic with individuals, (peer mentor groups, Sixth Form Wellbeing Ambassadors and PSHE for example)
- Participate in sporting events and work as part of a team, or as an individual, towards achieving goals of commitment, fairness and enthusiastic involvement
- Work together in orchestras, choirs, ensembles and in drama productions
- Engage in debates and discussions, and also reflect, about ethical issues and world events in a contemporary or historical context (including House Debate)
- Are able to reflect about the inner feelings, beliefs and motivations of others through their study of literature, history, art etc
- Are able to raise questions about the origins of the universe and about the origins of humankind and of each individual
- Are able to participate in the Bristol Youth Parliament scheme – by voting and standing, or encouraging others to stand, as members
- Are able to participate in trips and expeditions which expand their horizons, international mindedness and humanitarian awareness
- Are encouraged to initiate and participate in societies such as Culture Club, the Pride group and the multi faith group to openly discuss experiences of gender, sexuality, race and religion. These are also explored within tutor time and assemblies, creating an open culture of understanding and communication
- Actively engage in partnerships with organisations such as United World Schools, Better Lives, Legs4Africa and Bristol Zoological Society and expand global outlooks
- Work with students from other institutions through the World School Conference and Bristol Education Partnership

Further measures undertaken “to respect criminal and civil law and to distinguish between right and wrong”.

- Visits from the Early Intervention Team at Avon & Somerset Police who speak to students in PSHE lessons (on matters such as public sexual harassment, personal safety, drug safety and online safety)

- Year 7 PSHE: Online safety, short introduction to all aspects of consent
- Year 8 PSHE: the laws surrounding alcohol, drugs, smoking and vaping. Also, ethical consumerism and fast fashion including child labour laws
- Year 9 PSHE: Introduction to laws surround sexual activity. Equality Act 2010, Racism, homophobia/transphobia & the what the law says
- Year 10 PSHE: Laws surround marriage, civil partnership, forced & arranged marriage. Specialist talk on dangers/law of vaping. Specialist talk about sexual consent. Extremisms/Radicalisation and Terrorism (part of Prevent Duty). Talk from specialist drug organisation. Introduction to domestic abuse. Sending nudes, Online Safety law
- Year 11 PSHE: Laws surrounding female genital mutilation. More in depth work looking at public sexual harassment and domestic abuse. Modern slavery and child labour
- Annual Year 12 Lighthouse session on drug safety, given by Avon and Somerset Police. This also includes nightlife safety and drink spiking
- Annual Year 13 Lighthouse session on “the debate about the right to free speech and self-expression”
- Annual Year 13 Lighthouse session on public sexual harassment and consent, given by Avon and Somerset Police.
- Sixth form assemblies also focus on contentious issues e.g. gun law, alcohol. These may be researched and presented by the students
- Whole school mock elections
- Quotes or ‘Thought for the Day’ postings on our daily news screens which actively promote fundamental British values
- SARI (Stand Against Racism and Inequality) and the School’s Inclusion Alliance which we are a member of, visit the school to work with students and staff

Linked Policies

PSHE Policy and Schemes of Work

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Reviewed Spring term 2024

Review date Spring term 2025