



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) POLICY

Legal Status:

- Complies with Part 2, paragraph 5 of The Education (Independent School Standards) (England) (Amendment) Regulations 2014 in force from 5th January 2015 and amended September 2015

Applies to:

- The whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the directors and volunteers working in the school.

In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and proprietor.

Related documents:

- the Single Equalities Policy (Equality and Diversity, Harassment, Racial Discrimination)
- Personal, Social, Health, Economic (PSHEE) education
- Curriculum and Teaching and Learning Policies
- Safeguarding Children – e-Safety, Child Protection and Safer Recruitment Policies
- Special Educational Needs and Disabilities Policy
- Staff code of conduct/prudence policy
- Preventing Extremism and Radicalisation Policy

Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, within the Parents Policies Folder in the reception area, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than July 2017 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date:

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SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY (SMSC)

Rationale

We actively promote SMSC in our school. SMSC permeates all subjects and activities and is evidenced through the schemes of work and programmes of study along with activities which extend beyond the classroom door including those of a residential nature.

For pupils to benefit fully from their time at CERENE, we must ensure that they have the best teaching and pastoral care and they must ensure that they try to meet the expectations placed for them in work, conduct and attitude. This can best be achieved where the aims of the SMSC policy link and strengthen other policies so that the ideals of the school's ethos and mission statement become a reality for its pupils.

The definitions and practices that follow are intended to clarify the ways that a pupil's personal development and that of the school overall are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. CERENE is a non-denominational school where pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism and radicalisation, new technology, substance misuse, knives and gangs, personal relationships and personal safety. We aim for our pupils to understand and appreciate the range of different cultures and faiths in **modern democratic Britain**. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility and demonstrate these values themselves in school and make a positive contribution to the school, local and wider communities.

We provide positive experiences through planned and coherent opportunities in the curriculum, co-curricular activities and through interactions with teachers and other adults for our pupils. We offer a range of artistic, sporting and other cultural opportunities to pupils through the curricular and co-curricular programme.

As part of our Behaviour Management Policy, CERENE believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

We plan our Personal, Social, Health and Economic (PSHEE) education and citizenship through assemblies to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. This policy is intrinsically linked with the vision, values and aims of our school. At CERENE we are of the view that it is incumbent on us to focus our policy upon the values and principles which we inculcate in our children and young people through the application of our ethos and education throughout the school.

The School is committed to equal treatment for all, regardless of an individual's race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

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The Vision of CERENE

'An active learning environment for limitless minds.'

The Values of CERENE

Excellence — Respect — Courage — Perseverance

Aims

The aim of the CERENE SMSC Programme is to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to understand what is right and wrong in their school life and life outside school;
- Encourage pupils to accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities;
- Enable pupils to take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- Enable pupils to acquire knowledge and reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- Actively promote principles that encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, tolerance and acceptance of those with different faiths and beliefs to oneself; this should not be the cause of prejudicial or discriminatory behaviour;
- Develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability;
- Provide pupils with a broad general knowledge and respect of public institutions and services in England, precluding the promotion of partisan political views in the teaching of any subject in the school;
- Respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example, an appreciation of theatre, music and literature; and
- Enable pupils to overcome barriers to their learning.

Our aims prevent the political indoctrination of pupils through the curriculum. Our aim is not to prevent pupils from being exposed to political views or from discussing political issues in school. Pupils in our school should not, however, be actively encouraged by teachers or others to support particular political viewpoints.

We also take such steps as are reasonably practicable to ensure that political issues are brought to the attention of pupils:

- While they are in attendance at school;
- While they are taking part in co-curricular activities which are provided or organised by or on behalf of the school;
- In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere; and
- are offered a balanced presentation of opposing views.

At CERENE, we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. SMSC is 'infused' within the day-to-day operation of our school and expectations are adjusted for the age and ability of pupils including those with special needs. Whilst SMSC is integral to all aspects of our curriculum, PSHE education also makes a strong contribution. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition, CERENE:

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- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity and developmental abilities;
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community; and
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism.

Promotion of British Values

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

How CERENE actively promotes fundamental British Values

We provide positive experiences through planned and coherent opportunities in the curriculum (such as learning how democracy and the law works in Britain), through co-curricular activities (sometimes run directly by pupils).

At CERENE we make sure that all pupils within the school have a voice that is listened to and demonstrates how democracy works. We plan our PSHE and citizenship through assemblies to help our pupils acquire values and **skills** to enable them to develop independence and choose their path in life.

We actively promote tolerance and community cohesion in the widest sense, by helping young people to gain an understanding of different lifestyles and cultures which make up our wider community in order to make our pupils aware of the breadth of cultures which make up modern British society and to encourage them to develop a positive attitude to those with different backgrounds and faiths and in different circumstances. Tolerance, respect and harmony between different cultural traditions and non-discrimination against protected characteristics are encouraged and pupils are enabled to acquire an appreciation of and respect for their own and other cultures. We also ensure that principles are actively promoted which enable pupils to develop their self-knowledge, self-esteem and self-confidence. Pupils are enabled to acquire a broad general knowledge of and respect for public institutions and services in Britain.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain and enable pupils to distinguish right from wrong and to respect the civil and criminal law of England. Pupils are also encouraged to understand and have respect for the value of democracy and support for participation and decision making in the democratic processes, including respect for the basis on which the law is made and applied in England.

Our school encourages 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. Pupils understand that the freedom to hold other faiths and beliefs is protected in law and appreciate that living under the rule of the law protects individual citizens and is essential for their wellbeing and safety. We do not 'promote' teachings, beliefs or opinions that conflict with our own, nor do we promote discrimination against people or groups on the basis of their belief, opinion or background.

We actively promote fundamental British values by virtue of our approach. Evidence of this commitment to promoting British values can be seen across the school including our School website (www.cerene-education.fr), Prospectus and other documentation. We pay particular regard to the protected characteristics set out in the Equality Act 2010.

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Building Children's Resilience to Racialization through the Promotion of British Values

CERENE builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. Spiritual development is not the same as religious development, though religious education and collective worship – because of their focus on beliefs and values – will have particularly important roles to play. Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

Spiritual Development is about:

- the non-physical aspect of a person concerned with profound thoughts, relating particularly to religious faiths;
- that which moves people;
- a set of values and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- an understanding of feelings, experiences, emotions;
- a sense of empathy with others, concern and compassion;
- a sense of purpose and respect for themselves and others;
- an increasing ability to reflect and learn from this reflection;
- a sense of awe, wonder and mystery;
- insights into a personal existence which are of enduring worth;
- valuing a non-material dimension to life;
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs;
- a readiness to challenge all that would constrain the human spirit e.g. indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;
- the relationship between belief and behaviour;
- a sense of heightened perception or awareness;
- an appreciation of the intangible e.g. truth, love, goodness, order, being moved by feelings of awe and wonder at the beauty of the world we live in, or the power of artists, musicians and writers to manipulate space, sound and language – as well as for mystery, paradox and ambiguity;
- a respect for insight as well as for knowledge and reason;
- an expressive and/or creative impulse;
- a sense of being part of a greater whole;
- a search for meaning and purpose; and
- the attribution of meaning to experience.

CERENE promotes spiritual development through:

- providing and encouraging a positive ethos;
- actively promoting fundamental British values (democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs);
- the values and attitudes the school identifies, upholds and fosters;
- reinforcing a child's sense of self-worth;
- focusing on positive 'success' rather than negative 'failure';

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- enabling pupils to explore and develop a set of values, principles and beliefs to inform their perspective on life and their behaviour;
- encouraging pupils' self-knowledge, self-esteem and self-confidence in terms of thoughts, responsibilities and experiences;
- giving pupils the opportunity to understand human feelings and emotions, the way they affect people, and growing awareness of when it is important to control emotions and feelings;
- encouraging pupils to explore and develop what animates and inspires themselves and others;
- giving children the opportunity to reflect and to experience times of quiet (e.g. Form Time);
- encouraging children to listen to and consider the ideas and experiences of others (e.g. "Remembrance Day" – Whole School; "Christmas Truce" – Middle School);
- encouraging pupils to express innermost thoughts and feelings through art, music, literature and crafts;
- developing a climate or ethos within which all pupils can grow and flourish;
- accommodating difference and respecting the integrity of individuals;
- providing opportunities for pupils to learn about and respond to a variety of beliefs and values;
- promoting teaching styles which:
 - value pupils' questions and give them space for their own thoughts, ideas and concerns
 - enable pupils to make connections between aspects of their learning
 - encourage pupils to relate their learning to a wider frame of reference e.g. asking 'why?', 'how?' and 'where?';
- fostering a fascination and enjoyment in learning; and
- using imagination and creativity in learning.

CERENE also encourages children to develop a personal spirituality through:

- reflecting on their own and other people's experiences;
- acquiring self-knowledge;
- thinking about their own beliefs, values and aspirations;
- forming personal responses to questions about the purpose and meaning of life; and
- using imagination and thinking independently.

Moral Development

Moral development is concerned with pupils' ability to make judgements about how they should behave and act, and the reasons for such behaviour. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. From the basis of understanding the difference between right and wrong, children will develop the ability to make moral judgements and to take responsibility for their own moral decisions.

Moral development is about:

- knowledge of the codes and conventions of conduct agreed by society;
- distinguishing right from wrong;
- having confidence to act consistently in accordance with their own principles;
- a willingness to express their views on ethical issues and personal values;
- having the will to behave morally as a point of principle;
- being able to articulate attitudes and values;
- recognising the moral dimension to situations and an ability to make responsible and reasoned judgements on moral dilemmas;
- having a considerate style of life;
- developing a set of socially acceptable values and principles;
- recognising that values and attitudes change over time;

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- having a respect for others' needs, interests and feelings, as well as their own;
- making judgements on issues by applying moral principles, insights and reasoning;
- taking responsibility for one's own actions and thinking through the consequences of their own and others' actions;
- having a desire to explore their own and others' views;
- having an understanding of the need to review and reassess values, codes and principles in the light of experience;
- behaving consistently in accordance with principles; and
- recognising the greater needs which extend beyond self-interest.

CERENE promotes moral development through:

- making it clear what kinds of behaviour are expected;
- enabling pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- taking steps to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views in the teaching of any subject in the school;
- providing a clear moral code as a basis for behaviour;
- promoting measures to prevent discrimination;
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty;
- rewarding expressions of moral insights and good behaviour;
- making an issue of breaches of agreed moral codes where they arise e.g. on television;
- modelling the principles which our school wishes to promote;
- encouraging pupils to take responsibility for their actions;
- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable;
- reinforcing our values through images, posters, classroom displays, screensavers, exhibitions and
- monitoring the success of what is provided in our school.

Additionally, our curriculum strives to promote children's moral development by:

- giving pupils opportunities across the curriculum to explore and develop moral concepts and values such as personal rights and responsibilities, truth, justice, equality of opportunity;
- developing an open safe learning environment in which pupils can express their views and practise moral decision-making;
- extending children's knowledge and understanding of a range of values in society
- developing children's ability to make moral decisions
- having the confidence to act in accordance with their own moral principles and thinking through the consequences of their actions; and
- providing opportunities for pupils to explore moral issues in a contemporary context

Social Development

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society and the wider community. It also relates to the growth of knowledge and understanding of society in all its aspects. Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Social development is about:

- the progressive acquisition of the competencies and qualities needed to play a full part in society;
- encouraging children to challenge, in appropriate ways, the values of a group or wider community;
- sharing views and opinions with others, and working towards consensus;
- resolving conflicts and counter forces which militate against inclusion and unity;

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- understanding of the institutions, structures and processes of society;
- understanding of how individuals relate to each other;
- allowing children to reflect on their own contribution to society and to the world of work;
- showing children how to have respect for people, living things, property and the environment;
- being able to adjust to a range of social contexts by appropriate and sensitive behaviour;
- being able to make a personal contribution to the well-being of groups;
- the ability to exercise responsibility and initiative;
- allowing children to understand the notion of interdependence in an increasingly complex society;
- being able to participate cooperatively and productively in the community;
- knowing how societies function and are organised;
- understanding how what is learnt in the curriculum relates to life in society; and
- working successfully as a member of a team and being able to take on the roles of team leader.

CERENE promotes social development through:

- encouraging children to relate positively to others;
- enabling pupils to acquire a broad general knowledge of, and mutual respect for, public institutions and services in England;
- encouraging pupils to recognise and respect social differences and similarities;
- helping pupils develop personal qualities which are valued in a civilised society, e.g. thoughtfulness, honesty, moral principles, independence, self-respect;
- encouraging adults to set high standards in their relationships with each other;
- providing a model of purposeful and harmonious community;
- providing opportunities for engaging in the democratic process and participating in community life;
- providing a conceptual and linguistic framework within which to understand and debate social issues;
- allowing children to experience the obligations and constraints, but also the satisfaction, that goes with being a member of a group;
- giving children the opportunity to make decisions within a group;
- encouraging children to take responsibility and show initiative; and
- giving children an understanding of their role within the wider community.

Additionally, our curriculum strives to promote children’s social development by:

encouraging the use of social skills and decision making in group work

- exploring the way in which communities and societies function at a variety of levels

Cultural Development

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. Pupils acquire a respect for their own culture and that of others, an interest in others’ way of doing things and curiosity about differences. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others. Our school promotes cultural development by giving children opportunities to engage in a wide range of cultural activities.

Cultural development is about:

- understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society;
- having an understanding of the influences which have shaped pupils’ own cultural heritage;
- an ability to appreciate cultural diversity and accord dignity and respect to other people’s values and beliefs, thereby challenging racism and valuing race equality;
- recognition of and respect for the rights of others to exercise a cultural influence;
- knowledge of the nature and roots of cultural traditions;

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- the key features of major cultural groups within society;
- personal response and accomplishment;
- the capacity to relate what is learnt to an appreciation of wider cultural aspects of society;
- the openness to new ideas and a willingness to modify cultural values in the light of experience;
- developing and strengthening the cultural interests of pupils;
- the ability to use language and understand images e.g. in music, art, literature;
- exposing pupils to a breadth of stimuli in order to allow them to develop new interests;
- extending horizons beyond the immediate to the highest artistic, musical and literary achievements;
- having a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures;
- understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices; and
- being able to evaluate the quality and worth of cultural achievements.

CERENE promotes cultural development through:

- encouraging knowledge of the children’s own cultural traditions and practices, along with those of other cultural groups within society (e.g. “Britain 1939-1975” – Year 11 History); and
- adopting the view that diversity makes the world a richer place (e.g. “Immigration” – Year 11 PSHE education).
- encouraging respect for other people and the views they hold;
- encouraging respect for democracy and support for participation in the democratic process, including respect or the basis on which the law is made and applied in England;
- identifying key values on which our school community life is based;
- furthering tolerance and harmony between different cultural traditions;
- encouraging an understanding of how children can contribute positively to the lives of those living and working in the locality and to society more widely;
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures;
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality;
- extending pupils’ knowledge and use of cultural imagery and language;
- 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;
- developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, e.g. theatre, museum, concert and gallery visits, resident artists, foreign exchanges;
- reinforcing our school’s cultural values through displays, posters and exhibitions;
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum and
- monitoring, in simple, pragmatic ways, the success of what is provided in our school.

Additionally, our curriculum strives to promote children’s cultural development by:

encouraging children to engage with a variety of cultures); and

- understanding and responding to cultural diversity.

Equal opportunities

Please refer to our Single Equalities Policy.

Putting ideas into practice

To ensure that the things described in these statements can happen, there are three aspects or levels of the school which need to be considered:

- the ethos of **CERENE**, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish - this is described well in the school aims;

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- the pastoral support for pupils which should reflect these aims, and creates a deliberate structure through which the care and concern for pupils can be given; and
- the curriculum, which sets out to ensure that there is planning to introduce and explore the elements of SMSC where this is appropriate.

The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence. The staff team must:

- be aware of these responsibilities;
- know how respective curriculum areas might be used;
- plan accordingly; and
- be alert to the many every day, unplanned and incidental opportunities that can provide important starting points for discussions and learning.

Social, Moral, Spiritual and Cultural promotion within the curriculum. Our school has a strategy to achieve 'actively promoting fundamental British values', as detailed below

Assemblies

- Appreciating and valuing other faiths and beliefs of both groups and individuals;
- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs;
- Knowing about and celebrating the historical, social and religious aspects and holidays of our own culture and that of others;
- Celebrating each other's achievements and interests; and
- Learning about presenting in front of a group of peers.

English

- The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature;
- Stories which create opportunities for moral judgements;
- Shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view;
- Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures; and
- Awareness of traditional tales and their cultural background.

Mathematics

- Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group;
- An appreciation of the inherent pattern and beauty of mathematics;
- The promotion of positive attitudes towards mathematics through appropriate groupings; and
- An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian - and understanding of the role and importance of these cultures.

Science

- The development of an understanding of our place in the great scheme of things by studying space or life processes;
- An appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research;
- An awareness of the cultural background of science; and
- The study of cause and effect.

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Spiritual, Moral, Social, Cultural Development

- Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment e.g. the pollution of the planet; and
- Supporting children to make good choices in all areas, especially their behaviour and understanding the impact of this on others.

History

- The study of artefacts, buildings, churches etc gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics;
- Moral issues can be considered, for example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain?; and
- Studying the cultures of other times – Egyptians, Romans etc builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

Geography

- The study of different localities helps our children to understand the background, way of life and values etc of different people and cultures. For example, the Inuits (Eskimo) and their way of life and values are to a large degree the result of habitat – as is our own;
- Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life;
- Local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things; and
- Environmental issues and concerns can be discussed – what happens to our rubbish?

Art

- Studying great works of art can give an insight into the culture of other people and provide a strong link with the past;
- Art can provide a valuable tool to study the past and make social or moral comment on it;
- Multicultural art, the art of different religions and the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own; and
- The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Physical Education

- Caring for our bodies and respecting the health of others;
- Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important;
- Appreciating the aesthetic beauty of the movements of gymnastics or dance;
- Building team spirit, being a good team member, valuing the contributions of others to the team; and
- Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics.

Personal, Social, Health and Economic Education/Citizenship

- Listening to others;
- Holding discussions leading to written work;
- Drama and role play linked to choices;
- Drawing pictures of feelings and emotions; and
- Following the PSHE education pack.

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Religious Education

- The exploration of moral and spiritual questions through discussion;
- Appreciating and valuing other faiths and beliefs of both groups and individuals;
- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs;
- Knowing about the historical, social and religious aspects of our own culture and that of others; and
- Learning about the religious law including the difference between state law and religious law.

Links with the Wider Community:

Visitors are welcomed into our school to speak to the pupils (e.g. religious leaders). Visits to places of worship, cultural venues such as theatres and libraries are actively encouraged. Children are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups.

Differentiation

The above is differentiated according to the needs of each individual learner. The nature of our pupils' special educational needs dictates that we deliver the above policy in so far as their developmental levels allow.

All Members of Staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the school. They should feel free to voice related concerns and interests within the normal pattern of staff meetings. The following guidance takes account of information provided by Ofsted and DfE in relation to the Marriage (Same Sex Couples) Act 2013 but highlights principles that are equally applicable to other issues.

Why is SMSC important?

- SMSC helps to make pupils rounded, worldly and empathetic young people capable of conducting themselves in a range of social situations.
- It is essential to integrate SMSC into every part of the school in preparation for the inspection.
- In addition to helping pupils to achieve the highest grades, we have an obligation to equip pupils with such 'soft' skills for beyond school in order for them to be successful.

Who needs to include SMSC in their lessons?

All teachers should be including SMSC in their lessons. It is a criterion of any lesson and our school will aim to provide consistent, high-level SMSC across the whole school. Even when not teaching lessons, staff are responsible for the delivery of SMSC.

What can the Senior Leadership Team do?

- Include SMSC on lesson observations and learning walks.
- Include SMSC/PSHE links in lesson plans and department handbooks.
- Assist departments with new ideas for how to include SMSC in their lessons.

What can all teachers do?

- Include it in planning 'check lists', share ideas for good practice, go on learning walks and reflect on SMSC at the end of lessons.