

The Angmering School

Ambition
Respect
Courage

SMSRC

(Spiritual, Moral, Social, Religious, Cultural)

Policy

2021

Reviewed, P Jobling for FGB May 2021
Approved at FGB 30.06.21
Next Review Due June 2023

Purpose of the policy:

- **To promote our sense of community so that everyone feels valued and can learn with confidence.**
- **To support our students to develop their beliefs and to look at the world with awe and wonder.**
- **To nurture tolerance and understanding so that they can welcome the beliefs and opinion of others and present their beliefs and opinions with consideration**

This policy for the promotion of SMSRC is implemented across the whole school through three key areas of our practice: Teaching and curriculum; pastoral guidance and leadership

Teaching and Curriculum

In meeting our duty to promote SMSRC, we will strive to ensure that all learners will enjoy opportunities in lessons and wider curriculum to:

- Learn about the Rights of the Child and the responsibilities that these rights imply
- Develop pride in their own identity and to learn about and develop respect for the identities of other learners, of groups in the local community, of groups in the wider UK and in the wider world based on ethnicity, socio-economic circumstances, gender, lifestyle, disability, sexual identity, age, faith and world view
- Develop a strong understanding and appreciation of what all human beings hold in common as well as respect for differences
- Develop a positive vision of a diverse, just and equitable society
- Learn about their own community, UK society including communities which contrast with their own and global society, including the challenges faced by the whole global community
- Learn about the major world faith traditions as well as non-religious moral world views, including the commonalities across faiths and world views – in Religious Studies and a range of other subjects
- Develop skills of critical thinking including the ability to recognise and challenge myths and stereotypes about people and places and to appreciate how people may see things from different viewpoints
- Enjoy at first hand cultural experiences and have the opportunity to experience different communities through an extensive range of extracurricular activities and trips
- Ensure that all pupils have opportunities to engage with members of their local community, from contrasting parts of the UK and from countries around the world; at each level, reflecting the diversity of these communities
- Develop the ability to empathise with the feelings and experiences of others, including those from different backgrounds from themselves
- Attend a programme of assemblies and supporting activities in START (one per week) by which: reiterate and explore the core values of the school; explore moral and faith issues and build our sense of community.

SMSRC is woven in to many areas and subjects of the school curriculum and is supported by the adoption of the Rights Respecting Schools framework. The schools aspiration to achieve Gold award Rights Respecting reward is testimony to the commitment to underpin learning with aspects of SMRC.

It is explicitly taught in Perspectives, Insight and through START and assembly programme delivered by tutors assembly.

Leadership

We will continue to strive to ensure that all learners develop their spiritual, religious and moral perspectives and understanding. To that end, we will:

- Regularly monitor and evaluate the academic, personal and social development of each child and of all the groups that are represented in the school, taking effective steps where necessary to address any differences in outcomes across groups.
- Ensure that as a school we have full and accurate knowledge of the backgrounds of our children and their families and of the main socio-economic features of our local community and its relationship with wider UK society, using this knowledge to inform our provision
- Ensure that all sections of the school community, including parents, are aware of our commitment to equity for all, of our procedures for promoting these principles and for dealing with infringements; this involves ensuring that all sections of the school community have confidence in our arrangements for tackling all forms of bigotry, racial and other prejudice, discrimination, bullying and harassment
- Regularly monitor patterns of behaviour, including any exclusions by pupil group and take any action necessary to ensure equity and inclusion
- Promote the value of linguistic diversity and celebrate the diverse language skills of the school community, including heritage languages
- Take steps to enable pupils to encounter a range of positive role models including those that do not conform to stereotypes of age, gender, ethnicity, disability and social class

Pastoral Guidance

Our support for students demonstrates and models our commitment to each other – in doing so reinforcing and developing student’s spiritual, moral, religious and social understanding of the world. We do this by:

- Communicating our core values and vision of inclusion and equality to the whole school community and the wider local community through a range of mediums for example START and our website.
 - Directing and encouraging tutors to model and articulate the core values of the school
 - Providing mentoring and interventions for students who do not uphold the values of the school or support students who are mistreated.
 - Use assemblies, meetings of students, staff, governors and parents to maintain a high profile for our commitment to respect and equal opportunity for all.
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- Analysing data on pupils’ academic achievement
 - Detailed review of pupils’ personal and social development
 - Analysis of pupils’ involvement and participation in voluntary activities
 - Analysis of parents’ and carers’ involvement, participation and attendance at events including meetings to review pupil progress
 - Updating our information on the socio-economic features of our local community
 - Pupil-led questionnaires and group interviews
 - Questionnaire to parents and carers
 - Review of the curriculum
 - Reporting of racist incidents to governors and WSCC