



At Warblington School we aim:

- To promote the spiritual, moral, cultural, mental and physical development of our students at the school and of society
- To prepare our students for the opportunities, responsibilities and experiences of adult life
- To promote respect and consideration for differences in gender, race, religion
- To help each student achieve their full potential across all areas of the curriculum
- To develop the individual strengths of all students and to help and provide support in areas for development
- To inspire and stimulate the students in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- To help our student towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- To develop respect for religious and moral values and understanding of other races, religions and ways of life
- To help our students understand the world in which they live
- To develop a sense of responsibility, consideration for others, self-respect and self confidence
- To promote good relationships between home, school and the local and wider communities

At Warblington School we are dedicated to promoting student's Spiritual, Moral, Social and Cultural (SMSC) developments and in suitably preparing students for life. As a School community, we believe that the climate and ethos of the school is important and should enable students to grow and flourish, becoming confident individuals who appreciate their own work and that of others. This is made possible within the classroom and without, in terms of:

- Teaching that encourages participation, aspiration, creativity, reflection and independence
- Assessment and feedback that values students' work and/or effort
- Activities that develop teamwork, leadership skills and self-reliance.

The curriculum at Warblington School is designed to promote our spiritual, moral, social and cultural development, preparing young people for the opportunities, responsibilities and experiences of life. It is designed to provide positive experiences through planned and coherent opportunities and through interactions with teachers and other adults across all subjects an areas of school life to:

- Reflect on their experiences, use their imagination and creativity, and develop curiosity in their learning
- Develop and apply an understanding of right and wrong in their school life and life outside school
- Take part in a range of activities requiring social skills
- Gain a well –informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- Overcome barriers to their learning
- Respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school including theatre, music and literature
- Develop the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain
- Understand and appreciate the range of different cultures within school and further afield.

	Ofsted 2014	Warblington School's SMSC Aims	Warblington School's SMSC Objectives
The spiritual development of pupils is shown	<ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The ability to listen and be still</li> <li>The ability to reflect</li> <li>The ability to sense wonder and mystery in the world</li> <li>The ability to sense the special nature of human relationships</li> </ul>	<ul style="list-style-type: none"> <li>To develop the skill of being physically still, yet alert</li> <li>To develop the skill to use all ones senses</li> <li>To develop imagination</li> <li>To encourage times for quiet reflection throughout the school day</li> <li>To develop individual self confidence</li> </ul>
The moral development of pupils is shown by their:	<ul style="list-style-type: none"> <li>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</li> <li>understanding of the consequences of their behaviour and actions</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the principles lying behind decisions and actions</li> <li>To be able to distinguish between right and wrong</li> <li>To be able to make decisions, accepting and understanding consequences of their actions</li> <li>To move gradually through a 'taught morality' to taking responsibility for their own moral decisions</li> </ul>	<ul style="list-style-type: none"> <li>To tell the truth</li> <li>To respect the rights and property of others</li> <li>To help others less fortunate than themselves</li> <li>To be considerate to others</li> <li>To take responsibility of own actions</li> <li>To exercise self-discipline</li> <li>To develop high expectations and a positive attitude</li> <li>To conform to rules and regulations to promote order for the good of all</li> </ul>
The social development of pupils is shown by their:	<ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</li> <li>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul>	<ul style="list-style-type: none"> <li>To relate positively to others</li> <li>To participate fully and take responsibility in class and school</li> <li>To use appropriate behaviour across a range of situations</li> <li>To work cooperatively with others</li> <li>To use own initiative responsibly</li> <li>To understand our place in our family, school and society</li> </ul>	<ul style="list-style-type: none"> <li>To share emotions such as love, joy, hope, anguish, fear and reverence</li> <li>To be sensitive to the needs and feelings of others</li> <li>To work as part of a group</li> <li>To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals etc.</li> <li>To develop an understanding of citizenship and to experience being a part of a caring community</li> <li>To show care and consideration for others e.g. sharing and turn taking</li> <li>To realise that every individual can do something well and have something to offer</li> </ul>
The cultural development of pupils is shown by their:	<ul style="list-style-type: none"> <li>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> <li>knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>willingness to participate in and respond positively to artistic, sporting and cultural opportunities</li> <li>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>	<ul style="list-style-type: none"> <li>To develop a sense of belonging to pupils' own culture and being proud of their cultural background</li> <li>To respond to cultural events</li> <li>To share different cultural experiences</li> <li>To respect different cultural traditions</li> <li>To understand codes of behaviour, fitting to cultural tradition</li> <li>To develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present</li> </ul>	<ul style="list-style-type: none"> <li>To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc.</li> <li>To develop a love for learning</li> <li>To develop an understanding of different cultures and beliefs, including Christianity</li> <li>To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond</li> <li>To develop the ability to value these independently</li> </ul>

## Evidence for SMSC around the school

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> <li>• Visual behaviour policy, springing from school ownership outlining specific principles and values.</li> <li>• Curriculum organisation and approach (including planning).</li> <li>• Rights, respect and responsibilities (RRR).</li> <li>• Personal, social, health and citizenship education (PSHCE).</li> <li>• Religious education (RE).</li> <li>• Science – growing.</li> <li>• Active learning – involvement of pupils in assessment process (self/peer assessment) – Assessment for Learning (AFL).</li> <li>• Emotional literacy.</li> <li>• Philosophy for Children (P4C).</li> <li>• Pupil attitude surveys.</li> <li>• School council.</li> <li>• Child-initiated learning – self-awareness.</li> <li>• Opportunities for awe and wonder.</li> <li>• Meditation.</li> <li>• Residential visits, gallery, performance.</li> <li>• Daily visits in/out and visitors.</li> <li>• Community Cohesion</li> <li>• Global diversity, geography-landscapes.</li> <li>• Open mindset.</li> <li>• Collective worship.</li> <li>• Singing – music.</li> <li>• Circle time.</li> <li>• Class charters/rules.</li> <li>• Relationship with staff – trust, belief.</li> <li>• Using children’s experiences in the classroom.</li> <li>• Using current affairs, eg: Paralympics to approach new issues, raise questions.</li> <li>• Rock Challenge, school performances, concerts.</li> <li>• Visits to places of worship.</li> <li>• Use of music/art.</li> <li>• Reflective/philosophical questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Risky behaviour day – Year 8</li> <li>• e-Safety week.</li> <li>• RRR</li> <li>• P4C – moral debate.</li> <li>• Restorative justice.</li> <li>• Mentor/tutorial.</li> <li>• Assembly.</li> <li>• Understanding self-control – clubs.</li> <li>• Peer mentoring.</li> <li>• Social stories.</li> <li>• Using stories, eg: Cinderella, to discuss morals.</li> <li>• Pupil voice including school council.</li> <li>• Parent participation.</li> <li>• Social and emotional aspects of learning (SEAL).</li> <li>• Personal, social and health education (PSHE).</li> <li>• Thanks/would you rather?</li> <li>• Tutor time.</li> <li>• School values.</li> <li>• Behaviour management – how to play, motivation.</li> <li>• Restorative justice.</li> <li>• Anti-bullying.</li> <li>• Rights respecting.</li> <li>• Links to global school community.</li> <li>• Assemblies.</li> <li>• Collective worship – <i>in the news</i></li> <li>• Debating – drama, RE, English, science, history, clubs, RE, ethics.</li> <li>• Charity work.</li> <li>• Philosophy.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic work/theme days – place where I live, this is me, hopes and dreams.</li> <li>• School councils.</li> <li>• Links with schools abroad -exchange information, different <i>packages</i>, eg: scrapbooks, photos.</li> <li>• Charity.</li> <li>• Links with private schools/state schools – joint lessons/planning.</li> <li>• Peer mentoring / School buddies/peer pals /Reading buddies.</li> <li>• History – hierarchies, eg: Romans, Anglo Saxons.</li> <li>• Geography – contrasting localities, integrated into lots of things.</li> <li>• French.</li> <li>• Dragons Den.</li> <li>• RE – community, visitors.</li> <li>• Transition.</li> <li>• P4C / RRR.</li> <li>• Literacy – persuasive texts.</li> <li>• Class charters.</li> <li>• Monitoring.</li> <li>• Work experience Key Stages 3 and 4.</li> <li>• Visiting workers, eg: policemen, nurses.</li> <li>• Sports competition.</li> <li>• Music.</li> <li>• Gifted and talented (G&amp;T).</li> <li>• School newspaper.</li> <li>• Rock Challenge.</li> <li>• Information Communications Technology (ICT) (Skype et al)</li> <li>• Mixed year groups.</li> <li>• Events in the locality/community.</li> <li>• Parent participation.</li> <li>• Roles in the classroom.</li> <li>• Role modelling positive relationships / Rules and responsibilities.</li> <li>• After school clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Visits to different places/religions.</li> <li>• Rock challenge.</li> <li>• Displays.</li> <li>• Vocal festivals where schools come together.</li> <li>• Curriculum – art, RE, English, geography, history, drama.</li> <li>• P4C.</li> <li>• Visitors to school.</li> <li>• Modern foreign languages (MFL) / School trips to France.</li> <li>• Culture in your family, eg: where your family eats dinner.</li> <li>• Peer education</li> <li>• Global awareness days.</li> <li>• Special days – mathematics, technology.</li> <li>• Using community partners.</li> <li>• Local contrasts – wider, national.</li> <li>• School choirs. / Productions.</li> <li>• RRR.</li> <li>• Extra-curricular opportunities.</li> <li>• What does it mean to be British?</li> <li>• Parents in for cultural sharing.</li> <li>• Olympics.</li> <li>• International weeks.</li> <li>• World Cup.</li> <li>• Culture/ethos of school – Royal Wedding, Jubilee Celebrations.</li> <li>• School traditions.</li> <li>• All areas of curriculum – RE, choice of texts, music, poetry, MFL, global issues/geography and citizenship.</li> <li>• Tournaments and festivals – dance workshops, music, Arts Mark.</li> <li>• Handling artefacts cross curricular.</li> <li>• Teaching, demonstrations – instrument groups.</li> <li>• Community Cohesion.</li> </ul>

## Initial unpacking of British Values :

Within the new 2014 Ofsted guidelines, there are specific references to British values, these are:-

“Inspectors should consider how well leadership and management ensure that the curriculum:

- 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
- promotes high levels of achievement and good behaviour
- promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community
- includes a rounded programme of assemblies that help to promote pupils’ spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong”

With this in mind, we need to focus on the following as a starter for 10 to ensure we have thought about the aspects of our curriculum which embrace British values. Think about the opportunities we provide so that we....

- Maintain high standards of ethics and behaviour, within and outside school
- Treat each other with dignity
- Build relationships rooted in mutual respect
- Observe proper boundaries at all times appropriate to a teachers professional position
- Have regard for the need to safeguard students’ well-being
- Show tolerance of and respect for the rights of others
- Ensure that personal beliefs are not expressed in ways which exploit student’s vulnerabilities or might lead others to break the law
- Celebrate ‘Britishness’ – Royal Family
- Embrace diversity and multi-culturalism
- Observe religious tolerance and practise religious freedom
- Prepare students to understand the concept of freedom of speech
- Uphold equality – gender, race, disability, age, etc.
- Enable students to understand the value of voting and their role within it
- Explore understanding of extremism portrayed as religion
- Support fundamental British values – democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs

