SMSC POLICY

STRENGTH – PRIDE – UNITY

MAKING EXCELLENCE A HABIT

Contents

Introduction

SMSC makes a unique and substantial contribution towards the School's aims in its core belief that the personal development of young people is essential to their health, safety and achievements as individuals within society.

This policy was developed in response to national guidance from OFSTED and refers specifically to recent guidance from OFSTED, considering the critical role SMSC has to play in ensuring young people know how to be safe.

We aim to incorporate the four core themes; Spiritual, Moral, Social and Cultural by focussing on three areas of development:

- Health & Wellbeing
- Relationships
- Living in the Wider World

Aims

- To form and manage supportive and stable relationships
- To develop awareness of themselves as learners and managers of change
- To anticipate the demands and challenges of adult life, including the world of work and leisure opportunities
- To demonstrate their creativity enterprise and economic wellbeing
- To make informed choices on their lifestyle.
- To be aware of the need for good health and physical well being
- To value themselves as an individual and promote their self esteem
- To promote a spirit of inquiry
- To have the confidence and skills to make learning a lifelong process
- To communicate appropriately, effectively and safely using all forms of communication and social media
- To develop healthy coping strategies to deal with demands and challenges

Objectives

- To deliver an interesting, enjoyable and thought-provoking programme, through tutorial times for some activities as well as assemblies with outside speakers.

- To identify opportunities through the wider curriculum and to organise activities for students to participate in through school and community-based projects.
- To collapse timetables for whole year group activities, where appropriate, to enhance PSHE/ SMCS understanding.

Overall these objectives will provide a full and comprehensive programme of PSHE and Citizenship which with a coherent assembly programme will offer a holistic and inspiring experience enabling our young people to be responsible, reflective and active citizens with a strong sense of British values

Personnel

Form Tutors – responsible for delivery, Head of Year to arrange assemblies. Personal Development and Wellbeing Lead to coordinate, monitor and evaluate the Jigsaw PSHE programme.

Specialist teams – Outside Agencies - School Community Police Officer, Youth Workers, Drug Support Agencies, Theatre Companies, Medway County Council for Healthy Schools.

In accordance with the guidelines provided from the radicalisation training all staff are mindful of the need to be alert to any potential radicalisation and should in the first instance report it to a senior member of staff who will take the appropriate action.

Resources – Various assemblies are allocated to outside agencies to introduce students to different speakers.

ICT deliver lessons on internet safety with some supporting lessons to complement these in Form time

Involvement of other agencies/ external bodies who can deliver specialist information, advice and guidance.

All resources and learning materials are quality assured to ensure that the potential for radicalisation is minimised.

Assessment - this is monitored by the Head of Year, with the assistance of Tutors and SEN dept. Overall responsibility - Assistant Principal.

This policy should be read in conjunction with other school policies on Equal Opportunities, SEND, Safeguarding & Child Protection, PSHE and Relationships, Sex and Health Education.

SMSC and our Values

Our aim is to provide opportunities in order to change lives. We provide excellent teaching, thinking and learning to ensure that all students flourish and fulfil their potential, thus opening doors to their future. Within our academy community we will promote the values of strength, pride and unity, which are at the heart of everything we do. We want our students to leave us prepared for adulthood with these values instilled within them. Our students will be resourceful, respectful, resilient, excellent members of the community and will learn from the best.

Strength	Pride	Unity
Students at the Maritime Academy will demonstrate strength in character.

They will take responsibility for their actions and develop the skills of resilience, initiative, tenacity, integrity and morality to take safe risks and be courageous.

Our students will be determined: demonstrating commitment and perseverance to overcome challenges and barriers to achieve success and be their best selves. | Students at the Maritime Academy will demonstrate pride in attending a Thinking School.

They will illustrate pride in their aspirations, achievements, personal qualities and the contributions they make to the school and wider community.

Our students will have a strong connection to our school representing our values and ethos through their excellent habits and impeccable conduct. | Students at the Maritime Academy will be united as a community to support each other to be their best selves.

They will demonstrate respect for where they learn, who they learn with, and who they are as unique, aspirational young people.

All students will hold a united responsibility and commitment to sustainability. Students will also ensure that our school is a calm and purposeful environment where everyone can learn and flourish. |

Our values are closely linked to developing our Students to ensure that they are ready for the next stage of their life.

Towards Definitions

Through planning work with staff and through our daily interaction with students the following working definitions have emerged. All four aspects involve getting our students to ask questions about their own experiences and the world, together with that of considering the feelings of others.

Spiritually

Spirituality is concerned with:

Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that students and adults share.

A sense of awe and wonder – the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities.

Feelings of transcendence – the opportunity for students to discuss unexplainable issues and to feel that there is something beyond themselves.

A search for meaning and purpose – this is encouraged through students asking questions about what is going on in their lives.

Relationships – recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.

Creativity – where the student has the opportunity to express his or her thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.

Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

We therefore aim to promote spirituality through: -
- The values and attitudes the Academy identifies, upholds and fosters

- The contribution made by the whole curriculum
- Through assemblies
- Extra-curricular activity, together with the general ethos and climate of the Academy.

Moral development

"Moral development refers to students'

- Knowledge
- Understanding
- Intentions
- Attitudes
- Behaviour

   in relation to what is right and wrong"

(OFSTED Framework)

This involves making clear to our students the values that we subscribe to as an institution and as a community. The will to behave morally as a point of principle is fundamental to moral development. In this sense moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.

We therefore aim to promote moral development through: -

- Quality of relationships
- Standards of behaviour
- Quality of leadership given by the Academy
- The values the Academy sets and exhibits through its structures
- The curriculum and teaching

Social Development

Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society.

We therefore aim to promote social development through; -

- Cooperation and partnership
- Classroom organisation and management
- The grouping of students
- Leadership and responsibility
- Extra-curricular activity

Cultural Development

Cultural development is students' understanding of their own cultural identity. More than this however, it is also about understanding other groups in a particular society and of other societies beyond their own. The students need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

We therefore aim to promote cultural development through: -

- An explanation of the influences that have shaped our culture
- The extension of our cultural horizons, through the influences of other cultures therefore extending cultural horizons beyond the immediate and the local
- Past cultural features which influence and shape the present
- A study of the present values and customs of our nation and of other nations' cultures and societies
- Developing in our students respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups.

Policies and Practice

Spiritually:

Aspects	Example of Student Experiences
Beliefs This is seen in a study and discussion of formal religious beliefs and also through simply exploring what students themselves believe in respect to their own lives and the wider community.	PSHE Assemblies English Science Tutor time Drama Workshops
A sense of Awe and Wonder Where students are struck by what they see, feel and hear.	Opportunities provided for visits to music, art and theatre events. History English
Feelings of Transcendence Where students are given the opportunity to feel that there is something more than just themselves, which includes unexplained issues.	English History Science Assemblies Workshops

Search for meaning and purpose	English
This has involved exploring such issues as self-awareness, planning ahead, understanding the pressures placed upon us and looking beyond 16.	Tutor time
	PSHE
	Career education
	Assemblies
	Workshops
Relationships	The range of educational experience
In particular the fostering of positive relationships, between student and student and student and teacher.	
Feelings and Emotions	Geography
	English
	History
	Assemblies
	Workshops
	PSHE

Morally:

Aspects	Example of Student Experiences
A statement of what is right and wrong. Academy values are made clear to our students	Code of Conduct
	Anti-bullying policy
	Equal opportunities policy
	Tutor work
	Student Councils
	Department Schemes of Work
	Teaching and learning styles
	PSHE

Socially:

Aspects	Example of Student Experiences
Co-operation	Students work together
	Students work with teachers
	Students work with other adults and the wider community

Partnership	Students and students
	Students and teacher
	Teachers and teachers
	Teachers and Parent
	Students and Parents
	Teachers and Governors
	Parents and Governors
	The Academy with the wider community
Classroom organisation and management	Teachers and support teachers take account of the Academy's criteria for effective teaching and learning
Extra-curricular activities	Subject departments
	Year activities

Culturally

Aspects	Example of Student Experiences
Influences that have shaped our culture	History
	Modern Languages
	Science
	Assemblies
	Workshops
Extension of our cultural horizons through the influence of other cultures.	History
	Modern Languages
	Geography
	Assemblies
	Workshops

Including all of the above at the Maritime Academy our ethos and culture of the Academy makes an important contribution to the personal development of our Students.

In all the above we believe that the following also play an important contribution:

- The pastoral system
- The emphasis on student care
- The student councils for each of the key stages
- The code of behaviour
- The system of rewards

- The student planner which includes sections on:
- Forward planning
- Homework

An emphasis on:

- Praise
- Target setting and review
- The anti-bullying policy
- The extra -curricular activities and clubs at lunchtime and after school
- The range of teaching and learning styles

In terms of Learning Experiences, as an Academy we attempt, across the curriculum, to encourage our students to:

- Discuss matters of personal concern
- Develop relationships with adults and peers
- Develop a sense of belonging to a community
- Be challenged by exploring beliefs and values
- Discuss philosophical questions.
- Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives
- Experience what is aesthetically challenging
- Experience silence and reflection

Review and Monitoring

The provision of Spiritual, Moral and Cultural development is monitored by the Senior Leadership Team, together with Heads of Department and Heads of Year.

Though pupil voice and other data collections we will review the impact of our plans on Students Personal Development and SMSC. This will be led by the Assistant Principal and report to the AAB as part of the whole School self-evaluation.