

At The Write Time School we want every child to achieve their true potential. In doing so, we improve life chances of our young people through an unwavering commitment to each and every one of them. We can confidently say this because our curriculum is designed to deliver a holistic approach to education and childhood development.

The 2019 Ofsted Inspection Framework for the first time has a separate judgement of 'Personal Development. This acknowledges the importance of "pupils' wider personal development and their opportunities to grow as active, healthy and engaged citizens." It allows Ofsted to recognise schools' efforts to look after pupils' broader development and prepare them for life outside of education.

At the core of the school's approach to SMSC is William Glasser's Choice Theory and which not only supports the development of pro-social and individually positive behaviour but also skills of resilience and confidence and independence. The Write Time is the first, and currently only, Glasser Quality School in the United Kingdom.

Personal development is familiar territory for schools as it includes:

- Spiritual, moral, social, and cultural (SMSC) development
- Personal, social, and health education (PSHE) education
- Careers information, education, advice, and guidance (See separate IAG Policy)

This Policy will work in unison and alongside the above policy set to offer a wider SMSC framework and ensure full coverage of DFE criteria.

Our curriculum should:

- address learners' broader development, enabling them to develop and discover their interests and talents
- support learners in developing 'character' traits such as resilience, confidence, and independence
- help learners to understand how to keep physically and mentally healthy
- ensure learners are prepared for success in the next step of their education journey
- ensure learners are prepared for life in modern Britain; specifically, whether they:
 - are responsible, respectful, active citizens who contribute positively to society
 - understand fundamental British Values
 - appreciate diversity and respect people different from themselves

The school will evidence the standards by evaluating the following on an annual basis through self-evaluation:

- learner engagement in education and extra-curricular activities
- the impact of personal, social, health and economic (PSHE) education, and relationship and sex education on learners' personal development
- how leaders promote British Values through visits, discussions, assemblies, and wider opportunities
- how well do leaders develop pupils' character through the quality of education

- the quality of debate and discussions that pupils have on key topics – including their contribution to assemblies and mentoring sessions
- how well learners understand protected characteristics - how equality is promoted, and diversity is celebrated
- the quality of careers information, education, advice, and guidance

The Write Time School recognises the protected characteristics as:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- Sex
- Sexual orientation

The challenge for our school is to ensure that we effectively provide opportunities for pupils and staff to access wider SMSC/PSHE curriculum demands and how well the school can evidence how we support personal development as part of the OFSTED Framework.

The school vision for SMSC

SMSC makes a unique and substantial contribution to 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 a 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 must play in ensuring young people know how to be safe and develop into young adults with the capacity to make positive informed choices.

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

Health & Wellbeing
Relationships
Living in the Wider World

We aim to enable students:

- To form and manage supportive and stable relationships
- To develop an 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.

OBJECTIVES

1. To deliver an interesting, enjoyable, and thought-provoking programme, through tutor and mentor times, activities, and assemblies, outside speakers, and workshops.
2. To identify opportunities through the wider curriculum and to organise activities for students to participate in through school and community-based projects.
3. To collapse timetables for whole year group activities, where appropriate, to enhance PSHE/ SMSC understanding. Overall, these objectives will provide a full and comprehensive programme of SMSC/ 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 –

- Teachers and ODTs – responsible for mentoring and supporting SMSC through the curriculum and for providing opportunities for external speakers and off-site activities
- The Headteacher and Deputy Head arrange assemblies.
- Outside Agencies where possible - School Community Police Officer, Youth Workers, Drug Support Agencies, Theatre Companies, Croydon Local Authority

Under the guidelines provided in 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 different topics and outside agencies to introduce students to different speakers.
- PSHE is also taught through the curriculum.
- ICT delivers lessons on internet safety.
- Involvement of other agencies/ external bodies who can deliver specialist information, advice and guidance building on internal delivery

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

SUCCESS CRITERIA

Assessment- this is monitored by the Headteacher and the governors with the assistance of the teachers in the annual SEF process

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

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

1. A Statement of Aims and Values

At The Write Time School, our aims and values are central to our work with young people and adults, and they are expressed through the following statement: -

‘To provide a high-quality provider of education and support to help all people in their challenging environment.’

The statement indicates that we work with all aspects of a young person’s experience and that the spiritual, moral, social, and cultural development of our learners is an important aspect of our work.

2. Towards Definitions

SPIRITUALITY

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 – how 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 developing asense 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 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 school identifies uphold and foster the contribution made by the whole curriculum

Through assemblies

Extra-curricular activity, together with the general ethos and climate of the school.

MORAL DEVELOPMENT

"Moral development refers to students'

- knowledge
- understanding
- intentions
- attitudes
- behaviour

concerning 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 school
- the values the school sets and exhibits through its structures

- the curriculum and teaching inclusive of therapies

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; -

- co-operation 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 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 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.

3. Policies and Practice

(A) SPIRITUALITY

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
(i) <u>Beliefs</u> 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 Mentoring Workshops
(ii) <u>A sense of Awe and Wonder</u> Where students are struck by what they see, feel, and hear.	Opportunities provided for visits to music, art and theatre events. History English Science
(iii) <u>Feelings of Transcendence</u> 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
(iv) <u>Search for meaning and purpose (in what is going on in their lives)</u> This has involved exploring such issues as self-awareness, planning, understanding the pressures placed upon us and looking beyond 16.	Charity initiatives and WEX English Mentoring PSHE Career education Assemblies Workshops
(v) <u>Relationships</u> The fostering of positive relationships, between student and student and student and teacher.	The range of educational experience
(vi) <u>Feelings and Emotions</u>	Therapies Mentoring English Humanities Assemblies Workshops

(B) MORAL DEVELOPMENT

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
(i) A statement of what is right and wrong. (ii) School values are made clear to our students	Code of Conduct Anti-bullying policy Equal opportunities policy Tutor work Student Workshops Department Schemes of Learning Teaching and learning styles.

(C) SOCIAL DEVELOPMENT

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
(i) <u>Co-operation</u>	Students work together Students work with teachers Students work with other adults and the wider community
(iii) <u>Partnership</u> Our partnership with parents/carers is important and we endeavour to keep our home settings informed as to our teaching and learning regarding PSHE/RSE and SMSC. Annually, at the start of the academic year, we send out parent consent forms to ensure that parental choice can be exercised.	Students and students Students and teacher Teachers and teachers Teachers and Parent Students and Parents Teachers and Governors Parents and Governors The school with the wider community
(iv) <u>Classroom organisation and management</u> Those students whose parent/carers have opted out of certain elements of our curriculum are recorded on our central MIS for staff to view.	Teachers and support teachers take account of the school's criteria for effective teaching and learning
(iv) <u>Extracurricular activities</u>	Subject departments Year or group activities

(D) CULTURAL DEVELOPME

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
(i) Influences that have shaped our culture	History PE and Sport Science Assemblies Workshops
(ii) Extension of our cultural horizons through the influence of other cultures.	History Geography Assemblies Workshops

4. Clearly, in all the above, the ETHOS and CLIMATE of the School make an important contribution. We would like to think that the ethos of the school reflects our values and aims. 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 emphasises:
 - praise
 - target setting and review
 - the anti-bullying policy
 - group activities and being together at lunchtime and after school
 - the range of teaching and learning styles

5. In terms of Learning Experiences, as a school 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

6. Review and Monitoring

How do we record and evidence our SMSC development in school? SMSC Grid

We have an electronic grid which tracks the progress and evidence of our SMSC development. It is split into the wider Ofsted success criteria and shows how we develop each criterion and promote SMSC. The evidence is dated and shows our SMSC Provision Map changes over time using the 3-Year Action Plan attached that will get us to an Ofsted Outstanding Judgement in this area of school improvement. To evidence the SMSC Provision Map staff are asked during a staff meeting once every term to bring evidence of what's been achieved against the overall termly action plan targets.

Showing the impact of SMSC

We also use Choice Theory learning and Personal Development Plan (PDP) data to make informed judgements regarding.

1. Pupil attitudes to themselves and their learning/development
2. Pupil attitudes to school and their motivations

Whole school Strategies:

With our work, an audit of practice is carried out and undertaken by SLT annually and an action plan is developed to make further gains. Staff development activities have been undertaken by SLT. The provision of Spiritual, Moral and Cultural development is monitored by the Headteacher together with the teachers and the ODT Mentoring Team. We have not identified performance indicators, but rather colleagues are asked to provide specific examples of student experiences.

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