

SMSC

Aims:

SMSC should be incorporated into every aspect of our school community, including every lesson, every assembly and every interaction between members of our school community. By ensuring the thoughtful and wide-ranging promotion of students' spiritual, moral, social and cultural development, and of their physical well-being, we can help to ensure that they thrive and develop as citizens, and we can also help to guard against radicalisation and extremism.

SMSC Education at Bournville:

Social, moral, spiritual and cultural (SMSC) education at Bournville is delivered through three methods:

1. Our programme of weekly assemblies for all year groups, each of which has an SMSC theme.
2. Dedicated PSHE lessons for years 7 to 9, Guidance lessons in year 10 and 11.
3. Through all other lessons and through the ethos of the school, including the interactions between all members of our school community.

Bournville SMSC Statements:

The statements below are designed to offer a consistent and clear definition of SMSC at Bournville school, based around national definitions of SMSC.

The SMSC statements incorporate the Fundamental British Values which are

- democracy,
- the rule of law,
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs.

SMSC - Spiritual

- **SP1:** Students are able 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
- **SP2:** Students show a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- **SP3:** Students use imagination and creativity in their learning.
- **SP4:** Students show willingness to reflect on their experiences.

The spiritual development of all students is encouraged and supported at Bournville. Differing faiths and cultures are discussed regularly in PSHE/Guidance, through our SMSC assemblies, and through subjects such as English, Geography, History and RS.

We run regular trips abroad, with visits to Spain, France and Bulgaria this year, as well as Duke of Edinburgh expeditions to Morocco and within the UK.

A sense of fascination with the world around them is particularly encouraged in Science, Computer Science, RS and English, while our creative and performing arts subjects excel at encouraging the use of imagination and creativity in learning. All of our SMSC assemblies end with a moment for reflection, to allow students to silently reflect on their thoughts and perspectives on the matters discussed.

SMSC - Moral

- **M1:** Students are able to recognise the difference between right and wrong and to readily apply this understanding in their own lives.
- **M2:** Students recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- **M3:** Students understand the consequences of their behaviour and actions
- **M4:** Students show interest in investigating and offering reasoned views about moral and ethical issues and show the ability to understand and appreciate the viewpoints of others on these issues.

Our behaviour and rewards systems encourage students to recognise the difference between right and wrong, and to apply it to their lives in and out of school. The GAR behaviour system allows students to change their behaviour before it is too late, and ensures that students know the reason for any sanction given. A key facet of the GAR system is the opportunity for students to understand where they went wrong and make reparation to those concerned, before re-entering the lesson. More importantly, our "Griffin" rewards system encourages not only good behaviour, but a positive work ethic. Students' achievements are recognised through regular Head of House assemblies and through our Awards Evening, and those students who have received sufficient "Griffins" wear a blazer badge to celebrate their success.

Legal, moral and ethical issues are discussed regularly in PSHE/Guidance, through our SMSC assemblies, and through subjects such as English,

SMSC - Social

- **SO1:** Students use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- **SO2:** Students show 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

- **SO3:** Students show 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.
- **SO4:** Students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Working and socialising with peers of different backgrounds is the norm at Bournville. We have a single lunch and breaktime, with students of similar ages grouped together to encourage diverse friendship groups to emerge, and this approach is often used by teachers when setting working groups in classrooms. Our students are active participants in voluntary and charitable ventures with a number being held each year, often organised by the students themselves. In the past year students have raised money for a number of charities through a Christmas Jumper Day, a number of cake sales, and a book sale. Every Christmas our school choir visit elderly residents' homes in Bournville and Northfield to sing carols and spread festive cheer, and for the past six years students have helped to organise our annual donation to SIFA Fireside, a charity that helps homeless people. In addition, the Duke of Edinburgh scheme is now more popular than ever at Bournville and requires students to engage in voluntary activities.

All Year 10 students participate in Work Experience, and as part of this students find and arrange their own work experience placement, with encouragement and (where needed) assistance from the Careers Team. This helps to develop key skills students will need when looking for, and succeeding in, future employment.

SMSC - Cultural

- **C1:** Students understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others.
- **C2:** Students show 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.
- **C3:** Students are able to demonstrate knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- **C4:** Students show willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- **C5:** Students show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.
- **C6:** Students 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.

Students are encouraged to develop their cultural understanding through our SMSC assembly programme, PSHE and Guidance lessons and curriculum subjects. The diversity of cultures in Birmingham, the UK, and worldwide, and their influence upon us are particularly discussed in RS, Geography, History, Music and MfL. National and local elections are used as opportunities to discuss Britain's parliamentary democracy, and for the 2015 general election students took part in a "Question Time" debate session in school with all of the local parliamentary candidates. The recent EU referendum offered us the opportunity to explore the arguments for and against EU membership – this was followed by our own school election. This was repeated for the General Election in 2017.

We run a number of extra-curricular activities that encourage participation in artistic, musical, sporting and cultural opportunities. Alongside our many sports teams, we run a number of musical bands and choirs, a drama club as well as art clubs and science club. We have also been long renowned for our performances, which have included drama performances, talent shows and musical concerts.

SMSC Assembly Themes:

Assembly themes are chosen to fulfil the key SMSC messages suggested by the Department of Education or Ofsted, or because they represent a key area for student development identified by the school. The themes are then be presented in a way that is relevant to students and encourages them to reflect and consider the ideas that are being discussed. These assemblies will always end in time for collective reflection.

In addition to the assembly and tutorial programme outlined below, additional sessions are organised throughout the year to cover issues including sex and relationships education, online safety and sexting.