



BRIDGE HOUSE INDEPENDENT SCHOOL

SMSC POLICY

Updated	June 2020
To be reviewed	June 2021 (or subject to change in DfE guidance)

INTRODUCTION

At Bridge House Independent School, the personal development of the pupils is a fundamental part of the academic and pastoral work of the school. To this end, we want to develop pupils spiritually, morally, socially and culturally, and to ensure that they are treated as individuals.

Spiritual, moral, social and cultural (SMSC) education helps children develop personal qualities that are valued in a modern, civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence and self-respect. Then there are the four fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The troubled and chaotic backgrounds of many of our pupils, coupled with a prevailing attitude of intolerance to foreign immigrants in the local area, mean that SMSC education is more important than ever. Owing to this, we place a particular emphasis on building relations and breaking down preconceptions and prejudices regarding immigration, different cultures, and law and order.

At Bridge House Independent School, we seek to teach these qualities across the curriculum and throughout school life. They are linked closely to our school values and ethos.

THE BRIDGE HOUSE ETHOS

RESPECT

A passion to include everyone, treat everyone equally and celebrate differences.

TRUST

A commitment to healthy and open relationships.

ASPIRATION

A belief that things can change and be transformed for the better.

ACHIEVEMENT

An expectation that every pupil fulfils their potential.

We aim to deliver SMSC education through all aspects of school life: our curriculum, pastoral system, extra-curricular activities, House Time and assemblies, as well as specific events. The support of parents and the wider community is essential in promoting SMSC values, so we strive to engage and work closely with these key stakeholders at all times.

IMPLEMENTATION OF THE POLICY

It is expected that every aspect of school life has some element of our SMSC provision within it; in addition, SMSC provision is made for SEND pupils according to the needs set out in their EHC Plan. These are the most crucial elements in practice (divided into nine distinct areas):

1. Student Voice

There are several elements to the Student Voice at Bridge House:

- a) **House Meetings** are held whenever a decision is to be made affecting the whole school. The matter is debated during House Time and all pupils are encouraged to vote on it. Previous examples include choosing a Charity of the Year, changing how the House league tables are calculated and choosing new House names.
- b) **Student Council Meetings** are held a minimum of once a term, and feature the House Captains and Vice Captains elected by each House. Any pupil is entitled to raise an issue to be discussed in the meetings, and Suggestion Forms are circulated before each one. The outcomes of each vote are published afterwards, which helps ensure that words become actions.
- c) **'Your Say'** questionnaires are widely used to canvas opinion on a particular subject, e.g. school meals, new clubs and societies, or items for the Reward Shop.

2. a) The House system

Every pupil is assigned a House when they join the school. There are four for the Secondary School (Barkston, Digby, Tumby and Waddington) and three for the Primary School (Coningsby, Cranwell and Scampton). The theme for the names – RAF bases in Lincolnshire – was voted for by the pupils as part of their Student Voice. Each House is run by one or two members of staff (the House Leaders), assisted by pupils in the form of a House Captain and Vice Captain, who are elected by their peers.

b) House Time Activities

Every morning, between 8.45 and 9.15, pupils join their Houses for House Time. There is a structured programme of activities throughout the week, with a particular aspect of SMSC focussed on each day:

- i) **Media Monday** examines the news and current affairs, especially controversial or significant issues that give rise to useful discussions.

- ii) **Target Tuesday** offers pupils the opportunity to assess how they are performing at school, in terms of behaviour, effort, attendance and academic progress. House league tables encourage pupils to work together, as well as forming part of the Reward Challenges (see 3d). Pupils also get the opportunity to fill in their Reward Cards (see 4c). Finally, pupils are encouraged to think about their future pathways, with a section devoted to a different career each week.
- iii) **World Wednesday** looks at a different country, continent, religion or festival each week, with activities designed to promote engagement with new ideas.
- iv) **Theme Thursday** selects a topical subject (e.g. the UN Day of ___) and explores it via activities, videos and discussions.
- v) **Funny Friday** is more laid-back and pupil-led, offering the pupils a chance to share their passions with the rest of their House.

3. Reward Scheme

This is an integral part of our school, combining behaviour and mentorship with aspiration, recognising achievement and the promotion of SMSC and British Values. The central part of the scheme is the behaviour system, in which bonuses are awarded for positive actions and penalties for negative actions.

- a) There are 13 different '**bonus criteria**' (eight for the Primary School), which are displayed in each classroom. Some promote effort and achievement in lessons, while others are awarded for representing the school, raising money for charity, working in the community, or even making a good choice. These clearly link with the school's ethos.
- b) There is a **Reward Shop**, in which pupils can use their net 'bonus balance' to purchase items. We seek to provide something that every pupil can aspire to having.
- c) Each pupil also has a **Reward Pack**, which contains **Rewards Cards** and is looked after by their House Leader. At regular intervals throughout the year, they are encouraged to record on these cards the bonuses they have received. When they complete a card, they qualify for a gift card. Rewards Packs also contain certificates and achievements gained by the pupils.
- d) The Leader of SMSC – working in tandem with Heads of Key Stage and behaviour mentors – sets termly **Reward Challenges** for pupils. Those who fulfil the challenge (or finish at the top of a leader board) qualify for a **Reward Trip**. The Reward Challenges change regularly, to keep the system feeling fresh; at time of writing, there is the House Effort Score Challenge and the Homework Challenge.
- e) Our most recent addition to the Reward Scheme is also our most ambitious so far: **MeRewards**. These give individual challenges to pupils (behavioural or academic), leading to personalised rewards. All of this is documented on a MeReward card, which is added to the pupils' Reward Packs. Progress is checked in weekly **MeTime** sessions with the pupil's mentor (which also include paired reading for pleasure). Bespoke MeRewards have also been developed for use by carers and during exams.

4. Curriculum

See Appendix 2 below for details of how the curriculum contributes to SMSC.

Teachers have received regular training in the aims and practice of SMSC education at Bridge House. All lessons have a clear SMSC Objective, which is shared with the pupils. Schemes of Work are scrutinised for their SMSC opportunities, and advice offered by the Leader of SMSC on broadening their SMSC provision. The Management Information System is used to log all of these actions and their impact.

5. Character

Award assemblies are held at each campus at the end of every long term. Certificates are awarded for highest attendance, effort score and 'net bonuses'; also for the star performers in each subject; and finally for Special Awards and Head Teacher Awards, given for exceptional achievements. For Year 11 pupils, Leavers Day replaces the final award assembly. This is a formal chance to say goodbye to our leavers, as well as celebrating all of their successes.

Subject booster sessions are held on Wednesdays after school, although many pupils also arrange extra sessions on other days. As well as the clear academic benefits that these offer, they also deliver a powerful message about the need for resilience and dedication in life.

Work Experience is undertaken by our Y10 pupils in Term 6 of the school year. We have developed a bespoke programme of activities, aimed at the particular needs of our cohort, in plumbing, maintenance, gardening, journalism, health and beauty and cooking. The week also includes a holistic approach to work readiness, with sessions on health and safety, fire training and first aid.

6. Information

See "Monitoring of the Policy" below for details regarding evidence of SMSC.

There is an integrated system of display boards for all aspects of the SMSC provision. For example, displaying the Voting Records of Student Council Meetings; the history of the RAF bases in our House names; updates on Reward Challenges; Help & Advice on PSHE issues; and many photographs of extra-curricular activities and academic achievements.

7. Clubs and Teams

Clubs are held on Wednesdays, following the after-school subject boosters. Clubs change according to a three-week rota, to enable pupils to partake in several different ones. Our current provision includes Keep Fit Club, Multisports, Boxing, Console Club, Coding Club, Games Club, Zine Club, School Newspaper, GK Club, Baking, Cinema Club, Model Making and Health & Beauty. There are also school teams and/or tournaments for football, athletics and Elite XI (a mixed event).

8. Charity and Community Work

Work in the Community is promoted in many ways. We have formed an ongoing relationship with the local Food Bank, with regular visits to volunteer there; the school newspaper has engaged with the local community in its reporting; and some of our Citizenship lessons are devoted to community work, such as litter picking or public murals.

Charity work is done on a regular basis. Our Charity of the Year is voted for by the pupils, with at least one fundraising venture each term. Among other activities, we incorporate a breakfast café, cake ransom, art sale, Christmas shop, fun run and fitness challenges. In addition, we regularly support WWF, Macmillan, Toilet Twinning, Children In Need, Comic/Sport Relief and Save the Children.

9. Visits and Trips

Guest speakers and visitors are welcomed to the school on a regular basis, including the local MP, local Mayor, journalists and representatives from the charities we support.

Educational trips are scheduled throughout the school year. Recent trips have involved Tate Modern, The Usher Gallery, East Kirkby Air Museum, Woodhall Spa Memorial Centre, Tattershall Castle and the Lincolnshire Wildlife Park.

MONITORING OF THE POLICY

SMSC Provision is monitored and reviewed by the Leader of SMSC and Head Teacher.

- The Leader of SMSC provides a Biennial Report on our SMSC provision (updated at the end of Term 6). In addition, internal audits are done a minimum of once a year, by the Leader of SMSC or another member of the Leadership Team. Action plans are produced annually and amended accordingly after each audit.
- The Pupil Participation Log is a straightforward way of ensuring that as many pupils as possible are accessing the SMSC provision in all its different guises, from Student Voice and charity fundraising to the football team and school trips.
- Lesson plans and schemes of work are evaluated for their inclusion of SMSC opportunities and links. Schemes of work have their SMSC content highlighted in green, and their political content in purple, for ease of reference.
- SMSC content and advancement forms part of lesson observations and learning walks conducted by the Head of Teaching and Learning. Additionally, the Leader of SMSC will record observations during “SMSC drop-ins” and “House Time spot checks”.
- Regular discussions are held, and reports presented, at staff meetings, Leadership Team meetings and Senior Leadership Team meetings. Examples of good practice are shared at team meetings and briefings.

- Teachers, pupils and parents/carers are asked to complete questionnaires, which also inform our audits and action plans.
- SMSC training is included on inset days, and recorded in staff CPD files. There are also regular development sessions, during which the Leader of SMSC is on hand to support staff as they plan future activities.
- The responses from previous Ofsted inspections also assist us in the monitoring of the policy.

COVID-19 PANDEMIC SCHOOL CLOSURE

Additional support for pupils' personal development and SMSC education has been provided by the school during the period of school closure for some of our pupils. We have introduced the following:

- A new reward scheme called HoMe Rewards, which runs alongside our normal MeRewards scheme. Pupils can earn points by attending online lessons and enrichment activities, and by completing school work at home.
- A new reward challenge called the HoMe Challenge, which draws on much of the school's personal development provision, e.g. House Times and charity work, motivating pupils to continue such activities and experiences at home.
- A new raft of online clubs, including intellectual pursuits (Quiz Club, Chess Club and Console Club), hands-on activities (Craft Club and Art Club) and more active sessions (Glee Club, Gardening Club, Meet the Pets! and Challenge Alan).
- Additional activities provided for pupils to complete at home or in school, e.g. art packs, baking kits and gardening kits.

Signed

Date

Carl Smith
Executive Head Teacher

Appendix 1: Definitions of SMSC

Bridge House Independent School uses the following definitions of Spiritual, Moral, Social and Cultural:

SPIRITUAL

This embraces beliefs, religious or otherwise, which may inform pupils' perspectives on life and their interest in, and respect for, others' feelings and values. This is essential in helping pupils to value everyone as a unique human being. It involves reflecting on organised religion and the concept of a deity as an important focus of the faith of many people, but also on different belief structures not based in religion per se. It also encompasses a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. It can include stimulating the use of imagination and creativity in their learning, and a willingness to reflect on their experiences.

A lack of life experiences that promote spiritual development may cause pupils to be defensive, aggressive and cynical. Our vision of Spiritual development includes the provision of opportunities for pupils to encounter the positive aspects of human experience; for example:

- Feeling happiness, pride, forgiveness and responsibility;
- Exercising imagination, curiosity, creativity and intuition;
- Exploring, searching, questioning and engaging;
- Experiencing order, peace, wonder and calm;
- Surviving hardship, pain and grief;
- Empathising with others at times of joy and sadness.

MORAL

This encompasses pupils' ability to recognise the difference between right and wrong, readiness to apply this in their own lives, and an understanding of the consequences of their actions. It also includes fostering an interest in investigating and offering reasoned views about moral and ethical issues. Moral development enables pupils to value and improve their relationships and is central to the smooth running of the school and wider community.

Moral development involves:

- An understanding of the concept of right and wrong;
- The ability to deal effectively with moral conflict and temptation;
- The understanding that people choose their behaviour and that those choices have consequences;
- Determination to choose wisely with consideration for oneself and others;

- Understanding of the danger of acting against one's conscience;
- A willingness to engage in self-reflection;
- The ability and willingness to exercise compassion, understanding and forgiveness.

SOCIAL

This involves the use of a range of social skills in different contexts, for example a willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts effectively. It may also mean working and socialising with others from different, ethnic and socioeconomic backgrounds, and an interest in, and understanding of, the way communities and societies function at a variety of levels. It is one of the foundations for Citizenship education and Work-Related Learning. Social development involves the growth of the desire and ability to:

- Set aside self-interest to work with others for the common good;
- Negotiate disagreements fairly and compromise willingly when necessary;
- Contribute confidently to the well-being of friendship groups and the wider community;
- Understand, express appropriately, recognise and respond to emotions in others.

CULTURAL

This incorporates having an understanding and appreciation of the wide range of cultural influences that have shaped one's own heritage. It also includes a willingness to participate in, and respond to, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. There is also an interest in exploring, understanding of, and respect for, cultural diversity and the extent to which one understands, accepts, respects and celebrates diversity, as shown by one's attitudes towards different religious, ethnic and socioeconomic groups in one's local, national and global communities.

Cultural development enables pupils to appreciate that creativity and imagination are stronger because of the communities and society to which we belong. Greater cultural understanding can diffuse tension, enabling pupils to respond appropriately to the views and values of others. Cultural development involves the growth of pupils':

- Understanding of, and respect for, how people from their own and other cultures think and live;
- Sense of belonging with local, regional, national and international cultures, together with a willingness and ability to contribute creatively to these cultures.

Appendix 2: How the curriculum contributes to SMSC

ENGLISH

- Pupils experiencing fascination, awe and wonder, and a sense of enjoyment and interest, in learning about themselves and others through literature.
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Pupils knowing what is expected of them, how to get top marks, how to achieve, and progress well. They also understand the consequences of actions.
- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- Helping pupils appreciate that language has greatly contributed to the development of both our culture and other cultures.

MATHEMATICS

- Helping pupils obtain an insight into the infinite and explaining the underlying mathematical principles behind natural forms and patterns.
- Pupils experiencing fascination, awe and wonder, and a sense of enjoyment and interest in learning about themselves, others and the world around them, including the intangible.
- Encouraging pupils to reflect on the wonder of the natural world.
- Consideration of the moral dilemmas that can result in scientific development.
- Pupils knowing what is expected of them, how to get top marks, how to achieve, and progress well. They also understand the consequences of actions.
- Awareness of how science and technology can affect society and the environment.
- Pupils working together productively on complex activities, seeing that the result is often better than any of them could achieve separately.
- Showing respect for differing opinions: on creation, for example.
- Helping pupils appreciate that science has greatly contributed to the development of our culture, and recognising that scientists from many cultures have contributed to the development of modern-day science.

SCIENCE

- Exploration into how our bodies work and being aware of how to look after them.
- Having an awareness of how we affect the natural world and its ecosystems and how we can reduce the adverse effects.
- Showing understanding of how we need balance in ecology to survive, knowing that we need to have change to extend the life of our species.
- Exploring the moral, ethical and religious issues surrounding modern-day science.
- Helping pupils become thorough when carrying out investigations, helping them for the future when following instructions accurately and knowing how to carry out a valid test.
- Experiencing wonder and excitement when exploring the finer details of life and its processes, from the microscopic cell to the atom.
- Helping pupils expand their vocabulary through scientific key words, to increase self-esteem and confidence towards other subjects.

ICT/COMPUTER SCIENCE

- Preparing pupils for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Pupils knowing what is expected of them, how to get top marks, how to achieve, and progress well. They also understand the consequences of actions.
- Making clear the guidelines about the ethical use of the internet and an awareness of the moral dilemmas created by technological advances. Establishing boundaries in society by considering what is acceptable.
- Group co-operation in practical activities.
- Awareness of how ICT can affect society and the environment.
- Acknowledging advances in technology and appreciating human technological achievement.
- Helping pupils appreciate that ICT has greatly contributed to the development of our culture.

HUMANITIES: HISTORY AND GEOGRAPHY

- Pupils experiencing fascination, awe and wonder in learning about themselves and the world around them whilst reflecting on the wonder of the natural world, the creation of the earth and its origins, future and diversity.
- Reflecting on issues such as slavery, the Holocaust and imperialism.
- Showing an awareness of the moral implications of the actions of historical and modern-day figures.
- Reflecting on the distribution of the earth's resources and issues around climate change.

- Pupils knowing what is expected of them, how to get top marks, how to achieve, and progress well. They also understand the consequences of actions.
- Giving pupils the opportunity to look at the creation and evolution of British and other societies whilst reflecting on their social and cultural characteristics.
- Showing respect for different religions, values, beliefs and opinions.
- Helping pupils appreciate that humanitarian and interlinked issues are of primary importance in our modern world and culture, and are important to its future.

ART AND DESIGN

- Evoking feelings of fascination, awe and wonder through the appreciation of art and a development of critical aesthetic appreciation.
- Reflecting on nature, the environment and surroundings.
- Analysing, engaging with and questioning their own and others' work, and identifying how beliefs, values and meanings are expressed and shared.
- Pupils exploring their own ideas and meanings in order to promote self-identity.
- Studying art with a spiritual or religious theme, as well as ethical issues raised by art (such as war paintings).
- Developing an awareness of moral and social issues which may be highlighted by art.
- Understanding and engaging with the feelings and values embodied in forms of art and design.
- Pupils knowing what is expected of them, how to get top marks, how to achieve, and progress well. They also understand the consequences of actions.
- Appreciating that art has greatly contributed to the development of our and other cultures.

BUSINESS

- Looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society.
- Considering the costs and benefits to society and the wider community as a result of business decisions.
- Working in groups to explore key business ideas and practical business tasks.
- Running their own enterprise activity which will help build social interaction and communication.
- Exploring the moral obligations of businesses towards both their employees and consumers; also, business ethics and the ethical boundaries within which businesses must operate.
- Exploring the use of 'sweat shops' and Fair Trade products.
- Exploring how different spiritual beliefs of people play a key role in business planning.

- Looking at the cultural differences between different customer groups to which businesses may be targeting their products/services.
- Looking at how different beliefs can impact on the ways products are advertised – and indeed, *what* products can be advertised.

PSHE

- Encouraging respect and acceptance of different faiths and beliefs.
- Developing an awareness of, and responding to, others' needs and wants.
- Exploring meaning and purpose for individuals and society.
- Developing resilience and inner strength.
- Exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to our own lives.
- Exploring what is right and wrong and working out what we need to do in a particular community to make sure everyone thrives.
- Making explicit links to the school's distinctive ethos (see above).
- Exploring how different cultures can offer great insights into how we lead our lives.

SPANISH

- Reflecting on religious beliefs and practices in different Spanish-speaking countries.
- Reflecting on aspects of life, and on the universality of human experience, particularly with reference to teenagers.
- Evoking feelings of awe and wonder through sharing amazing facts about world languages and language in general.
- Studying healthy living and exercise.
- Considering points of view on topics such as single parent families and divorce.
- Dismissing stereotypes and reflecting more on what brings people together rather than separates them. Languages are shown to be a way of understanding others and offering future opportunities.
- Showing humility when working in groups and compassion when doing Peer Assessment.
- Helping each other learn and complete tasks such as dialogues.
- Developing communication and listening skills, working in different groupings.
- Reflecting aspects of our own and other cultural environments.
- Working with authentic materials from countries where Spanish is spoken.
- Learning the use of social conventions; identifying with the experiences and perspectives of people of these countries.

SPORT

- Developing a sense of enjoyment and fascination in learning about themselves and the functioning of their own bodies.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.
- An understanding of the rules of sports, which may prompt consideration of wider rules and regulations and the penalties for infringing these. Also, allowing pupils to understand the consequences of their own actions in their own lives.
- Contemplation of moral dilemmas and 'deviance' issues in sport, such as the use of performance-enhancing drugs and match-fixing.
- Considering the concepts of fair play, competition and sportsmanship, and promoting appropriate behaviours, qualities and interpersonal skills.
- Considering the important social aspects of sport, such as team building, leadership, motivation, determination and character building.
- A willingness to participate in sporting opportunities, which can impact upon attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

PHYSICAL EDUCATION

- Activities which involve co-operation, teamwork, competition, rules, self-discipline and fair play.
- External sporting activity, giving the opportunity for pupils to develop social skills, such as meeting new people and communicating with others (including other adults, e.g. referees).
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.
- Practical lessons, providing pupils with the chance to lead warm-ups and skill practices, and officiate games, to enhance their social skills.