

Spiritual, Moral, Social & Cultural Education (SMSC)

incorporating
Personal, Social Health & Economic Education (PSHE)
Social & Emotional Aspects of Learning (SEAL)

at



St. George's School
A Church of England Academy

Spiritual Moral Social & Cultural incorporating Personal Social Health & Economic Education

Our activities:

Spiritual Leadership,
Character & Ethos

Curriculum areas of
expertise shared

Pastoral System and
Support, providing
scaffolding & structure

Partnership: Careers,
Further Education,
Health and Early Action
Teams

Links with Churches,
Schools and Businesses:
Creating community and
cultural awareness
through the world

Underpinned by:

Christian Leadership
promoting fulfilment
of each individuals
potential

Spiritual Moral
Social & Cultural
Education @



College system
encourages team
building,
participation &
competition

Call to Worship,
Reflection, Prayer,
Challenge, Personal,
Moral, Spiritual growth

Producing:

Confident individuals
who live a safe,
healthy, fulfilling life

Successful Learners
who enjoy learning
make progress to
achieve objectives

Equipped with skills
to make decisions
about their further
education and career

Developed economic
wellbeing and
financial capability

Responsible citizens
who make a positive
contribution to
society

Introduction

This policy has been informed by previous advice and studies:

- The National Curriculum Programme of Study for Personal, Social, Health and Economic Education, QCA 2007 <http://curriculum.qca.org.uk/>
- Summary of National Curriculum Programme of Study for PSHE Education, 2008
- The Big Picture Of The Curriculum, QCA 2008
- PSHE at Key Stages 1-4: guidance on assessment, recording and reporting. QCA 2005. www.qca.org.uk/pshe
- Ofsted Guidance to Inspectors 2013
- Citizenship; a scheme of work for Key Stages 3 and 4, QCA
- Introduction to the National Healthy Schools Programme – NHSP, 2007 www.healthyschools.gov.uk
- Secondary National Strategy for school improvement: Social and Emotional Aspects of Learning for secondary schools – SEAL, DfES 2007 www.teachernet.gov.uk/SEAL
- Active Tutorial Work: Practicing Lancashire Teachers (last century but still relevant!)

Type your text

SMSC

In the new curriculum SMSC education assumes greater importance and prominence than previously. PSHE - personal, social, health and economic education is incorporated in the new programmes of study as is SEAL, personal wellbeing and economic wellbeing and financial capability. This is seamlessly linked with our Christian ethos and Spiritual aims.

Personal wellbeing draws together personal, social and health education, including sex education, the social and emotional aspects of learning, while economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning.

SMSC education is at the heart of the new curriculum with its emphasis on personal development, the acquisition of personal, learning and thinking skills, in reflecting the outcomes such as Making a Positive Contribution and in cross-curricular dimensions such as healthy lifestyles, identity and cultural diversity, and sustainable futures and the global dimension.

SMSC education also makes a major contribution to the responsibilities on schools to:

- promote children and young people's spiritual & physical wellbeing
- achieve the whole curriculum aims
- promote community cohesion in a diverse community
- provide careers education and sex education.

Rationale for SMSC Education

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, moral, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, religion, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and

attitudes, they build knowledge, confidence and self esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenge, justify opinions and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes. They are able to regularly reflect upon them. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development.

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively. Whilst taking into account the needs of others less fortunate in our society.

SMSC improves motivation and progression by helping students see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping prejudice, discrimination and other cultural and social barriers to community cohesion. It helps students to aim high. Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things and regularly evaluate. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen. Making our learners employable is high priority.

The SMSC Education Curriculum

Provision

PSHE education cannot always be confined to specific timetabled time.

At St George's School SMSC education is delivered within a whole school approach, which includes:

- discrete curriculum time delivered by, for example, specialist team, form tutors, other staff
- teaching SMSC through and in other subjects/curriculum areas
- through SMSC whole school and extended timetable activities,
- specific projects
- through involvement in the life of the school and wider community
- through pastoral care and guidance.

SEAL (Social and Emotional Aspects of Learning) contributes to personal development by promoting social and emotional aspects of learning. It provides a framework and some ideas for teaching social and emotional skills within discrete lessons, across subjects and outside the classroom. SMSC education provides an invaluable contribution to learning the social and emotional skills that are identified in SEAL. SEAL in turn provides a framework that supports SMSC education. The 50 SEAL Learning Outcomes are used to map usage across the School. (See Appendix 5)

Teaching Methods and Learning Approaches

Good teaching in SMSC relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods which allow students to explore issues through school and community involvement and in a way that is challenging and relevant to their lives. Effective teaching and learning approaches used at St George's include:

- Spiritual reflection and support
 - climate building and ground rules
 - working together
 - values clarification
 - information gathering and sharing
 - consensus building
 - problem solving
 - understanding another point of view
 - working with beliefs, feelings and imagination
- School Council - preparatory activities
- drama and role-play
- use of theatre in education
- discussion and debate.
- evaluation & justification