SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) / PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) POLICY

Rationale

For students to benefit fully from their time at Collingham College, we must ensure that they have the best teaching and pastoral care, and they must ensure that they try to meet the college's expectations in relation to work, conduct and attitude. This can best be achieved where the aims of the SMSC policy link and strengthen other policies so that the ideals of the college's ethos and mission statement become a reality for its students.

We ensure that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We continue to build on our students' understanding of public services and institutions and that enable them to take their place in modern democratic British society. We provide opportunities for students to take responsibility in college and make a positive contribution to the college, local and wider communities.

The definitions and practices that follow are intended to clarify the ways that a student's personal development and that of the college overall are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. Collingham College is a non-denominational college where students of all faiths and belief systems are encouraged to strive for academic excellence in a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

We provide a growing range of positive experiences for our students through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults. We offer artistic, sporting and other cultural opportunities to students through the curricular and extra-curricular programme. As part of our Behaviour Policy, our college believes that all children and adults have the right to live in a supportive, caring environment in which students feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

Aims

The aims of the Collingham College SMSC Policy is to:
- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to understand what is right and wrong in their college life and life outside college
- encourage students to accept responsibility for their behaviour, show initiative and contribute to the college, local and wider communities
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable
- acquire knowledge and are able to reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- assist students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability;
- provide students with a broad general knowledge of public institutions and services in England;
- preclude the promotion of partisan political views in the teaching of any subject in the college;
- respond positively to the artistic, sporting and other cultural opportunities provided by the college, including, for example, an appreciation of theatre, music and literature;
- overcome barriers to their learning.

We also take such steps as are reasonably practicable to ensure that political issues are brought to the attention of students:
- while they are in attendance at the college;

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- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the college; or
- through the distribution of promotional material, of extra-curricular activities taking place at the college or elsewhere
- through a balanced presentation of opposing views.

How our college actively promotes fundamental British Values
In addition to planned and coherent opportunities in the curriculum which address British Values, we provide artistic, sporting and other cultural opportunities through the extra-curricular programme in which students are encouraged to participate. Our College Council ensures that all students within the college have a voice that is listened to and demonstrates how democracy works.

We promote tolerance and community cohesion in the widest sense by helping young people to gain an understanding of different lifestyles and cultures which make up our wider community. We also ensure that principles are actively promoted which enable students to develop their self-knowledge, self-esteem and self-confidence. Students are enabled to acquire a broad general knowledge of and respect for public institutions and services in England.

College Ethos
Our vision is underpinned by our commitment to the individual and how we can best help our students to discover their own strengths, develop confidence in their own abilities, and fulfil their potential.

The values and attitudes promoted by the staff influence the behaviour and attitudes within the college. The quality of relationships and the atmosphere within the college reflect an appreciation of their shared values.

As a college community, we think deeply about the importance of being true to one's self and the fulfilment of one's own character, as well as about the responsibilities of the individual to others, the college community and wider society.

Definitions

Spiritual Development
Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. Spiritual development is not the same as religious development. Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

Our college promotes spiritual development through:
- providing and encouraging a positive ethos;
- the values and attitudes the college identifies, upholds and fosters;
- reinforcing a young person's sense of self-worth;
- focusing on positive 'success' rather than negative 'failure';
- giving students the opportunity to reflect;
- encouraging students to listen to and consider the ideas and experiences of others;
- providing opportunities for students to learn about and respond to a variety of beliefs and values;
- fostering a fascination with and enjoyment in learning; and
- using imagination and creativity in learning.

Moral Development
Moral development is concerned with students' ability to make judgements about how they should behave and act, and the reasons for such behaviour. Students are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. From the basis of understanding, the difference between right and wrong, young people will develop the ability to make moral judgements and to take responsibility for their own moral decisions.

Our college promotes moral development through:
- making it clear what kinds of behaviour are expected;
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty; and
- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable.

Social Development
Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society and the wider community. It also relates to the growth of knowledge and understanding of society in all its aspects. Students' social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Our college promotes social development through:
- encouraging students to relate positively to others;
- encouraging adults to set high standards in their relationships with each other;
- providing a model of a purposeful and harmonious community;
- allowing students to experience the obligations and constraints, but also the satisfaction, that goes with being a member of a group;
- giving students the opportunity to make decisions within a group;
- encouraging students to take responsibility; and
- giving students an understanding of their role within the wider community.
- encouraging the use of social skills and decision making in group work.

Cultural Development
Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. Students acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others. Our college promotes cultural development by giving students opportunities to engage in a wide range of cultural activities.

Our college promotes cultural development through:
- encouraging knowledge of the students' own cultural traditions and practices, along with those of other cultural groups within society; and
- adopting the view that diversity makes the world a richer place.
- encouraging students to engage with a variety of cultures; and
- understanding and responding to cultural diversity.

Equal opportunities
Refer to our Single Equalities Policy

Putting ideas into practice
The ethos of the college creates the climate within which Social, Moral, Spiritual and Cultural development can flourish.

The pastoral support for students reflects these aims, and creates a deliberate structure through which the care and concern for students can be given.

The curriculum sets out to ensure that there is planning to introduce and explore the elements of SMSC where this is appropriate.

All Year 9, 10 and 11 students receive an hour per week of PSHE. This is taught by year group.   Year 12 students receive an hour a week of PSHE which is delivered by their Personal Tutor, as well as a weekly hour of Enrichment, a programme that offers a range of SMSC opportunities. Students in Years 13 and 14 attend a number of PSHE and visiting speaker sessions throughout the academic year. PSHE issues are also addressed in the college's half-termly Principal's Assemblies which are compulsory for all students and through one-to-one meetings with their Personal Tutors, which take place at least half termly.

In addition to those opportunities for personal development provided by classroom studies, the Selfhood and Enrichment Programmes, teachers also provide their students with subject-related experiences beyond the classroom that help them to develop the whole person.

Links with the Wider Community:
Visitors are welcomed into our college. Visits to places of worship, cultural venues such as theatres and libraries are actively encouraged. Students are taught to appreciate and take responsibility for the environment. We are increasingly liaising with local community and support groups.

Differentiation
The above is differentiated according to the needs of each individual learner and the stage of their further education studies.

All members of staff are made aware of the importance of SMSC development and the enhancement it brings to the life of the college. They should feel free to voice related concerns and interests within the normal pattern of staff meetings.

Student Council
Our Student Council ensures that all students within the college have a voice that is listened to and demonstrates how democracy works. Monthly student drop-in sessions allow the students to express their views or raise concerns with their peers, who will then feedback to the SLT via the Student Council liaison officer.

The Collingham Selfhood Programme

The Selfhood Programme enables students to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps students to stay healthy and safe, while preparing them to make the most of life and work. Its focus on personal, social, health, economic, relationship and sex education supports students in being happy and healthy individuals and, thus, to achieve their academic potential.

The Selfhood Programme is year group specific but provides continuity between the key stages to reinforce, refresh and consolidate at regular intervals. The Programme is delivered through weekly Selfhood tutorial sessions held by our most senior and experienced teaching staff.

Staff have been trained in PSHE delivery and are adept in navigating the sometimes difficult and challenging content. Selfhood session delivery is monitored through class observations conducted by Kerim Aytac, Director of Studies, and student attainment is recorded through termly online testing. The programme is reviewed and revised every year to better meet our students' needs. Students and staff have the opportunity to feedback on the programme at the end of each academic year. Parental feedback is welcome at parents' meetings.

The 3 Core areas that underpin our programme are:

1. **Health and Wellbeing**

   - Self-concept

   - Mental health and emotional wellbeing

   - Healthy lifestyles and health related decisions

   - Drugs, alcohol and tobacco

   - Managing risk and personal safety

   - Puberty and sexual health

   - Sexual health and fertility

2. **Relationships**

   - Positive relationships

   - Relationship values

   - Forming and maintaining respectful relationships

   - Consent

   - Contraception and parenthood

   - Bullying, abuse and discrimination

- Social influences

3. **Living in the Wider World**

- Learning skills

- Choices and pathways

- Work and career

- Employment rights and responsibilities

- Financial choices

- Media literacy and digital resilience

Our programme acknowledges and addresses the changes that young people experience, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. There is a balance throughout the Programme between preparing students to manage their current lives and laying the foundations for managing future experiences. As students progress through the key stages, this balance shifts towards teaching related to young people's current experiences.

Statutory RSE policy

The Collingham programme fulfils the statutory requirements as stipulated in the **Children and Social Work Act 2017** which includes **Relationships and Sex Education (RSE) at key stages 3 and 4.** The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out schools' statutory obligations in this area from September 2021. RSE content will be delivered through both the Relationships and Health and Wellbeing core areas.

- If parents of a child under 16 wish to withdraw their child form RSE content, they have the right to do with three terms' notice. Notice should be given in writing at the beginning of the academic year.

- Parents do not have the right to withdraw children over the age of 16 from the RSE programme.

- Topics covered include contraception, consent and online dissemination of sexual imagery.

Legal Status:
- Complies with Part 2, paragraph 5 of The Education Act (Independent College Standards) (England) (Amendment) Regulations 2014.

Applies to:
- The whole college along with all activities provided by the college, including those outside of the normal college hours;
- All staff (teaching and non-teaching), the directors and volunteers working in the college.

Related documents:
- Single Equalities Policy
- Curriculum and Teaching and Learning Policies
- Safeguarding Children – e-Safety, Child Protection and Safer Recruitment Policies
- Special Educational Needs Policy
- Staff Code of Conduct
- Aims and Mission

Availability
This policy is made available to parents, staff and students in the following ways: via the College website, within the Parents Policies Folder in the reception area, and on request a copy may be obtained from the College Office.

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Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Board of Directors undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Date: September 2021

Dr Sally Powell   Edward Browne and Robert Marsden
Principal   Board of Directors