

Maiden Erlegh Trust  
**SPIRITUAL, MORAL, SOCIAL,  
CULTURAL (SMSC) (SECONDARY)  
GOOD PRACTICE DOCUMENT**



**MAIDEN ERLEGH**  
TRUST

Including local arrangements for  
**MAIDEN ERLEGH SCHOOL IN READING**

<b>Initial approval:</b>	January 2010
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The Good Practice Document should be read in conjunction with the following policies:

- Behaviour and Exclusions Policy
- Attendance Policy
- Equality Policy
- Accessibility Plan
- Relationships and Sex Education Policy
- School Improvement Plan

## Rationale

Maiden Erlegh Trust understands our statutory obligation to encourage pupils' SMSC development. We recognise the personal development of students is a fundamental part of the academic and pastoral work of the Maiden Erlegh Trust. It is our intention to support students to become good local, national and global citizens, who develop good character and resilience. We aim to develop students personal, spiritually, morally, socially and cultural education to ensure that they are treated as individuals. We aim to teach students about British values and mutual respect and tolerance.

We aim to deliver spiritual, moral, social and cultural education through all aspects of school life; curriculum, extra-curricular activities, the pastoral system, assemblies as well as themes events. The spiritual, moral, social and cultural elements of pupils' development are inter-related. Although we separate these elements for the purpose of identifying where they occur, it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding. The Maiden Erlegh Trust cannot effectively promote the personal development of its young people without the partnership of parents and the wider community. We therefore aim to engage these key stakeholders in this endeavour and work closely with them whenever possible.

## Spiritual Development

Spiritual education is the exploration of beliefs, the respecting of faith and faiths, the enjoyment of learning about oneself, others and the world around us, the use of the imagination and creativity, and reflecting on all of the above. Spiritual development includes:

- Exploring values and beliefs, including religious beliefs and the way in which they impact on peoples' lives.
- Accommodating difference and respecting the integrity of individuals, including the tolerance of those with different faiths and beliefs.
- Having the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- Feeling happiness, pride, forgiveness and responsibility.
- Exercising imagination, curiosity, creativity and intuition.
- Exploring, searching, questioning and engaging.
- Encouraging deeper questioning and giving the students space for their own thoughts, ideas and concerns.
- Experiencing order, peace, wonder and calm.
- Surviving hardship, pain and grief.

- Empathising with others at times of joy and tragedy.

## Moral Development

Moral education is students' ability to build a framework of values which regulates their own personal behaviour, thus allowing them to recognise the difference between right and wrong and applying it to their own lives. We aim to help students understand the expectations of societies shared and agreed values, including democracy, justice and the rule of law and how these change over time. We recognise the need to help our students balance their right to an opinion with freedom of speech together with respect and tolerance of others' values and beliefs. Moral development includes having:

- The understanding of the concept of right and wrong.
- The opportunity and willingness to reflect and develop their own opinions
- The ability to deal effectively with moral conflict and temptation.
- The understanding that people choose their behaviour and that those choices have consequences.
- The determination to choose wisely with consideration for self and others.
- The understanding of the danger of acting against one's conscience.
- Encourage them to take pride in themselves and their work.
- The ability and willingness to exercise compassion, understanding and forgiveness.

## Social Development

The Maiden Erlegh School in Reading aims to develop our students to have an understanding of the part that they play in the school community and wider society, both now and in the future. They need to be able to appreciate different points of view, co-operate with others, being able to resolve conflicts, whilst accepting fundamental British values of democracy, the rule of law, liberty, respect and tolerance. Social development includes learning how to:

- Set aside self-interest to work with others for the common good.
- Develop good team working through providing opportunities to co-operate and share.
- Use good manners and courteous behaviour.
- Develop their own self-confidence.
- Show respect and tolerance for others, their opinions, beliefs and customs, especially those from protected groups (Equality Act 2010).
- Negotiate disagreements fairly and compromise willingly when necessary.
- Contribute confidently to the well-being of friendship groups and have a sense of pride in their community.
- Understand and respect British values: democracy, tolerance, individual liberty, mutual respect, rule of law.
- Understand, appropriately express, recognise and respond to emotions in others.

## Cultural Development

Cultural education in this area will be typified by students: showing their appreciation of their own culture and other cultures in their community, Britain and throughout the World and the influence they have. They will take part in cultural opportunities, exploring how we are all the same and

how we are different; how we became the way that we are and how we are changing. In order to develop community cohesion and prevent racism then students need to explore acceptance, understanding, respect and celebration of diversity. Cultural development includes:

- Providing pupils with the knowledge of, appreciation and respect of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world.
- A sense of belonging within local, regional, national and international cultures, together with a willingness and ability to celebrate and contribute creatively to these cultures.
- Ensuring students understand how to operate in the emerging world culture of shared experiences provided by television, travel and the internet.
- Developing the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in the form of music, art, drama, literature, sport and faith;

## Implementation of the policy

Maiden Erlegh School in Reading has a very clear ethos in terms of the way we treat ourselves and each other. In all schools within the Maiden Erlegh Trust:

- We offer positive and realistic examples and role models for students to follow.
- We provide opportunities for reflection, discussion, advice and support to enable them to set personal goals and develop self-awareness and self-esteem.

In practice:

- The Trust has appointed a lead person responsible for the delivery of PSMSC in each school. In Maiden Erlegh School in Reading this is Miss C Burns.
- There will be provision of a coherent assembly programme, PSMSC programme delivered each Friday in tutor time, annual off timetable pastoral days and in the Sex and Relationships Education part of the RE curriculum, which enables all four aspects (set out earlier in this document) to be delivered at different and appropriate times.
- At a department level, Heads of Department understand their unique contribution to the personal development of each student and SMSC is referenced to in Schemes of Work. They will regularly audit the provision of this with their teams.
- At a pastoral level, the pastoral teams work closely to ensure the SMSC programmes have the aims of this policy in mind, the delivery is appropriate for each year group and in accordance with the recommendations of the Department for Education and their reference to the PSHE Association Guidance.
- The pastoral team and groups of tutors will regularly discuss SMSC issues and appropriate thought will be given about how aspects of these issues may be best communicated to members of staff, to pupils and parents, and to other interested individuals.
- Students have opportunities to reflect deeply on moral or social issues relating to school life and the wider world.
- Students are offered first hand opportunities to meet different people, visit different countries and discuss different belief structures and faiths.
- Opportunities will also take place in enrichment activities. Those with responsibility for running clubs, societies, trips and other events will develop their awareness of SMSC opportunities their activities have, and maximise the benefits they bring.

- We will promote the student voice and ensure students further understand democracy via the School Student Council.
- The CPD Co-ordinator along with the SMSC Lead will ensure that individual and whole staff SMSC needs are met in the CPD Development Plan.
- All Members of Staff (including associate staff) should be aware of the importance of SMSC development and the enhancement it brings to the life of the School.

### **How we will monitor the implementation of the policy**

In the Maiden Erlegh Trust:

- The SMSC Lead reports on the delivery of SMSC through the SEF process.
- The Assistant Headteachers in charge of each key stage are responsible for monitoring the implementation of the PSMSC Programme for their respective year groups. They will conduct observations and ensure consistency of delivery.
- The Assistant Headteachers, in charge of each key stage, will report SMSC outcomes each year in the school Self Evaluation Form (SEF).
- Head of Department for Religious Education will ensure that the SRE programme is completed each year and delivered by the RE department.
- Head of Departments with responsibility for the Purple Pathway will ensure that a differentiated SRE programme is delivered to those students who are not participating in the RE lessons in Year 7 and 8.
- Heads of Year will implement the agreed assembly programme and update the central recording sheet to shown when each assembly has taken place.
- Heads of Departments will be responsible for ensuring that SMSC development opportunities are exploited wherever possible, these are included within the schemes of work, they audit the delivery and are reported through the department SEF system.
- Examples of good practice are shared.
- Guidance and feedback from OFSTED will also assist us in the implementation and monitoring of the policy.

## ANNEX 1: PSMSC PROGRAMME

Maiden Erlegh School in Reading has appointed a lead person responsible for the delivery of PSMSC and that is Miss C Burns.

An overview of the PSMSC Programme to be delivered through tutor time on a Friday is shown here for the different key stages.

This is revised yearly according to the PSMSC documentation and updates provided.

### Key Stage 3 and 4 PSMSC Programme

Theme	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Term 1: Emotional Wellbeing</b>	<b>Transition, Person Qualities and Self Esteem</b> <ul style="list-style-type: none"> <li>Personal Strengths</li> <li>Confidence</li> <li>Self esteem</li> <li>Accepting and acting on feedback</li> <li>Personal circumstances and how these change</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Different types of relationships</li> <li>Relationships in different cultures</li> <li>Bullying</li> <li>Abusive Relationships</li> <li>Media vs Real Life</li> <li>Peer Pressure</li> <li>Consent</li> </ul>	<b>Mental Health</b> <ul style="list-style-type: none"> <li>Emotional and mental health</li> <li>Anxiety and depression</li> <li>Self-Harm</li> <li>Eating disorders</li> <li>Triggers</li> <li>Coping strategies</li> </ul>	<b>Exam Preparation</b> <ul style="list-style-type: none"> <li>Revision Techniques</li> <li>Revision Plan</li> <li>Managing Stress</li> <li>Mind mapping</li> </ul>	<b>Exam Preparation</b> <ul style="list-style-type: none"> <li>Revision Techniques</li> <li>Revision Plan</li> <li>Managing Stress</li> <li>Mind mapping</li> </ul>
<b>Term 2: Careers, Work Experience and Work Related Learning</b>	<b>Enterprise Opportunity</b> <ul style="list-style-type: none"> <li>Ambition</li> <li>Enterprises</li> <li>Identifying opportunities</li> <li>Business Skills – marketing, risk, etc.</li> <li>Employment Laws</li> </ul>	<b>Work Role and Career Pathways</b> <ul style="list-style-type: none"> <li>GCSE Options</li> <li>Strengths and Weaknesses</li> <li>Career Pathways</li> <li>Local Labour market</li> <li>Support</li> </ul>	<b>Reputation and Personal Brand</b> <ul style="list-style-type: none"> <li>Personal brand</li> <li>Online presence and reputation</li> <li>Effects of gambling</li> <li>Consumer power</li> <li>Young consumer</li> </ul>	<b>Preparation for Work</b> <ul style="list-style-type: none"> <li>Employment skills</li> <li>Interviews</li> <li>Education, work and apprenticeships</li> <li>Curriculum Vitae</li> <li>Application Forms</li> </ul>	<b>Your Rights @ Work!</b> <ul style="list-style-type: none"> <li>Harassment</li> <li>Employer and employee responsibilities</li> <li>Unions</li> <li>Customer services</li> <li>Corporate brand</li> <li>Careers interviews</li> </ul>
<b>Term 3: British Values</b>	<b>Family and Introduction to British Values</b> <ul style="list-style-type: none"> <li>Different relationships</li> <li>Nature of and importance of relationships</li> <li>Marriage and Civil Partnerships</li> <li>Forces Marriage</li> <li>Being a carer</li> <li>When relationships change</li> </ul>	<b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</b> <ul style="list-style-type: none"> <li>British Values</li> <li>British Identity</li> <li>Multicultural Britain</li> <li>Immigration and Immigration</li> <li>Celebration different cultures</li> </ul>	<b>Individual Liberty and Rights</b> <ul style="list-style-type: none"> <li>Human rights</li> <li>Rights of the child</li> <li>Stereotypes</li> <li>Prejudice</li> <li>Discrimination</li> <li>Equality</li> </ul>	<b>The Rule of Law</b> <ul style="list-style-type: none"> <li>Law, crime and punishment</li> <li>Going to court</li> <li>Real cases</li> <li>Antisocial behaviour</li> <li>ASBO</li> </ul>	<b>Democracy</b> <ul style="list-style-type: none"> <li>Structure of government</li> <li>Political parties</li> <li>Manifestos</li> <li>Elections</li> </ul>
<b>Term 4: Citizenship and Community</b>	<b>Personal Values</b> <ul style="list-style-type: none"> <li>Setting personal targets</li> <li>Challenge</li> <li>Values</li> <li>Learner identity</li> <li>Study skills</li> </ul>	<b>Behaviour and Communication</b> <ul style="list-style-type: none"> <li>Positive relationships</li> <li>Communication</li> <li>Debating</li> <li>Team working</li> <li>Negotiation</li> <li>Conflict resolution</li> </ul>	<b>Place in the Local Community</b> <ul style="list-style-type: none"> <li>Diversity</li> <li>Ethnicity</li> <li>Religion</li> <li>Visible and invisible disability</li> </ul>	<b>Extremism and Tolerance</b> <ul style="list-style-type: none"> <li>Discrimination and bigotry</li> <li>Extremism</li> <li>Radicalisation</li> <li>Role of communities</li> <li>Cults</li> <li>Accessing support</li> </ul>	<b>PSMSC programme suspended: Exam Intervention</b>
<b>Term 5: Personal Health</b>	<b>Self-Care</b> <ul style="list-style-type: none"> <li>Personal Hygiene</li> </ul>	<b>Drugs</b> <ul style="list-style-type: none"> <li>Legal and illegal drugs</li> </ul>	<b>Cosmetic Surgery</b> <ul style="list-style-type: none"> <li>Male and female body image</li> </ul>	<b>Sex</b> <ul style="list-style-type: none"> <li>Sex and the media</li> </ul>	<b>PSMSC programme suspended: Exam Intervention</b>

	<ul style="list-style-type: none"> <li>• Immunisations and Vaccinations</li> <li>• Physical activity and exercise</li> <li>• Peer pressure</li> <li>• Balance between work, leisure and exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Law relating to drugs</li> <li>• Peer Pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Media vs. real life</li> <li>• Body piercing</li> <li>• Tattoos</li> <li>• Sun Lamps</li> <li>• Cosmetic surgery</li> </ul>	<ul style="list-style-type: none"> <li>• Consent, respect and boundaries</li> <li>• Pornography</li> <li>• Impact of drugs and alcohol on behaviour</li> <li>• Harassment</li> <li>• Stalking</li> <li>• Faith and beliefs</li> </ul>	
<b>Term 6: Risk and Safety</b>	<b>Road and Cycle Safety (including First Aid)</b> <ul style="list-style-type: none"> <li>• Road and cycle safety</li> <li>• Use of mobile phone whilst walking</li> <li>• Managing risk – entering derelict buildings, swimming in a lake, etc.</li> <li>• First aid and life saving skills</li> </ul>	<b>e-Safety</b> <ul style="list-style-type: none"> <li>• Sharing images</li> <li>• The law</li> <li>• Power of sharing</li> <li>• Sexting</li> <li>• Online gaming</li> <li>• Kayleigh’s Love Story</li> <li>• Grooming</li> </ul>	<b>Healthy Relationships</b> <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Forces marriage</li> <li>• Honour based violence</li> <li>• Ending relationships</li> <li>• Gangs</li> <li>• Knife Crime</li> </ul>	<b>Parenting</b> <ul style="list-style-type: none"> <li>• Teenage pregnancy</li> <li>• Having a baby</li> <li>• Parenting</li> <li>• Abortion</li> <li>• IVF, Adoption and Fostering</li> </ul>	<b>GCSE Exam Period</b>

### Pastoral Days

Annually there will be a single day when all students will be off timetable and will take part in a themed pastoral day. This will complement the delivery of the PSMSC programme in tutor time. Letters will be sent to parents/guardians with the details for each specific year group before the day.