

Spiritual, Moral, Social & Cultural (SMSC)

The school's **spiritual development** provision enables students to:

- Be reflective about their beliefs, religious or otherwise, and their perspective on life.
- Have knowledge of, and respect for, different people's faiths, feelings and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.
- The school's moral development provision enables students to:
- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Understand the consequences of their behaviour and actions.
- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues.

The school's **social development** provision enables students to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Accept and engage with the fundamental values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

The school's **cultural development** provision enables students to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- 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.

Spiritual
▪ Students are supported in observing their religion. E.g. prayers, fasting, religious holidays. ▪ Students show interest and respect for different cultures and religions. ▪ Students use their imagination and creativity within learning. ▪ Students reflect on their learning. ▪ Science and Maths content develops student knowledge, allowing students to form their views and opinions. E.g. probability. ▪ Student voice opportunities are carried out to encourage student reflection.
Moral
▪ Students respect the work and performance of other pupils, regardless of perceived ability. ▪ Students learn to agree and disagree with people respectfully through curriculum opportunities, restorative conversations etc. ▪ Whole school behaviour system is promoted and consistently applied to ensure that students understand consequences and learn to distinguish right from wrong. ▪ Teamwork is encouraged across all subjects. ▪ Fir Vale values are promoted across the school, including a weekly focus. ▪ Students learn to treat one another as equals, regardless of protected characteristics and/or background. ▪ All students elect the Junior Leadership Team (JLT). ▪ Two students from each year group form the pupil parliament. ▪ Engagement with local councillors and MPs to learn more about local democracy, elections and their role. Visitors include Abtisam Mohamed, Mark Jones and Gill Furniss. ▪ All students are provided with opportunities to build balanced arguments and form opinions, e.g. by taking part in debates and public speaking. ▪ Students take part in litter picking in the local community.
Social
▪ Students work together in different groups and situations. E.g. lessons, extra-curricular, tutor time, social times, trips. ▪ A variety of different togetherness activities are delivered. ▪ Teamwork is encouraged across all subjects. ▪ The school hosts events and families are invited as participants or audience members. ▪ Students deliver activities to local primary schools. ▪ Students are offered a variety of leadership opportunities. E.g. JLT, pupil parliament, prefects, dance and sports leadership. ▪ Partnered with Child and Adolescent Mental Health Services (CAMHS)
Cultural
▪ Students are provided with opportunities to study artists of different cultures, backgrounds, genres and faiths. They make and consume food from other countries, perform music and dances from different cultures. ▪ Students study the contributions to society that famous people of all backgrounds have made. ▪ A variety of different togetherness activities are delivered. ▪ Themes are used, e.g. in assemblies and lessons, to explore important aspects of British heritage and other cultures. E.g. Black History Month. ▪ Students recognise and celebrate the differences and similarities between themselves and others. ▪ Seating plans are implemented in lesson routines. ▪ School-Community link organisations - Page Hall partners, family of schools, local faith leaders.