



Learning Matters

The Teaching and Learning Publication of
Notley High School & Braintree Sixth Form



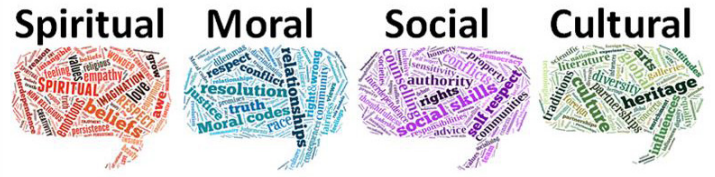
Why Does SMSC (Spiritual, Moral, Social and Cultural) Education Matter?

Today's young people live in a world where they have unprecedented access to information, opinions and media coverage, often simply through the phones or devices they routinely carry with them. The ways young people communicate with others and interact with the world around them have changed enormously in the past twenty years, and this has thrown a spotlight on the ways in which schools develop students socially, morally, spiritually and culturally as well as preparing them for qualifications. SMSC education is a vital part of the way we prepare students for life in modern Britain.

Since 1944, schools have had a duty by law to promote the social, moral, spiritual and cultural development of their students. A strong recent emphasis in guidance for schools has been on the development of British values. These are defined as 'democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs' and were first set out by the government as part of the 'Prevent' strategy in 2011.

Recent Department for Education advice states that students should be taught:

- an understanding of how citizens can influence decision-making through the democratic process;
- an understanding that the freedom to hold other faiths and beliefs is protected in law;
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.



SMSC at Notley High School and Braintree Sixth Form

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SMSC British Values PSHE Citizenship - KS3 Citizenship - KS4 Other Criteria

	CULTURAL: Examine, understanding and respecting diversity	CULTURAL: Participation and responding to cultural activities	CULTURAL: Preparation for life in modern Britain	CULTURAL: Understanding and appreciating personal influences
Assemblies	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Charity Work	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Competitions	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
LAGS	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Impact Days	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Library	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Sparring Events	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Staff Training/CPD	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Trips & Visits	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Year 9/10/11/12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Business Studies	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Creative Arts	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Design and Technology	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
English and Media	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Geography	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
History	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
ICT and Computing	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Mathematics	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Modern Foreign Languages	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
PE	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Personal Development Time	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Physical Education	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
School Clubs	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
Science	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
SEND	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
	MORAL: Developing and expressing personal views or values	MORAL: Investigating moral values and ethical issues	MORAL: Moral codes and models of moral virtue	MORAL: Recognising right and wrong and applying it
Assemblies	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12	A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12
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At Notley High School & Braintree Sixth Form, the quality of our delivery of SMSC is evaluated systematically. At the joint middle leaders and governors' meeting of 27 November 2014, the most recent audit of SMSC provision was revisited and discussed, alongside the concept of British values. The school uses the SMSC-grid to evaluate its provision across the curriculum. This can be found at www.gridmaker.net/notleyhigh, using the password of notleyhigh-guest.

As an IB World School, we feel that our focus on British values chimes with the IB's mission to develop 'inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect'.



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Edited by Helen Thomson

SMSC in the PER Department

British values like empathy, justice, integrity, tolerance and acceptance of diversity are encouraged in the range of lessons that are delivered in the hope that we can help build a more cohesive community, both within the school environment and in the wider society for the future.

“Spiritual, moral, social, and cultural education is at the heart of everything we do in the Philosophy, Ethics and Religion (PER) department.”

Lindsay Fouche, Subject Leader - PER

In Year 9, a module called ‘Equality’ is delivered where topics such as racism, ageism, islamophobia and homophobia are discussed and examined. The idea is to help students to understand what different people think and how they behave and hopefully to allow them to reflect on the issues and their own opinions and then, on occasion, to challenge and change them.

To help reinforce the work we have covered on homophobia we invited a group called Diversity Role Models into school recently. They are an organisation who work to prevent homophobic and transphobic bullying in schools. The day consisted of the presenters delivering workshops to our Year 9 students, that focused on ensuring young people feel safe by developing their understanding and acceptance of difference.

Our students responded positively to the day with comments like:-

“I think it was beneficial for us because it shows how people should feel comfortable to come out in school and to not use the phrase ‘that’s so gay’ because you don’t know who it offends.”

“It helps create an accepting environment for any person who might feel different and it teaches us what is and what isn’t acceptable for us to say as a person and a representative of our school.”

“I highly recommend that Diversity come back because they are trying to help people in a way that is okay to be LGBT. I really liked it!!”

“I think yesterday was really good when they told their stories and shared their experiences with coming out because it gave people confidence and made people feel more accepting about themselves and it helped us understand how other people feel and the struggle they go through.”



International Links

“Earlier this year we were lucky to have hosted Chinese students from Beijing Chen Jing Lun Middle School. Our visitors thoroughly enjoyed experiencing life in a British high School and our students benefitted from learning about Chinese culture as well learning about the differences between the Chinese and British education systems. It was a culturally enriching experience for our school community and we hope to continue our link with the school in Beijing. This builds alongside our Chinese Club which has run throughout the past two academic years for Key Stage 3 students.”

Laura Harries, International Links Co-ordinator

Head Boy and Head Girl Election process

As Year 11 were approaching their exams in the Spring term, the time had come for the election process to begin where we would decide the new senior student team for 2015/2016, including the roles of Head Boy and Head Girl. This process was something that I personally had been particularly excited about since the year group had joined in 2011. I felt it was important that we took a new approach in order to determine the outcome and as such this created a really exciting atmosphere around the school over the course of election week. Candidates initially had to write a letter of application to Mel Townsend, Assistant Headteacher, outlining why they were suitable for the role. It was decided that we would not shortlist, despite having a total of 19 applicants for both Head Boy and Head Girl, as we felt that this would be a beneficial learning experience for all of our students in preparing them for interviews and presentations which are a part of adult life. The process itself also included a campaign poster, a speech that was filmed and shown to all students in Years 7-11, a delivery of the same speech to a Year 10 assembly, as well as a formal interview with Mel Townsend, Robin Newman and myself. I felt it was really important that all students, as well as staff, should have the opportunity to vote and have a say in who would become the new senior student team. Comments from staff and students alike were very positive, with many commenting on the 'buzz' and 'hype' that had been created.



"Student leadership matters in schools. Adolescents have enormous potential as leaders. It is they who will be tomorrow's leaders in their family, in the workplace, in the community, in the military and in government. Schools are in a unique position to develop leadership in young people."

Lavery & Hine

The senior student team, which now includes new roles such as designated year group senior prefects and house captains, will participate in a training day that will take place on 1 July, with a range of external speakers delivering the sessions focusing on leadership, communication and teamwork.

Holly Sutton, Year Leader - Year 10

'It was a real learning experience and I am pleased that I had the opportunity to participate in all elements of the election, even though the speech itself was quite daunting!'

Sam Marshall, Year 10

Speech & Language Centre

The Speech & Language Centre, which is an enhanced provision funded by the local authority, prides itself on its cross curricular work. The students learn best through practical and real life engagement; learning in context rather than in isolation.

We strive to use every opportunity to encourage tolerance and mutual respect. We are able to use the everyday experiences of our students to focus on and model appropriate interaction. Role play and discussion are essential tools for development of social interaction and understanding another's point of view.

"Every opportunity is taken to highlight British values, democracy, and liberty."

Christine Readhead, Speech & Language Co-ordinator



We work at a mother and toddler group at the Cornerstone Café in Black Notley, where we learn to support our local community whilst developing language, catering and life skills. We also work with the Great Notley Parish Council in litter picking. This helps us to develop our sense of community and highlights how even small acts can make a difference; empowering the students.

We use current affairs to engage debate. Our students have contacted their MP and invited him in for afternoon tea and discussion using the meeting to voice their views. In September we visited The Houses of Parliament.

SMSC in Personal Development Time (PDT)

“Personal Development Time (PDT) is built on the belief that effective spiritual, moral, social and cultural development alongside the promotion of fundamental British values is essential to allow our young people to participate fully, and contribute positively, to life in modern Britain.”

Emily Mallam, Healthy Schools Co-ordinator



During the May 2015 General Elections, students were introduced to the key British value of democracy within their PDT lessons, in which each student learned about the process and importance of voting in an election.

Years 7 and 8 students created their own party along with policies and manifestos, and were also involved in running their own polling station. Students took active roles in learning about what actually happens at their local polling station, and the roles of the many volunteers who ensure everyone gets the chance to make their vote.

Years 9, 10 and 11 students analysed the seven main parties' policies identifying what they liked or disliked about each manifesto. Students presented these to the group; taking on the roles of political campaigners whilst also running their own polling station. Results from each tutor group represented a constituency, leading to an overall government voted for by the students of Notley High School & Braintree Sixth Form.

PDT aims to encourage a student's spiritual development through encouraging an enjoyment and fascination in learning about themselves, others and the world around them, whilst respecting that different people have different feelings and values. This is promoted throughout the curriculum, in areas such as international links for Year 7 in which they learned about immigration, and in Year 9 in their human rights unit in which the Declaration of Human Rights was debated.

Students' development is promoted throughout every year group where assumptions are challenged and discrimination and inequality is addressed. Prejudice and discrimination is studied in every year group to encourage students to appreciate the diversity of cultures in modern Britain.

“Students have responded extremely positively to the subject and many have declared an interest to become involved in charity work and to help improve the existence of humanity on a local, national and international scale.”

Anna Seward, PDT Co-ordinator

Reference

Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information; Departmental advice for independent schools, academies and free schools (November 2014)

What is an IB Education? IBO (2012)

Schools with Soul: a new approach to Spiritual, Moral, Social and Cultural Education, RSA (2014)

Principals: Catalysts for Promoting Student Leadership (Lavery & Hine, 2012)