



The Damara School



Specialist SEMH Independent School

Social, Moral, Spiritual and Cultural (SMSC) Statement

Approved by: Trust Board

Initial Ratification: 31 August 2019

Review: October 2020, September 2023

Next review due by: September 2025

The Damara School has a strong commitment to the personal and social development of all pupils and ensures that pupils' development in non-academic terms will enable them to play a confident, informed role in society, have a fully developed value system, and be able to interact with other people in a positive way.

The school supports the spiritual, moral, social and cultural development in all pupils through its teachings and ethos, the curriculum and everyday school life. The SMSC programme actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and challenges opinions or behaviours that are contrary to these fundamental British values. The programme is adjusted for the age and ability of pupils. (Please see SoW for all Learning Areas).

The school's SMSC programme ensures that the following principles are actively promoted and supported in all pupils:

- self-knowledge, self-esteem and self-confidence
- the ability to distinguish right from wrong and to respect the civil and criminal law of England;
- to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely (national and global)
- the ability to acquire a broad general knowledge of and respect for public institutions and services in England
- tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

Aims of the SMSC programme

The programme aims to:

- develop pupils into self-assured, confident, happy, positive young people
- help pupils to learn to articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence
- celebrate achievement and encourage pupils to have the confidence to undertake difficult tasks and have a wide range of experiences
- encourage pupils to question things which prevent them developing into confident adults – for example, lack of aspiration and unfair discrimination
- help pupils in their development by having adults and older pupils in the school act as appropriate role models for younger pupils
- encourage pupils to value and respect the English legal system, and not simply law generally or some other type of law
- connect pupils with communities other than the school's own
- teach co-operation and initiative, giving pupils responsibility within the school setting, and enabling pupils to serve other people in the wider community
- equip pupils to understand how public services (e.g. Parliament, the police force, the Civil Service) and services (e.g. healthcare, welfare services and education) have evolved - especially if their role is best understood in a historical context - and how they relate to the daily lives of pupils and their families
- use opportunities such as educational visits, work-shadowing or work experience in relevant organisations to enhance pupils' understanding
- enable pupils to gain knowledge and respect for their own culture before they learn to value and respect other cultures
- prepare pupils to interact positively with people of different cultures and faiths through opportunities such as links with other schools and organisations, theme days, field trips and cultural celebrations
- help pupils understand issues related to protected characteristics and ensure they respect all those with those characteristics
- adopt strategies to ensure that the children do not form a negative or restrictive view of the role of the opposite sex
- understand why democracy is perceived within the UK as the fairest form of political organisation

- understand why taking part in democracy is a good thing and
- understand why law-making on the basis of representation in Parliament is seen as better than alternatives
- actively encourage the support of different political viewpoints rather than preventing political indoctrination

The SMSC programme is further promoted through:

Spiritual Development

Pupils are supported, advised and guided to:

- Foster their own inner lives and non-material wellbeing
- Sustain their self-esteem in the learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and response to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

Moral Development

Pupils are supported, advised and guided to:

- Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them
- Recognise the unique value of each individual
- Recognise the challenge of life today and the role they play in it
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrongs
- Show respect for the environment

Social Development

Pupils are supported, advised and guided to:

- Display a sense of belonging and an increasing willingness to participate
- Make an active contribution to the democratic process in each of their communities
- Develop an understanding of individual and group identity
- Learn about service in the school and wider community
- Begin to understand the place they have within society and the role they need to play
- Understand the changing nature of society and how this is an opportunity not a threat
- Develop their compassion for others in society
- Take initiative on wider social issues and establish ways they can help on an individual, local, national and global scale

Cultural Development

Pupils are supported, advised and guided to:

- Recognise the values and richness of cultural diversity in Britain and how these influence individuals and society
- Recognise world faiths and beliefs and the impact they have on our culture
- Develop an understanding of Britain's' local, national, European and global dimensions
- Broaden their perspective on different communities and cultures within the local area
- Interact with different cultures/lifestyles and explore their advantages and disadvantages

Spirituality is developed through challenge and supporting the:

- Exploration of beliefs and experiences of individuals and groups
- Respecting of faiths, feelings and values of individuals and groups
- Enjoyment of learning about oneself, others and the surrounding world
- Use of one's imagination and creativity
- Strategies of reflection

Morality is developed through challenge and supporting the:

- Recognition of right and wrong
- Respecting of the law and the understanding of consequences
- Investigation of moral and ethical issues and the opportunity to offer reasoned views

Social skills are developed through challenge and supporting the:

- Use of a range of social skills in and out of the classroom
- Participation in the local community
- Appreciation of diverse viewpoints
- Participation, volunteering and cooperation in and out of the School
- Opportunities created to resolve conflict and restore relationships
- Engagement with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural skills are developed through challenge and supporting the:

- Appreciation of cultural influences
- Appreciation of the role of Britain's parliamentary system
- Participation in cultural opportunities
- Understanding acceptance, respect and celebration of diversity

The senior leadership team audits SMSC termly and Trustees monitor and report on SMSC across school.