



# **SupaJam SMSC Policy**

(Social / Moral / Spiritual / Cultural)

September 2022

(To be reviewed August 2023)

## **Safeguarding Statement**

SupaJam is a post-16 specialist provider, specialising in Music, Maths, English and Life Skills. All staff, volunteers and partners are committed to safeguarding the welfare of every person within SupaJam. Our mission is to help young people to engage and achieve within a safe and inclusive environment.

### **1. Introduction**

At SupaJam we recognise and firmly believe that our pupils' spiritual, moral, social and cultural development plays a significant part in their ability to learn, achieve and become successful adults in the wider world. Our entire curriculum contributes to our students' SMSC development, aiming to provide an education that gives our young people opportunities to explore and develop their own values whilst embracing the differences of others. Through their exploration, students are able to develop as independent and resilient individuals who are prepared for life in modern Britain.

### **2. Guiding Principles**

#### **a. Spiritual Development**

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life.
- Interest in, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

#### **b. Moral Development**

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

#### **c. Social Development**

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology safely, including mobile technology, the internet and social media.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

#### **d. Cultural Development**

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- Interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity.
- Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **3. SMSC Curriculum**

All students receive one SMSC lesson a week as part of the Additional Curriculum. The curriculum covered in these lessons reflects the expectations outlined by The Department of Education and is reviewed each year.

The curriculum covers but is not limited to:

#### **a. Equality & Diversity**

- Identity
- Respect & Discrimination
- Conflict & Anger Management
- British Values
- SupaJam Ethos

#### **b. Healthy Lifestyles**

- Healthy Eating
- Physical Health
- Personal Hygiene
- Mental Health
- Sexual Health

#### **c. Relationships & Sex Education**

- Relationships
- Sexual Relationships
- Consent
- Sexuality & Gender
- Contraception

#### **d. Independent Life-skills**

- Banking
- Borrowing Money
- Budgeting
- Life-skills
- Cooking

#### **e. Charity & Community Work**

- Fundraising Activities & Events
- Community Projects & Awareness

The curriculum is delivered through structured lessons and incorporates both project based learning and hands-on activities to embed the topic of each term. SMSC also provides learners with a safe space encouraging discussion and debate, and the exploration of their own identity.

#### **4. Whole School & Cross-Curriculum Approach**

Within SupaJam, development of SMSC understanding occurs inside and outside of lessons and across all areas of the curriculum. All areas of the curriculum will draw examples from as wide a range of social and cultural contexts as possible.

All staff must help in students' development in SMSC by:

- Encouraging an appreciation of, and respect for, the work and performance of other students, regardless of ability.
- Drawing examples from as wide a range of social and cultural contexts as possible.
- Embedding SMSC themes and topics within Lesson Plans, Schemes of Work and Resources.
- Using form time to explore important aspects of both British heritage and other cultures, e.g. festival days, Remembrance Day and global events etc.

#### **5. Student Voice**

Student Voice sessions encourage students to share their thoughts and opinions which are gathered in a dedicated suggestion box for each class. These suggestions are taken to the Student Forum Meetings, where they are discussed and actioned.

#### **6. Student Forum**

The Student Forum is open to all students and is made up of student representatives from across SupaJam within each year group. These students come together to discuss ways in which positive change can be implemented across all bases. Students take on additional responsibility and discuss any topics raised by the Student Voice, as well as taking part in the organisation and implementation of events and awareness days throughout the academic year.

#### **6. Fundamental British Values**

At SupaJam we recognise the importance of integrating the four core British Values into our curriculum and college life.

a. The following methods help students to develop their understanding of how they influence decision-making and their understanding of the Democratic process:

- Elective decision making through the Student Forum
- Listening to the Student Voice through class suggestion boxes
- Allocating student buddies to support new students
- Voting on charities to support as part of Charity & Community Work
- Issuing student exit questionnaires, in particular for students leaving the school, for example, those moving onto the next stage in their education
- Providing students with opportunities to take part in the debate club and public speaking activities such as Prize Giving and End of Term shows.

b. The following methods help students develop an understanding of the Rule of Law:

- Setting high expectations for attendance, punctuality and behaviour in line with our Policies.
- Setting collaborative classroom rules
- Teaching students about the roles of all those who help us, including staff members, emergency services, friends and family
- Providing students with opportunities to celebrate the lives of influential people across history
- Raising awareness and workshops around Prevent & Radicalisation

c. The Following methods develop students understanding of Mutual Respect, Tolerance & Individual Liberty:

- Celebrating differences and similarities through cultural event days, awareness Days, musical performances etc.
- Teaching about different faiths and beliefs through SMSC lessons.
- Exploring morals through lessons and form time.
- Preparing and cooking food from other countries and cultures
- Listening to live performances by professional musicians.
- Listening to guest speakers and industry professionals.
- Encouraging an appreciation and respect for the work and performance of other students, regardless of ability.
- Encouraging participation in targeted and non-targeted lunchtimes clubs.
- Enrichment

## 7. Community Links

There are many external organisations that support the wellbeing and spiritual, moral, social and cultural wellbeing of students. Some organisations that SupaJam work with include:

YoungMinds

CXK

JCP Chatham

MIND

METRO Charity

OneYouKent

The Education People

Brain In Hand

Swanley Food Bank

Swanley Town Council

Canterbury City Council

Brighton and Hove City Council

The Grand - Gravesham

Kent County Council

Black Deer Festival

Live & Local

Tunbridge Wells Forum

BBC Radio Kent

## **8. Monitoring, Evaluation & Evidence**

We listen to the views of our staff, students and their parents. We encourage the sharing of views and have systems in place to measure the impact of how well we are considering and implementing developmental feedback from sources, including:

Student Quizzes

Student, Guardian and Staff Surveys

The Student Forum

The Staff Liaison Committee

Displays & Notice Boards

Should you have any questions around our SMSC provision within SupaJam, please email our Director of Education, Innovation and Operations at [becca.walker@supajam-education.org](mailto:becca.walker@supajam-education.org).