

SMSC at RSA Academy Tipton

At RSA Tipton we give conscious endeavour to ensure that we develop students moral, social, cultural and spiritual selves. This underpins all that we do, formally and informally, in the curriculum and beyond, as members of our community. The aim is to ensure students have conscious understanding of themselves, and that they develop a set of personal values as citizens. As an RSA Academy we develop these in a family of West Midlands schools with a diversity of situation and intake. Student interactions between the Academies at Whitley, Coventry, as well as Arrowvale and Ipsley CE in Redditch are frequent. We also foster this development through a wide-range of national and initiatives that the RSA academies have access to through RSA networks. The RSA enrichment guarantee has a strong content focus on SMSC development for our young people. This booklet outlines the inputs across the curriculum and wider that enable a strong development of students' conscious spiritual self, the development of their moral compass, and social and cultural skills, knowledge and understanding.

Specifically, we aim to ensure:

Spiritual development:

We are a secular school that puts high energy into developing students spiritual self. Some people call spiritual development the development of a student 'soul; others as the development of 'personality' or 'character'. For us this is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of students 'spirit'. Spiritual development is the development on non-material element of the human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. We aim to foster a sense of fun, of reflection, and self-worth through thoughts and actions.

Moral development:

We strive hard to build a framework of moral values for our young people that regulates their personal behaviour and enables them to be role models in school, in the community and in life. It is about the development of understanding of society's shared and agreed values. It is also about developing an opinion about different views. We give and expect respect and care for all in our community.

Social development:

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

Cultural development:

Cultural development is about our students' understanding their own culture and other cultures in Tipton, the West Midlands and in Britain as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Our students' cultural development is intimately linked with us ensuring we value our cultural diversity and in our efforts to prevent racism, homophobia and disability discrimination.

Promoting British Values

We aim specifically to ensure, through all that we do, that we proactively take opportunities to promote British values, and explicitly to :

enable students to distinguish right from wrong and to respect the civil and criminal law of England;

encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

enable students to acquire a broad general knowledge of and respect for public institutions and services in England;

further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; encourage respect for other people; and

encourage 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.

This booklet describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values, and in particular

an understanding of how citizens can influence decision-making through the democratic process;

an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

Assemblies

Assemblies are delivered as part of the PSHCE curriculum. Students attend 2 assemblies per week. The first is a celebration assembly that looks at achievement in attendance, RSA points and personal achievement. The second assembly is a reflective PSHCE assembly based on a calendared theme. This is led by SLT and Middle leaders and some outside groups.

Spiritual

- Experiencing Awe and Wonder
- Exploring the values and beliefs of others
- Understanding human feelings and emotions
- Using imagination and creativity in learning

Moral

- Investigating orla and ethical issues
- Recognising right from wrong and applying it
- Understanding the consequences of their actions

Social

- Developing personal qualities and social skills
- Participating cooperatively and resolving conflict
- Understanding how communities and societies function

Cultural

- Exploring, understanding and respecting diversity
- Participating in and responding to cultural activities
- Understanding and appreciating personal influences

Votes for schools

A weekly VotePack in powerpoint format provides resources for SMSC, British values, Prevent, Pupil Voice and supports PSHE and Citizenship teaching.

- 15 minute lesson plan
- 45 minute lesson plan
- Cross-curriculum map
- Curriculum checklist
- VoteDiary

Schools are delivering VotesforSchools in Tutor Time, Assembly, PSHE and Citizenship lessons. It is also ideal for a whole school approach.

“The resources are so user-friendly, beautifully organised and systematic, with credible, eye-catching powerpoint slides embedded with inter-active media clips, that truly liven up any classroom. Perfect for a busy NQT as well as an incredibly busy senior leader, teachers can enter the room feeling confident that pupils will listen and participate in a highly challenging environment.”

Careers and SMSC

Each year group takes part in a bespoke taught careers programme as part of morning PSHCE lessons on a rolling basis throughout the year.

Throughout the year there are additional opportunities for all year groups that directly relate to the Gatsby Benchmarks allowing students to broaden their experiences, increase encounters with professionals and raise aspirations.

All students and parents have full access to an online careers information programme which offers impartial advice and guidance on all potential career pathways.

For access to the full careers programme for all years, please visit the 'Careers Education and Guidance' section of the academy website.