



International  
School

# **SMSC Policy (Secondary)**

January 2018

## **Introduction:**

The purpose of this policy is to outline how the different elements of SMSC are covered throughout the curriculum and beyond at Park Lane International School. The school recognises the importance of identifying opportunities for students to develop their SMSC awareness.

Members of the Park Lane community are encouraged to express their individuality, and at the same time, to respect the British values of acceptance and tolerance of others. Opportunities are built into the curriculum and extra-curricular programme, to develop an awareness of and to explore alternative views. Students are encouraged to explore and build their own values and beliefs, spiritual awareness, along with high standards of personal behaviour. We place a strong emphasis on developing positive and caring attitudes towards others as well as an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

Staff at Park Lane model and promote high standards of behaviour, treating all people as unique and valuable individuals and showing respect for students and their families. The school community is a place where students learn to differentiate between right and wrong, to show an understanding of the need for rules and the need to abide by rules for the good of everyone. Our Behaviour Policy, Code of Conduct, Home-School Agreement (from Sept. 2018) and 5Rs/Learner Profile, reflect, reiterate, promote and reward positive behaviour and provide opportunities to celebrate pupils' work and achievements.

## **Aims:**

- To ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way;
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences;
- To enable pupils to develop an understanding of their individual and group identity;
- To provide pupils with the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society;
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility;
- To give each pupil the opportunity to understand and know the British Values of: Democracy and the rule of law, Individual liberty and mutual respect, tolerance of those of different faith and beliefs.

## Definitions:

### Spiritual development

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their 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.

*School Inspection Handbook from September 2015*

### Moral development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

*School Inspection Handbook from September 2015*

### Social development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

*School Inspection Handbook from September 2015*

## Cultural development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within 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, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they 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.

*School Inspection Handbook from September 2015*

## British values

'British values' are considered to be: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

## Prevent

In line with the Prevent strategy, we:

- encourage pupils to respect specified fundamental British values;
- do not promote extremist views, or partisan political views, through our curriculum and/or teaching;
- offer pupils a balanced presentation of views when political issues are brought to their attention.

## The Park Lane approach to SMSC

At Park Lane, we promote SMSC through our curriculum, our extra-curricular provision and through our pastoral systems and procedures.

### Curriculum

<p><b>PSHEE</b></p>	<p>In PSHEE lessons we learn about diversity in our society. Our students learn about the benefits of living in a diverse culture, to celebrate and to respect each other's beliefs and values. We learn to appreciate different points of views to be open minded and tolerant. We teach our students that conflicts are inevitable part of our lives, but at the same time we study how to manage them in the best possible way and with an open minded approach. Discussions and debates are constat part our teaching and it allows our learners to develop their communication skills and to become respectful members of their community.</p> <p>We teach our students to respect the law and the rules of the society they live in, including reference to the civil and criminal laws of England. In our lessons about online safety, drugs and fair trade we discuss the issues of the current world we are living in. We teach them to make the right decisions to ensure their actions don't harm anyone around them and to understand the moral and social consequences of inappropriate actions and behaviour, including discussions on respect for public services and institutions like the Police and Fire services, making links to similarities and difference in the UK.</p>
<p><b>Learning Centre</b></p>	<p>The LC encourages students to reflect on their experiences and learning in line with IB philosophy. There are ample opportunities through the various activities and competitions for students to showcase their creativity. Christmas traditions allowed students the opportunity to example the beliefs of others over the christmas period.</p> <p>The Learning Centre models and monitors the ethical use of sources, including running trips to the National Technical University Library, where we make links with the way universities in England are run. It also encourages students to debate issues in a way which recognises the difference between right and wrong and offers the opportunity to present reasoned views on an issue. Sustainability was a topic which allowed students to research and develop a standpoint on a variety of issues connected to the sustainability of planet Earth. It was a topic which was enthusiastically pursued by many students and encouraged student led initiatives including the making of an edible water bottle. The study of International Organisations (April) will almost certainly lead to debate on various moral issues. The LC contains books relating to the civil and criminal laws of England.</p> <p>The LC offers many opportunities for working collaborative both vertically and horizontally. Student2Student reading, Park Lane Super Stars and Earth Day are all examples of vertical projects. These projects are always well received by the students. The LC also has opportunities for students to volunteer to help in various settings, including in the LC itself. A number of students did the DoE community service in the LC. The student led Earth</p>

	<p>Day Committee allows a group of students to take the lead in a project designed to make the school an "Eco- School."</p> <p>Many of the LC activities help to showcase the cultures of the student within the school. Posters are often multilingual as is signage. Students are currently researching Czech sporting heroes. Four famous Czech sports people are visiting the school to talk to the students and their parents. During Poetry Week students will write poems in English, Czech, German, French and Spanish. During the Open Mike session at the Poetry Cafe students are encouraged to perform poems in their host language. Book Fairs are held selling English Language books and Czech books. Books from the majority of languages spoken in the school are available from the LC. (Eng, Czech, Russian, French, German, Spanish, Italian). April is International Organisation month when students will look at various International organisations and how they affect our lives.</p>
<p><b>English</b></p>	<p>Students are explicitly marked on their ability to express what is 'felt and imagined' in all of their composition writing and, therefore, throughout their time in English, personal beliefs and experience are explored and expressed in a variety of ways. For example, in poetry from different cultures (y9) students explore a variety of poetry and comment on how the belief systems of those who composed them affect the way in which the poem is written. They also express the ways in which their cultural beliefs have been put into poetry throughout history.</p> <p>Students are routinely engaged in narratives that challenge their concepts of justice and fairness. In their study of Frankenstein play script (y7) students weigh up the dangers and opportunities in pursuing scientific development and influence. In their study of Cry, The Beloved Country(y10), students produce an extended mock trial of one of the main characters (a poor black South African living under the apartheid regime accused of murder). We make links to civil and criminal law where appropriate and make comparisons with those in the culture being discussed, as well as that of European countries such as Czechia and England.</p> <p>Students participate in a range of group and collaborative work. English teachers work with students to explicitly reflect on their speaking and listening skills in presentations, role plays and teamwork. Writing opportunities provided by online blogging offer wonderful opportunities for students to write to a real audience (with all the appropriate cultural sensitivity) and to receive responses from as far away as Bombay and Boston.</p> <p>In many ways much of what happens in our English classrooms revolves around an appreciation and analysis of cultural artefacts. Novels, plays and poems from different cultures are explored and appreciated. Our changing languages unit (y 7) explicitly outlines the cultural foundation of western thought and culture. By exploring the complex relationships between languages, students' develop an appreciation of the rich history of English and the fact that it owes its existence to a myriad of linguistic and cultural influences.</p>
<p><b>Maths</b></p>	<p>Recognise the findings of Chinese, Middle Eastern mathematicians even if not commonly named and given credit for their work (i.e. Pascal's triangle)</p>

	<p>Discuss the moral aspect of claiming academic achievement (when introducing calculus - Leibniz vs Newton). Moral aspect of advertising and statistics (we discuss bias, sample sizes and how statistics can be used to misinform when covering handling data)</p> <p>Planned for next year: top Y12 students giving masterclasses to small groups of Y11 students on A* IGCSE topics, Y11 and Y12 mathematicians helping/running the maths clinic for KS3</p> <p>The maths faculty fully engages with the British maths society -following key mathematicians (Matt Parker, resource holic, Rob Eastaway, TeacherToolkit) via twitter. We launched and successfully run the National Cipher Challenge at Park Lane (run by University of Southampton). We will be running UK maths challenges for Years 7,8,9 and 10 in February and April. The maths faculty is fully aware of the ongoing changes to the maths curriculum in England (the changes to KS2 curriculum has been successfully implemented by the primary team) and even though we don't prepare our students for the new 9-1 GCSE or the new A-level, changes to those are also closely followed by the team.</p>
<p><b>Science</b></p>	<p>At IB level we will be considering how a person's belief system affects their environmental value system and ultimately how we interact with each other and the planet. At IGCSE and KS3 Students are encouraged to investigate the world around them and use their imagination and creativity to develop their understanding and ideas. The creative process is an essential part of scientific discovery.</p> <p>Science has often been at the forefront of moral and ethical dilemmas. As scientists we have to recognise that just because we can do something that we should not necessarily have to do it. At all level there is discussion on topics such as stem cell research, transgenic organisms, cloning, total body transplants etc. Students are encouraged to discuss their own perspectives and to look at ethical and moral issues from different perspectives. eg Yr 10 debated the proposal that "All life on earth is for the benefit of man". Students are encouraged to express their own opinions and justify them while appreciating the opinions of others.</p> <p>Science is a collaborative process whether within a lab or across the globe eg. the human genome project. Students work together on projects and experiments. This requires collaborative skills such as the ability to listen carefully to another point of view, express your own views clearly, delegate or accept roles fairly and work together towards a common goal. This requires social interaction with a high level of communication and compromise. The Group 4 project is specifically designed to bring together students from different disciplines and the teams success depends upon individual contributions and teamwork.</p> <p>Science does not belong to one culture - it is universal and we look at the contributions of different cultures to our shared scientific knowledge. In Year 9 we look at simple machines used by the Egyptians to build Pyramids for example. We also look at the cultural differences in how we value resources and the different perspectives that people might have to pollution, rainforest destruction, poaching etc for example many indigenous people often live sustainably within the environment and often tend to feel a sense of responsibility for the environment which other cultures may not.(IGCSE/IB Biol)</p>

<b>Czech</b>	<p>The Czech programme offers our Czech students and students from different countries to develop their knowledge about the Czech language and culture. In Czech literature, Czech history and CAL lessons we discuss with the students their beliefs, but we also stress the importance of respecting other people's faiths, feeling and values. Via cross curricular projects with other departments and Learning centre we want the students to have a balanced view of the world around them. The books and literary text (from Czech and non-Czech authors) the students work with in our lessons often touch on moral and ethical issues and allow us to encourage them to think about the consequences of their behaviour and actions. Our teaching methods are based on group work and discussions that give the students the opportunity to socialise with others in class and where possible with students from different year groups and also primary students. In Czech history lessons we cover not only the history of Czech republic but the students are also exploring all cultural influences that have shaped the Czech heritage. We promote cultural diversity, tolerance of other religions, ethnic and national and global communities.</p>
<b>MFL</b>	<p>The MFL department at Park Lane actively promote British Values (the key values of mutual respect, diversity and plurality) through the curriculum and our teaching methods. There is a strong emphasis on promoting cultural values and traditions of other countries and global citizenship. By gaining an appreciation of the countries where the language the students are studying is spoken, they are encouraged to reflect on other cultures and ways of life and embrace socio-cultural and economic differences and contexts. This ensures that they remain open to the world around them and have a better grasp of the links and connections between countries and societies. This in turn, emphasises the need for tolerance and justice, and through their studies, our students come to value the rule of law and democratic systems that European countries and countries further afield enjoy despite the varied customs, festivals and national characteristics that makes every society so unique.</p>
<b>EAL</b>	<p>By developing students' English language skills, the EAL department facilitates SMSC development in most other subjects; EAL lessons are focussed on promoting English as an international language, encouraging global understanding.</p>
<b>Geography</b>	<p>The curriculum is very broad, covering a wide range of topics within Human and Physical Geography. Geography aims to extend learners' knowledge from the familiar and concrete to the unfamiliar and abstract. At the same time, Geography helps students make greater sense of the world by organising and connecting information and ideas about people and places. In addition by working with more complex information about the world, including the relevance of people's attitudes, values and beliefs, students become more attuned to different cultures, social norms and ethical issues. Here are some examples of how Geography promotes SMSC issues:</p> <p>In Year 7 students explore a number of 'fantastic places' around the world, such as Svalbard, Tasmania and Death Valley. These unique places stimulate a sense of enjoyment and fascination in the incredible natural diversity of our world.</p>



	<p>Studying migration in a number of places around the world allows the students to investigate in varied degrees of depth the many factors influencing this process. Inevitably, these sometimes sensitive issues, illicit different viewpoints, pose ethical dilemmas and encourage students to offer balanced opinions and respect other perspectives.</p> <p>A compulsory element of the Geography curriculum is an investigation based piece of coursework. One of the key aspects of carrying out an investigation is planning and collecting data in groups. Geography students collaborate in and outside the classroom to collect accurate sets of data and collate it back in the classroom.</p> <p>During the study of migration, Year 8 students research and produce displays based on recent human stories on this topic. Discussing the push and pull factors for migration to Europe, students are encouraged to delve deeper into the culture and history of the countries involved. At the same time, a significant emphasis is placed on the impacts migration has on the 'host' nation. This takes into consideration cultural aspects such as traditions and language and how they might be affected by immigration.</p>
<p><b>History</b></p>	<p>The History curriculum covers a wide range of beliefs, cultures and societies from around the globe. By studying the past, students are encouraged to consider the diversity of opinion and traditions, and to reflect on how these influence our actions today.</p> <p>Here are some examples of how History promotes students' development in the following ways:</p> <p>Students reflect on the key beliefs of Christianity when looking at the development of Christianity in Western Europe. In addition, there is a focus on the key tenets of Islam when focusing on Islamic civilisation during the Crusades. In Year 9, students investigate the practice of Judaism in Nazi-occupied Europe.</p> <p>Students focus on the moral questions of colonialism and its consequences for both settlers and indigenous peoples. Through studying societies in totalitarian regimes, students will debate the moral dilemmas facing individuals. In Year 9, students will consider the ethical questions of using nuclear weapons at Hiroshima and Nagasaki.</p> <p>Through the study of history, students are encouraged to consider the diversity of viewpoints in the past. When debating various topics and ethical arguments, students are asked to treat each other's opinions with respect and tolerance.</p> <p>Through the study of the Renaissance period and others, students are asked to consider the cultural legacy of these periods and their impact on their daily lives. Once again, through the study of various world cultures (e.g. India, The Islamic World, Native Americans, etc.) students are given the opportunity to understand the celebrate the diversity of cultures.</p>
<p><b>Business and Economics</b></p>	<p>At KS4 moral and social considerations are integral to both the Business Studies and Economic curriculums. Students consider not only the theoretical aspect of each subject but also the implications for different stakeholders. They must also often offer value judgements in their answers. Following UK IGCSE specifications the subjects are taught from a liberal perspective yet the importance of and respect for individuality is</p>

	<p>often debated. For example, in Business when products must be adapted for spiritual beliefs and tastes, such as the Big Mac in India. In Economics, moral and social discussion stems from: how best to allocate scarce resources; how to ensure sustainability for future generations; how to allocate resources and questions on the the wider social consequences of private production/consumption of both merit and demerit products.</p>
<p><b>Global Perspectives</b></p>	<p>The Global Perspectives curriculum includes the following units: Conflict and Peace; Human Rights; Poverty and Inequality; Tradition, Culture and Identity; Belief Systems; Trade and Aid; Sustainable Living; Law and Criminality; and Migration. The course is designed to promote critical thinking and to encourage learners to see the perspectives of people from other cultures, nationalities, religions and other socio-economic groups. The civil and criminal laws of England are referenced in comparison to those of other cultures in this subject.</p>
<p><b>Computing/ Computer Science</b></p>	<p>At key stage 3 students study E-safety and the responsible use of technology. This is further developed through units exploring the use of technology and the impact on how people live and work, and their values.</p> <p>At key stage 4, key stage 3 work is built on and there is a further focus on ethics, for example, the retention of data and confidentiality, as well as the laws surrounding this.</p>
<p><b>Art</b></p>	<p>The Year 8 unit on objects and viewpoints explores the understanding and concepts that surround how we as global citizens understand artefacts, historical artworks and the personal objects that we as individuals treasure. Students are encouraged to explore their spiritual and religious backgrounds through art, for example, a year 10 student from the Middle East is exploring her heritage using pattern and objects linked to Islam. Year 9 focus on life events at the end of the year as one of their units. It explores an event or episode that changed their lives and made them think in a meaningful way about their life and its value. Year 7 use the Family values unit to explore their religious and non-religious beliefs based around their family and the values they place on the love and care that surround the family unit.</p> <p>Ethical and moral standpoints are explored during the unit based around public art. It explores and discusses graffiti and random art works in public as well as meaningful and contextual works of art. Financial concerns are also explored with the idea that the money could be spent on areas of poverty and shelter for the homeless etc. Links to art as protest and freedom messages are also involved with public art works.</p> <p>Our local area is involved with supporting the Art department in many ways. The Year 9s attend a local ceramics workshop owned and ran by a local family. The Year 8s visit our local restaurant for a kitchen visit and a fine dining evening supporting an establishment that is over 100 years old. Numerous schools including the FAMO film institute work with Park Lane to establish working links based around a shared vision of an international film festival. Park Lane Art department is presenting its first photography exhibition in May based around the concept of 'Prague, my town.' Local schools join in the Park Lane film festival each year. The festival is on its fourth year and we have been hosting local schools in each of its screenings. Plans to create a vertical garden are in the development stage by a year 11 student and to sell indoor plants to local business have been</p>

	<p>proposed by students. Art from different cultures are explored in many of the units including the ones mentioned above both as comparatives and to explore the belief systems that are linked to the artefacts and objects themselves. During the Year 8 food unit students cook and learn about food from different cultures..</p>
<b>Music</b>	<p>Music is a powerful tool for cultivating community and resonates within the human spirit. The spiritual significance of music can transcend communities, cultures, and creeds. Music continues to inspire spiritual expression as sound reflects and affects faith and values. Beliefs and perceptions will transcend the very nature of music and lyrics. Our spirituality is an essential part of who we are, and it forms the framework of our world. Community, culture, and creed all offer insights into the connection between music and spirituality.</p> <p>Teaching music is a moral activity. Music educators require well-developed moral judgment to adjudicate the various aspects of their jobs that have moral dimensions.</p> <p>An enjoyable subject like music can keep students interested and engaged in school. Student musicians are likely to stay in school to achieve in other subjects. Music is the fabric of our society, and music can shape abilities and character. Students in band are less likely to abuse substances over their lifetime. Musical education can greatly contribute to children's intellectual development as well. Students of music can be more emotionally developed, with empathy towards other cultures. They also tend to have higher self esteem and are better at coping with anxiety.</p> <p>Where the words can't be used, the music starts ... If I am taking my students to a concert of Czech Philharmonics, which is in Czech, I am not afraid they won't understand. The music will help them. Also - the opportunity to dress nicely and to talk to each other on a different way that they are used to do during a school day, will bring them a cultural experience.</p>
<b>PE</b>	<p>The PE curriculum at Park Lane is diverse and this allows students to be creative in many areas. Our game-based approach integrates the notion of students shaking hands, playing by the rules of a game and respecting each other. Each unit of work that is taught in PE is focused hugely on the feelings of students, for example stress relief, enjoyment, teamwork and fairplay. We teach sports that are played all around the world so students get a sample of a range of sports and activities encouraging the broad and balanced curriculum.</p>

## Extra-curricular

Our extra-curricular provision features the following:

Model United Nations, student exchange, Duke of Edinburgh's International Award, Service learning/CAS, Film Festival, Sound of Park Lane, Prize-giving ceremony, Music clubs, Eco-warriors/garden crew, Student Council.

These clubs and opportunities promote many aspects of SMSC development, not least: democracy and artistic/sporting prowess, provide opportunities for debate, expressing views in a rights-respecting context, to volunteer and to better understand different cultures and religions.

## Pastoral

### 5Rs and Learner Profile

Park Lane International School learners are expected to demonstrate 5 attributes, considered to be essential to young people developing into internationally-minded, tolerant citizens who are aware of their shared responsibility for the wider community.

#### Respectful

Respectful learners show tolerance, empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

#### Responsible

Responsible pupils act with integrity and honesty and have a strong sense of fairness, respecting the dignity of individuals, groups and communities; taking responsibility for their own actions.

#### Resourceful

Resourceful learners recognise that developing critical and creative thinking skills to solve problems is essential.

#### Risk-taker

Risk-takers are independent enough to explore new ideas, brave enough to address the unfamiliar, assertive enough to defend their beliefs.

#### Resilient

Resilient pupils develop curiosity and independence in learning. They voice concerns, challenge assumptions and recognise we learn best from the mistakes we make and questions we ask. They are prepared to persevere when faced with difficulties.

*From the Park Lane International School Behaviour Policy*

The 5Rs apply to students in key stages 3 and 4 and feed into the [IB learner profile](#), with sessions taking place with students each year to emphasise the importance of these attributes.

The 5Rs and Learner Profile help students to develop their spiritual, moral, social and cultural development through encouraging them to focus on how their day-to-day approach to school and life affects not only themselves, but those around them. The 5Rs and Learner Profile promote British values of the 'rule of law, as well as mutual respect for and tolerance of those with different faiths and beliefs and for those without faith', as well as discouraging extremist views.

### **Code of Conduct and Home-School Agreement (from Sept. 2018)**

Our Code of Conduct outlines our expectations for all students and staff at Park Lane. The Home-School Agreement will feature from September 2018 in the school planner.

<b>Members of the Park Lane community are expected to:</b>
<b>Show respect for the rights of others.</b>
<b>Take care of the school environment.</b>
<b>Move safely around the school campus.</b>
<b>Arrive at school regularly and be punctual.</b>
<b>Be responsible for their personal property.</b>
<b>Take pride in their personal appearance.</b>
<b>Be Park Lane Ambassadors.</b>

*Code of Conduct.*

<b>I agree to:</b>
<b>Be resourceful.</b>

<b>Be resilient.</b>
<b>Be respectful.</b>
<b>Be a risk-taker.</b>
<b>Be responsible.</b>
<b>Stick to the Code of Conduct.</b>

*Home-School Agreement.*

More detailed versions of these can be found in the Park Lane International School Behaviour Policy.

The Code of Conduct and Home-School Agreement work in conjunction with the 5Rs and Learner Profile to support the development and understanding of SMSC learning at Park Lane. These expectations are referred to each day by members of staff, to remind students of their responsibility to behave in a way that supports British values and promotes tolerance, respect and positive behaviour.

### **Assemblies**

The following assembly topics feature regularly in our calendar at Park Lane: International Women's Day, World Mental Health Day, Remembrance, extremism, CAS/service learning (Eg. refugee crisis/homelessness in Prague), World Health Day, consent, E-safety, Paralympics, cyber-bullying, DofE, musical performance, learning support needs, World Book Day, World Poetry Day, careers/universities, Model United Nations, digital citizenship, modern foreign languages.

The subject matter is designed to cover a broad range of SMSC aspects, as well as addressing British values and elements of the Prevent strategy. In addition, these topics support components of our curriculum and extra-curricular provision which in turn, embed the promotion of SMSC values.

### **Tutor time**

Our tutor sessions focus on preparation for the Student Led Conference which takes place early in the summer term. This involves students reflecting on their work from across the curriculum and from throughout the year to see what progress they have made. This exercise engages particularly with the spiritual element of SMSC education.

### **References**

Website title: Gov.uk

URL:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268826/dept\\_advice\\_template\\_smscadvicenov13.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268826/dept_advice_template_smscadvicenov13.pdf)

Article title: Promoting British values in schools

Website title: Doingsmsc.org.uk

URL: <http://www.doingsmsc.org.uk/british-values/>

Article title: School inspection handbook - GOV.UK

Website title: Gov.uk

URL:

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>