



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) / PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) POLICY

Rationale

For students to benefit fully from their time at Collingham College, we must ensure that they have the best teaching and pastoral care, and they must ensure that they try to meet the college's expectations in relation to work, conduct and attitude. We ensure that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Britain.

We continue to build on our students' understanding of public services and institutions and that enable them to take their place in modern democratic British society. We provide opportunities for students to take on responsibility in college and make a positive contribution to the college, local and wider communities.

Collingham College is a non-denominational college where students of all faiths and belief systems are encouraged to strive for academic excellence in a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character.

We provide a growing range of positive experiences for our students through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults. As part of our Behaviour Policy, our college believes that all children and adults have the right to live in a supportive, caring environment in which students feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

Our students experience a full personal, social and health education (PSHE) programme through weekly tutorials. This programme is intrinsically linked with the vision, values and aims of our college.

We also take such steps as are reasonably practicable to ensure that political issues are brought to the attention of students:

- while they are in attendance at the college;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the college; or
- in the promotion at the college, including through the distribution of promotional material, of extra-curricular activities taking place at the college or elsewhere;
- they are offered a balanced presentation of opposing views.

How our college actively promotes fundamental British Values

In addition to planned and coherent opportunities in the curriculum which address British Values, we provide artistic, sporting and other cultural opportunities through the extra-curricular programme in which students are encouraged to participate. Our College Council ensures that all students within the college have a voice that is listened to and demonstrates how democracy works.

We promote tolerance and community cohesion in the widest sense by helping young people to gain an understanding of different lifestyles and cultures which make up our wider community. We also ensure that principles are actively promoted which enable students to develop their self-knowledge, self-esteem and self-confidence. Students are enabled to acquire a broad general knowledge of and respect for public institutions and services in England.

College Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the college. The quality of relationships and the atmosphere within the college reflect an appreciation of their shared values.

Definitions

Collingham College is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential

Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. Spiritual development is not the same as religious development. Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.

Spiritual Development is about:

- the non-physical aspect of a person concerned with profound thoughts;
- that which moves people;
- feelings, experiences, emotions;
- a sense of purpose;
- a sense of awe, wonder and mystery;
- insights into a personal existence which are of enduring worth;
- valuing a non-material dimension to life;
- the relationship between belief and behaviour;
- a sense of heightened perception or awareness;
- a sense of being part of a greater whole;
- a search for meaning and purpose; and
- the attribution of meaning to experience.

Our college promotes spiritual development through:

- providing and encouraging a positive ethos;
- the values and attitudes the college identifies, upholds and fosters;
- reinforcing a young person's sense of self-worth;
- focusing on positive 'success' rather than negative 'failure';
- giving students the opportunity to reflect;
- encouraging students to listen to and consider the ideas and experiences of others;
- providing opportunities for students to learn about and respond to a variety of beliefs and values;
- fostering a fascination with and enjoyment in learning; and
- using imagination and creativity in learning.

Moral Development

Moral development is concerned with students' ability to make judgements about how they should behave and act, and the reasons for such behaviour. Students are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

Moral development is about:

- knowing of the codes and conventions of conduct agreed by society;
- having the will to behave morally as a point of principle;
- being able to articulate attitudes and values;
- recognising the moral dimension to situations;
- developing a set of socially acceptable values and principles;
- recognising that values and attitudes change over time;
- making judgements on issues by applying moral principles, insights and reasoning;
- taking responsibility for ones' own actions;
- understanding the consequences of actions for self and others;
- behaving consistently in accordance with principles; and
- recognising the greater needs which extend beyond self-interest.

Our college promotes moral development through:

- making it clear what kinds of behaviour are expected;
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty; and
- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable.

Social Development

Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society and the wider community. It also relates to the growth of knowledge and

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understanding of society in all its aspects. Students' social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate.

Social development is about:

- the progressive acquisition of the competencies and qualities needed to play a full part in society;
- understanding of the institutions, structures and processes of society;
- understanding of how individuals relate to each other;
- being able to adjust to a range of social contexts by appropriate and sensitive behaviour;
- being able to make a personal contribution to the well-being of groups;
- the ability to exercise responsibility and initiative;
- being able to participate cooperatively and productively in the community;
- knowing how societies function and are organised;
- understanding how what is learnt in the curriculum relates to life in society;
- being able to take on the roles of team leader and team worker.

Our college promotes social development through:

- encouraging students to relate positively to others;
- encouraging adults to set high standards in their relationships with each other;
- providing a model of a purposeful and harmonious community;
- allowing students to experience the obligations and constraints, but also the satisfaction, that goes with being a member of a group;
- giving students the opportunity to make decisions within a group;
- encouraging students to take responsibility; and
- giving students an understanding of their role within the wider community.
- encouraging the use of social skills and decision making in group work.

Cultural Development

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. Students acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences.

Cultural development is about:

- understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society;
- recognition of and respect for the rights of others to exercise a cultural influence;
- the key features of major cultural groups within society;
- personal response and accomplishment;
- the capacity to relate what is learnt to an appreciation of wider cultural aspects of society;
- developing and strengthening the cultural interests of students;
- exposing students to a breadth of stimuli in order to allow them to develop new interests;
- extending horizons beyond the immediate to the highest artistic, musical and literary achievements;
- understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices;
- being able to evaluate the quality and worth of cultural achievements.

Our college promotes cultural development through:

- encouraging knowledge of the students' own cultural traditions and practices, along with those of other cultural groups within society; and
- adopting the view that diversity makes the world a richer place.
- encouraging students to engage with a variety of cultures; and
- understanding and responding to cultural diversity.

Equal opportunities

Refer to our Single Equalities Policy

Links with the Wider Community:

Visitors are welcomed into our college. Visits to places of worship, cultural venues such as theatres and libraries are actively encouraged. Students are taught to appreciate and take responsibility for the environment. We are increasingly liaising with local community and support groups.

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Differentiation

The above is differentiated according to the needs of each individual learner and the stage of their further education studies.

All Members of Staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the college. They should feel free to voice related concerns and interests within the normal pattern of staff meetings.

Legal Status:

- Complies with Part 2, paragraph 5 of The Education Act (Independent College Standards) (England) (Amendment) Regulations 2014.

Applies to:

- The whole college along with all activities provided by the college, including those outside of the normal college hours;
- All staff (teaching and non-teaching), the directors and volunteers working in the college.

Related documents:

- the Single Equalities Policy (Equality and Diversity, Harassment, Racial Discrimination)
- Curriculum and Teaching and Learning Policies
- Safeguarding Children – e-Safety, Child Protection and Safer Recruitment Policies
- Special Educational Needs Policy
- Staff code of conduct
- Aims and Mission

Availability

This policy is made available to parents, staff and students in the following ways: via the Staff Portal and, on request, a copy may be obtained by parents from the College Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Board of Directors undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Dr Sally Powell
Principal

Date: March 2019

Edward Browne and Robert Marsden
Board of Directors