



Bramhall High School

SMSC / SKFL HANDBOOK

Date of review: July 2019

Date of next review: July 2020

What is SMSC?

It is EVERYTHING we do to facilitate our students' **S**ocial, **M**oral, **S**piritual and **C**ultural development:

- their self-knowledge and self-esteem;
- their ability to accept responsibility for their actions;
- their ability to understand their role in community life and a global citizen and to take action;
- their ability to distinguish right from wrong and to respect the law;
- their understanding of public institutions and services in England;
- their appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony.

What do we mean by cohesive SMSC experience?

Students and staff need to regard SMSC development as integral to everything which happens in school. The way students speak to each other and staff, the litter (or lack of it!) on a corridor, student participation in extra-curricular activities: these are just some of the ways in which we can tell whether the SMSC development programme in a school is healthy or not. In the past, SMSC might have been seen as the domain of PSHE or Citizenship teachers; this just serves to compartmentalise behaviours and attitudes, rather than making it seem to be part of the everyday growth of individuals within a community.

What will the impact of an effective SMSC experience be on our students?

We aim to develop students with enquiring minds, who are able to lead safe, healthy and fulfilling lives. They will understand and value themselves as individuals, with an increased sense of their own spiritual and moral development.

They will be reflective thinkers and will be able to make informed decisions, taking responsibility for their choices and actions.

They will develop an understanding of a range of values and beliefs and will be able to form respectful relationships with others through the skills of sensitivity and tolerance.

They will develop a sense of involvement in, and responsibility for, the future of society. They will make a positive contribution to the community.

In their working lives they will understand career paths available to them and will be able to participate both independently and as a team member.

They will have an understanding of how finances work and will be able to manage their money.

Where will students experience SMSC development?

Assemblies

Curriculum subjects

Special events

Circle time

Charity events and community links

The Bramhall Way

Student Voice

Extra-Curricular opportunities

Student Leadership

Skills for Life days

Restorative Approaches

Assemblies

There will be a clear assembly programme which aims to develop students' knowledge and understanding of community at a school-based, local, and national and world level. It will develop self-knowledge and reflection and an understanding of how individuals play a key role in community life. The programme will be led by a mixture of students, subject departments, house teams, senior staff and outside speakers. Topics will often focus on relevant events and issues but will lead to tie in with themes for reflection which will often be developed in weekly circle time discussions in core groups. While a programme will be in place, assemblies may be adapted to respond to an identified need, e.g. an occurrence in school or at a national level. (See 2015-16 Assembly programme.)

The Bramhall Way

The whole ethos of The Bramhall Way revolves around the development of effective members of a community who are able to manage their emotions and behaviours and form effective relationships with others. The consistent use of The Bramhall Way by staff to encourage positive behaviours and create the mechanism to enable students to take responsibility for poor choices will be a key part of the students' SMSC experience. (See 'The Bramhall Way' staff handbook.)

Circle Time

There will be a suggested circle time topic given to core tutors which will often link in with assembly themes/school events. Such discussion will enable students to reflect on the content of the assembly and often to debate citizenship issues and possibly identify courses of action. Some circle time activities will encourage students to reflect on their skills (e.g. academic target-setting). Core tutors will also use circle time to respond to an identified need, e.g. a dispute within the core group and will, therefore, promote restorative approaches.

Curriculum subjects

Subjects will continually contribute to the SMSC programme. This will vary according to the nature and content of the subject. Subject content also contributes to SMSC development: examples include English, RS, History, Geography, Science and MFL, which all develop understanding of global, cultural and ethical issues related to the statutory subject of Citizenship. Maths and Enterprise/New Technologies develop understanding of finance and internet safety tied, whilst science, technology and PE all teach about aspects of healthy living: all tie into the PSHE national curriculum. Art, Music and Drama all develop cultural, spiritual and creative understanding which are key elements of SMSC.

Extra-curricular opportunities

Clubs, trips and inter-house competition develop a wide range of skills. Playing as part of a school team, representing your house, participating in a concert or performance, visiting a different country, participating in national competitions, running an enterprise venture: all encourage effective participation, self-management, and the opportunity to extend skills and apply them in real life contexts. (See examples of opportunities in Department Handbooks, on House noticeboards, in whole school newsletters and 'Inside Story', calendared events, etc.)

Charity Events and Community Links

House or school-based, charity events (usually chosen develop student involvement in community issues and encourage a spirit of community cohesion. Links developing with the local community will also ensure the school is regarded as integral to and working with our neighbourhood. For instance, the Music Hub is strengthening links with the primary schools as are sports events. The PTA is working to engage parents and local residents. Events like 'the Bramhall Tea Party' help to strengthen our Community links.

Student Voice

Engaging students in the process of lesson evaluation and the appointment of new staff is key in helping them develop a sense of ownership, partnership and responsibility in issues which really affect them. Student voice is undertaken by Leaders in Learning, subject teachers and core tutors in relation to curriculum and learning strategies. Student voice is also undertaken to inform improvements in event planning and to support policy development.

Student Leadership

Student Leadership has been increasingly developed in recent years. We have widened the programme even further so that students have a wealth of opportunities which enable them to develop social skills; form bonds with students outside their social circle; refine skills in conflict resolution; develop and lead teams; teach, guide and support others academically; run systems; express their opinions and debate issues; initiate and develop enterprises; organise charity and whole-school events; influence curriculum and policy; represent their school in , and liaise with, the community; and so on. Roles include: subject ambassadors, subject leaders, members of the school council/parliament, student directors, RA ambassadors, subject mentors, LRC leaders, sports leaders, young enterprise and anti-homophobic bullying ambassadors. This year we are hoping to develop Duke of Edinburgh Award and to enable students to develop a portfolio of their experiences through the SSAT Student Accreditation scheme.

Skills for Life Days

The four Skills for Life days have replaced the specific PSHE/Citizenship lessons which have occurred in previous years. This strengthens the delivery of more specialist aspects of the curriculum:

Allocated days means that students can concentrate on a theme or issue and develop it more cohesively, engaging in activities which promote deeper learning.

Specialist staff and outside agencies can be brought into school, bringing expert knowledge and delivering age-appropriate material which responds to identified areas of need.

Impact can be measured more effectively, supporting Citizenship assessment requirements.

Skills for Life Day Themes

There are four themes which have been developed from the PSHE national curriculum (non-statutory) and the Citizenship curriculum (statutory). PSHE deals with personal development and the well-being of the individual, whilst Citizenship deals with how societies operate and the place of the individual within a community. The Citizenship is not about just about gaining knowledge, but encouraging students to have an impact and to ACT.

- 1. Relationships**
- 2. Managing Money and preparing for the world of work**
- 3. My place in society**
- 4. Health and well-being**

Each year group will have a day on each theme (though we will not necessarily run the same theme at the same time). The programme will build on previous years, e.g. Year 7 will focus on developing themselves in their new school community, but will gradually look at their place in the wider community (laws, democracy, etc.) as they move through the school.

Staff will work in year teams (core tutors and allocated staff members). This is because materials are age-appropriate and core tutors have the best knowledge of sensitive issues which might need to be taken into account when certain activities are undertaken.

What sorts of things have already been taught in Year 6 PSHE?

Sex and relationships

Feelings: Strong feelings: To know our feelings and reactions affect people; Body language: Attraction and love.

Friendship/Relationships: Qualities of friends; diverse nature of families; Family values; Different views and responsibilities within a family; why people choose to get married.

Growing Up: Review body changes as you grow; Personal Hygiene; The emotions, fears and worries of growing up; Seeking help; Increased understanding of sexual intercourse; Review understanding of conception; Responsibilities of having a baby; Contraception; Laws that protect us: Transmission of disease; Gender roles and stereotypes; How sex and relationships are portrayed in the media.

Safety: Learning to recognise risk: resisting pressures.

How a baby is made – making love, conception and birth; correct use of vocabulary.

Drugs, alcohol and tobacco

Know about a range of legal/illegal drugs; understand effects and associated risks.

Explore attitudes and beliefs about different drugs and the people who use/misuse them.

Taking responsibility for personal safety and risk taking.

Recognising unwanted influences and pressures and exercising techniques for resisting them.

Making the right decisions.

Recognising the need to ask for help and how to do this.

Implementation 2018-19

Planning time has been given to year teams to split into smaller 'day' teams and plan the detail behind each day, including use of visitors adapting resources as appropriate. It is important for each year team to have ownership of their programme and for students to see that ALL staff value it.

JK is liaising with outside agencies to support the days, particularly in the delivery of Sex and Relationships education, Staff and student voice also indicates that external visitors often have significant impact.

NAJ liaises with representatives from each team throughout the year.

SENCO and TAs should focus on how planned day programmes need to be adapted to accommodate individual students.

However, the most important thing about SMSC development (and Citizenship) is that we see students thinking independently, cooperating with others and taking well-considered action to improve things around them. Tangible impact will be seen in our school and local community if students are truly learning and making progress.

	DAY 1 Tues November 5th	Staffing	Rooming
Year 7	Change, friendships, bullying: Lesson 1 Friendship Lesson 2 Bullying Lesson 3 Prevent Lesson 4 Stereotypes Lesson 5 Assertiveness	Sue Ahmed B Way AGN ALL ATR CES ELR FAE JAU RLO SIS RMG	Science / RS / LRC ATR LRC – (Yr 11 Gg with PWW) ALL Sc5 CES BV2 FAE BV3 JAU Sc6 RLO Sc8 ELR Sc7 AGN Sc4 SIS Gg2 RMG Gg3
Year 8	Risk Taking: Areas to cover: Lesson 1 Alcohol Lesson 2 Drugs 1 Lesson 3 Risk Taking Lesson 4 Drugs 2 Safeguarding Lesson 5 Sexting	Sophie Magee B Way AHS ICR CHI EMD GSP STB EHM JEE CLL AMM	English / History Department AHS EN 7 ICR EN 1 CHI EN3 EMD En8 GSP En6 STB En5 EHM En2 JEE En9 CLL Hs2 AMM Hs3

<p>Year 9</p>	<p>Being a citizen, being part of your neighbourhood, crime and the law.</p> <p>Lesson 1 Prevent</p> <p>Lesson 2 Am I Old enough</p> <p>Lesson 3 One punch can kill / 100 people</p> <p>Lesson 4 Safeguarding</p> <p>Lesson 5 Stabbing Scenario</p>	<p>Sally Stevens B Way</p> <p>CCH SFW PET STP KPK</p> <p>GHO LJT ARD CMR AMG</p>	<p>Mathematics Department</p> <p>CCH EN 4</p> <p>SFW Ma2</p> <p>PET Ma6</p> <p>AMG Ma4</p> <p>GHO Ma3</p> <p>LJT Ma5</p> <p>ARD MA1</p> <p>STP Ma7</p> <p>CMR Ma8</p> <p>LJT Ma2</p>
<p>Year 10</p>	<p>Healthy relationships, parameters, domestic violence.</p> <p>Lesson 1 Contraception – staff led</p> <p>Lesson 2 Parenting</p> <p>Lesson 3 Relationships</p> <p>Lesson 4 STIs</p> <p>Safeguarding</p> <p>Lesson 5 The Law regarding sex</p>	<p>John Flynn B Way</p> <p>EBR GBU HMY MKH FDS GHN SRV AWO MKL AHO JOL</p>	<p>MFL, Music, Drama</p> <p>AHO LA1</p> <p>GBU Sc9</p> <p>MKH Sc10</p> <p>AWO LA4</p> <p>SRV Sc2</p> <p>HMY LA2</p> <p>MKL PCC</p> <p>EBR Dr2</p> <p>FDS Mu1</p> <p>GHN PE2</p>

Year 11	<p>Safeguarding / Careers x2</p> <p>GCSE x 2</p> <p>Stress Management – Tai Chi</p> <p>Revision Skills University</p> <p>Apprenticeships</p>	<p>Year 11 Lloyd Gravell B Way</p> <p>Gcse TYV CJK PWW VBU DPK LJT GIM KAT MIC KMG SJC NMC</p> <p>Revision Skills – LG / APO Hall - University</p> <p>Tai Chi – Gym KED External Provider</p> <p>Apprenticeships – External Provider IT Room RPE NAJ</p>	<p>TYV DT4</p> <p>CJK IT2</p> <p>PWW GE1</p> <p>VBU Dr2</p> <p>DPK Mu3</p> <p>LJT PE1</p> <p>GIM BV1</p> <p>KAT TX1</p> <p>MIC DT3</p> <p>KMG FD1</p> <p>SJC DT1</p> <p>NMC HS1</p>
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	DAY 3	Staffing	Rooming
Year 7	Change Lesson 1 Body Image Lesson 2 Periods Lesson 3 Prevent Lesson 4 Puberty Lesson 5 Personal Hygiene		
Year 8	Place in Society Areas to cover: Lesson 1 Place in Society Lesson 2 Place in Society Lesson 3 Place in Society Lesson 4 Smoking Career Presentation Safeguarding Lesson 5 Hate Crimes		
Year 9	Risk Taking Lesson 1 Alcohol Lesson 2 Alcohol Lesson 3 STIs Lesson 4 Sexual Exploitation Lesson 5 Risk taking		
Year 10	Citizens Lesson 1 First Aid Lesson 2 First Aid Lesson 3 Politics Lesson 4 Voting Safeguarding Lesson 5 Prevent		