



Policy No: 29. SMSC and Citizenship Policy

Coordinator	Executive Operations Manager
Review Frequency	Annually
Policy First Issued	2014
Last Reviewed	Spring Term 2017
Date policy considered by External HR Consultant	N/A
Date policy considered by External Solicitor	N/A
Agreed by Governors and adopted on	March 2017
Does this policy need to be agreed by Governors? If yes, which committee	Yes, Board of Governors
Due for Review	Spring Term 2018
This policy is communicated by the following means:	
Governors	Governor consultation by email when policy reviewed and agreement
Staff	Policy folders on staff shared drive and in-house training
Parents	Academy website, Parent Evenings
Students	Academy website, assemblies, in lessons

SMSC and Citizenship Policy

Policy Statement

SPIRITUALITY

Spirituality is concerned with:

- Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that students and adults share.
- A sense of awe and wonder – the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities, especially in relation to music and drama.
- Feelings of transcendence – the opportunity for students to discuss unexplainable issues and to feel that there is something beyond themselves.
- A search for meaning and purpose – this is encouraged through students asking questions about what is going on in their lives.
- Relationships – recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.
- Creativity – where the student has the opportunity to express his or her thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.
- Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

MORAL DEVELOPMENT

Moral development refers to pupils

- Knowledge
- understanding
- intentions
- attitudes
- behaviour

in relation to what is right and wrong

SOCIAL DEVELOPMENT

- Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society.

CULTURAL DEVELOPMENT

- Cultural development is students' understanding of their own cultural identity. More than this however, it is also about understanding other groups in a particular society and of other societies beyond their own. The students need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

SMSC and Citizenship Policy

CITIZENSHIP

All students:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

Pupils should be taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

Delivery

- SMSC and Citizenship are combined into a curriculum which is known as Learning for Life.
- Key concepts of the SMSC and Citizenship curriculum are delivered widely through subjects.
- Extra-curricular activities, the Student Leadership Programme and Student Voice also promote the main aims of SMSC and Citizenship
- The UTC's ethos, with staff and student leaders acting as role models.

This policy will be reviewed annually