



Promoting SMSC education including Citizenship and Assemblies

1. Introduction

Students at Uxbridge High School are PROUD to recognise that as well as gaining knowledge, young people also receive a well-rounded education through spiritual, moral, social, cultural (SMSC) and values development. SMSC underpins the high standards of expectation in the school including through the school's ethos, pastoral guidance, curriculum and the supervision of young people within its care.

The school's ethos is built on our core PROUD values of being:

Positive
Respectful
Open Minded
Unique
Determined

These values drive our SMSC curriculum and are regularly referred to in assemblies, tutor time, lessons and displays.

SMSC education takes place across a wide range of subjects, clubs and societies, assemblies and trips. It is celebrated at every opportunity for example, through rewards and displays. The responsibility for stimulating and nourishing the personal development of all our students lies with every individual engaged in their education. The school's ethos, climate and organisation sets a context within which individual and subject contributions can add to that development. Students are imaginative and creative throughout their learning and enthusiastically take part in a range of SMSC and British values topics within the curriculum as well as participating in our wide variety of over 100 extra-curricular clubs and charitable activities across the school.

Each curriculum area plans its own contribution in the five areas of SMSC and British values to develop students learning and understanding at Uxbridge High School. This impact is regularly monitored to ensure the best for our students.

1.1 Spiritual

We aim to ensure that all students have a well-rounded spiritual education which includes: exploring beliefs and experiences, respecting faiths, feelings and values, enjoying learning about oneself, others and the surrounding world and using their imagination and creativity through open reflection. Students' spiritual development is shown throughout subjects, trips, assemblies and extracurricular activities. Students are encouraged to be reflective about their own beliefs and choices that inform their perspective on life. We aim to develop a sense of enjoyment and fascination in learning, use imagination and creativity and demonstrate a willingness to reflect on their experiences.

1.2 Moral

We aim to ensure that all students have a well-rounded moral education which includes:



The ability to recognise right and wrong, respect the law, understand consequences and investigate moral and ethical issues through reasoned views. Students' moral development is shown throughout subjects, trips, assemblies and extra-curricular activities by their ability to recognise and apply ethics in their own lives and, in so doing, respect the civil and criminal law of England. Students have an understanding of the consequences of their behaviour and actions and have an interest and appreciation of others' viewpoints.

1.3 Social

We aim to ensure that all students have a well-rounded social education which includes: investigating moral issues, appreciating diverse viewpoints, participating, volunteering and cooperating in the community, resolving conflict, engaging with the values of democracy and the rule of law, liberty, respect and tolerance. Students' social development is shown throughout subjects, trips, assemblies and extracurricular activities by their use of a range of social skills including working and socialising with students from different religious, ethnic and socioeconomic backgrounds. Students have a 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.

1.4 Cultural

We aim to ensure that all students have a well-rounded cultural education which includes: appreciation of cultural influences such as the role of Britain's parliamentary system and understanding acceptance and respect for diversity. Curriculum subjects, trips, assemblies and extracurricular activities are used to develop their cultural understanding and tolerance, by developing their appreciation of the wide range of cultural influences that have shaped their own heritage and that of others throughout the school, country and world. We encourage all students to participate in and respond positively to artistic, sporting and cultural opportunities. Developing interest in exploring, improving understanding, showing respect for and celebrating regardless of religious, ethnic and socio-economic groups.

1.5 British values

As a modern, multi-cultural school, we promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs. This ensures that our students understand the importance of respect and leave school fully prepared for life in modern Britain. They show an understanding of how citizens can influence decision-making through the democratic process, an understanding that the freedom to hold other faiths and beliefs is protected in law, an acceptance that people have different faiths or beliefs to themselves (or have none) and that all should be accepted and tolerated. They understand that the need to reject prejudicial or discriminatory behaviour and the importance of identifying and combatting discrimination.

The promotion of British values is ubiquitous throughout the school, through the curriculum, student voice, PROUD values, school ethos, extra-curricular activities and all other opportunities and activities.

2. School assemblies

Assemblies take place each morning in house groups. This allows the house to meet once a week, joining together to reflect on achievements and strengths. Occasionally, where appropriate, year groups will meet prior to events, such as Year 9 options or Year 10 work experience preparations. The sixth form have their briefings on a Monday and follow a similar



set of themes, with additional focus on careers and progression as is appropriate for their stage in education.

Assemblies help to highlight and support the UHS values and beliefs and are critical in the development of students' social, moral, spiritual and cultural skills. A programme of guest speakers for each week's theme is rotated, including contributions from curriculum areas, heads of house and leadership team members. Topics include: World Aids day, safeguarding, bullying, welcoming others, ready to learn, Black History month and democracy. All staff are expected to support the school's value structures and to conduct and/or deliver the prepared scheme according to the whole-school timetable, both in assemblies and tutor time.

2.2 Aims:

- To prepare an assembly programme that is broad in its coverage of appropriate and relevant aspects of school and adult life.
- To give expression to the values and concerns of the school community and to reinforce the school's values structure.
- To celebrate the contribution of individuals or groups to the life of the school.
- To recognise the celebration of festivals in various religious traditions in our community.

The programme of assemblies will:

- Encourage student participation.
- Be presented in an educational context first and foremost.
- Be considered in the light of the needs and experiences of the students and lead them to an understanding of their community.
- Encourage and employ a range of external presenters and speakers where these can enhance messages being delivered.

3. Tutor time – registration

Students spend from 8.40am – 8.55am each morning in tutor time (with the exception of assembly day). During this time, students participate in a number of activities including: silent reading, planner and homework monitoring, current affairs. The student bulletin is read and discussed, which includes the 'theme for the day and week' which are written by students and reflected on. The development of students' SMSC skills is at the forefront of all activities.

4. Reflection space

The reflection space is a free and open space for any students who need a quiet and safe area to reflect. It is open every lunchtime from 1.30pm – 2.00pm. We have students who come to pray, meditate or quietly discuss spiritual, moral, social or cultural issues.

There is a staff member on duty every day if a student needs someone to talk to. This staff member is supported by a team of mentors. In order to promote acceptance and equality in the reflection space we have a strong code of ethics. This is based around the following statement:

In this space we are respectful of all cultural traditions and spiritual beliefs. We have mutual respect and tolerance of those with different faiths and seek to learn more from each other. We uphold British values which means we do not discriminate against anyone on any grounds.



5. Citizenship

Our citizenship curriculum aims to ensure that all students:

- Acquire 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.

Students learn a variety of subjects throughout their citizenship studies. The below is an example of what students may learn in each year group:

<p>Year 7: Introduction to citizenship Anti-bullying project Safety; knife crime and road safety Drama production British values & modern society</p>	<p>Year 10: Human rights Global issues project; migration and conflict Work experience and careers</p>
<p>Year 8: PSHE The environment Impacts on the world & globalisation Charity projects</p>	<p>Year 11: Interview technique Dealing with stress and exams pressure Study skills Life after school and careers advice</p>
<p>Year 9: Options choices Politics and government The economy and finance PSHE including body image Crime Food bank and guide dogs charity project</p>	<p>Year 12/13: Year 12 and 13 focusses on work and careers, helping students focus on attaining the career that they want, as well as mentoring them through their university choices.</p>

There are no GCSE or A-level examinations in citizenship, but students are assessed on a range of criteria from independent inquiry and creative thinking to self-management and working as a team.

Students also receive SRE from both tutors and an external agency regularly during Citizenship throughout year 7 to 11.

5.1 Year 7

The Year 7 curriculum covers an introduction to citizenship and Life in Modern Britain, including culture, democracy and British values. After the autumn half term, students complete an anti-bullying project and have an anti-bullying workshop, assembly and assessment. In the spring, students receive careers education on work and family and are given lessons focused on safety, including road safety and knife crime, led by the school support officer. In the summer term, students return to the subject of Life in Modern Britain.



5.2 Year 8

The Year 8 curriculum is focused on PSHE, covering mental health, drugs and students' impacts in the world both theoretically and through a practical charity project. During the second half of the year students follow the 'real game', which teaches them work-related skills for their future. SMSC is covered throughout year 8, especially through PSHE and the environment charity project. The real game also covers British values, through a practical guide to life in modern Britain.

5.3 Year 9

The Year 9 curriculum has been developed to give students an excellent understanding of both how and why they should strive to live successfully in their chosen careers when they leave school. Topics cover personal finance, the news and bias, government, politics and taking care of themselves. Furthermore, active citizenship with both the guide dogs organisation and the Hillingdon Foodbank has been established allowing students to see what difference they can make to their local communities through active charity work.

5.4 Year 10

In Year 10 students focus on an in-depth project that takes a real-life set of families from its every-day life through conflict and migration to its entry into the UK. Students learn about exploitation, including child exploitation and human rights and finish with an understanding of their place in the international, modern world. At the end of January, students receive careers education to prepare them for their work experience, giving them an understanding of the realities of job-seeking and their future career paths, as well as SRE and mental health lessons focusing on behaviour and mindfulness.

5.5 Year 11

The Year 11 curriculum is designed to give students access to a full schedule of careers education. The Year 11 syllabus is focused on CV writing, progression paths and mentoring. There are three key citizenship lessons in Year 11, focusing on dealing with stress as the students go into the exam period, effective study skills and dealing with life after school.

6. External agencies

As part of citizenship Uxbridge High School works with a number of external agencies who support with a variety of topics. These vary each year, but for examples of our regular agencies include:

- Hillingdon police force in partnership with TFL - Year 7
- Drugs workshop - Year 8
- Knife crime workshop - Year 7 and 9
- Road safety workshop - Year 7
- KISS ('Keep It Safe and Sorted' - Uxbridge sexual health classes) - Years 8,9,10
- 'Riot Act' anti-bullying assembly and workshop - Year 7
- Hillingdon Foodbank - All years, Year 9 project
- Work experience - Year 10
- Stonewall - school-wide initiative including anti-bullying campaigns such as LGBT history month.



7. Charity work

The school is committed to working with a number of charities both local and national including the Poppy appeal, Movember and Guide Dogs for the Blind. Students and staff actively raise money and awareness for a wide range of charities including MOAB for Refugees, Children in Need and Action Aid. In citizenship, Year 8 students produce an advertising campaign for the "Send a Cow" charity which is always highly successful and Year 9 raise food and donations for the local Uxbridge Foodbank and the Guide Dogs for the Blind. As part of our equality focus in SMSC, we are PROUD to be Stonewall champions, a charity which supports our anti-bullying focus.

8. Student leadership

Students across all year groups are encouraged to become student leaders whether it be through leading houses, being a member of the School Council or helping out in the library as a library ambassador. Our head boy and head girl uphold the values of Uxbridge High School and act as a junior leadership team. They regularly help out at school events and coordinate the team of senior students in the sixth form. Every half term our senior students and head boy/girl meet with the school council, which consists of a male and female student from every form group, in every year.

Representatives democratically vote on issues and are school decisions, for example, the establishment of our PROUD values. The outcomes of school council meetings are shared with all students through displays, feedback through form representatives and the school bulletin. The junior leadership team also attend senior leadership meetings to feedback and ensure that the student voice is heard. House captains are also selected in Year 11 and work closely with the head of house, supporting with assemblies, younger students and meeting and greeting parents at different events.

Outside of school we support a number of other initiatives. Some of our students sit on the local Hillingdon Youth Parliament. We encourage students in the sixth form and KS4 to run for the UK Youth Parliament. UHS students also vote each year to elect a student to represent the young people of Hillingdon.

9. Rewarding students as good citizens

The school reward system is an important part of recognising student achievement and celebrating success. There are various methods by which this is done:

Through the Behaviour Watch system, teachers can award positive points to students for action in school, including for 'great effort' and 'outstanding community contribution'. Students build positive points over time to win weekly prizes - such as 'most positive points in the house' and 'form group of the week' - or termly/yearly trip to various educationally valuable sites. There is also a house trophy that is competed for over the course of the year, with the leader board being shown in every assembly and on the school website. To win this, students must try to increase positive points and minimise any negatives received. Student who have shown outstanding commitment to the school and community can also be nominated for the principal's commendation by teachers once a term with 15 awards being given out a year.

Other forms of reward include:

- Letters, phone calls and postcards home.



- Proud reward badges.
- Stamps in student planners and on student's work.
- Plasma screens / displays of work.
- Subject certificates and rewards.
- 100% attendance and punctuality certificates.
- House competition awards.
- Assembly presentations and recognition.

We also hold an annual awards evening that takes place once a year to celebrate students' academic and co-curricular achievements. There are a large number of awards given out at this event, for example 'sportsman and sportswoman of the year', the 'environment reward' and 'young historian of the year'.