

# 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:

**P**ositive  
**R**espectful  
**O**pen Minded  
**U**nique  
**D**etermined

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 extra-curricular clubs and charitable activities across the school.

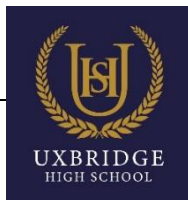
Each curriculum area plans its own contribution to the five areas of SMSC and British values to develop students learning and understanding at Uxbridge High School. This impact is regularly monitored to ensure the best for our students and includes trips, extra-curricular activities alongside its curriculum.

### 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.

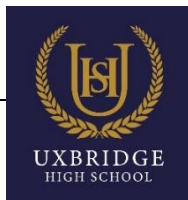
### **1.5 British values**

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 year groups. This allows the students to meet once a week, joining together to reflect on achievements and strengths. Additionally, House Groups meet once a half term. 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, year team leads and leadership team members. Topics include: World Aids day, safeguarding, bullying and e-safety, welcoming others, ready to learn, Black History month, LGBT 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.
- Ensure wider cultural context is utilised and provided.
- Encourage and employ a range of external presenters and speakers where these can enhance messages being delivered.

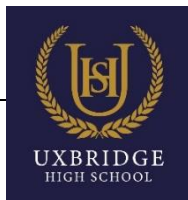
## **3. Tutor time – registration**

Students spend from approximately 8.20am – 8.45am each morning in tutor time (with the exception of assembly day). During this time, students participate in a number of activities including but not limited to; reading, including hearing staff members read aloud, homework and behaviour monitoring, current affairs, cultural activities and Personal Development. Student also reflect on the wider culture of the world through photos and stories from around the world. The development of students' SMSC skills is at the forefront of all activities.

## **4. 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><b>Year 7:</b>          Introduction to citizenship          Anti-bullying project          Safety; knife crime and road safety          RSE – Family relationships and friendships          British values &amp; modern society          Healthy living &amp; PSHE</p>	<p><b>Year 10:</b>          Human rights          Global issues project; migration and conflict          Work experience and careers          LGBT History and understanding the Equality Act 2010          RSE – Pregnancy and long term relationships</p>
<p><b>Year 8:</b>          PSHE – including healthy eating and hygiene          The environment          Impacts on the world &amp; globalisation          Charity projects          RSE – Family and Relationships</p>	<p><b>Year 11:</b>          Interview technique          Dealing with stress and exams pressure          Study skills          Life after school and careers advice          PHSE – CPR and healthy living</p>
<p><b>Year 9:</b>          Options choices          Politics and government          The economy and finance          PSHE including body image          Crime          Food bank and guide dogs charity project          RSE including consent and STI's</p>	<p><b>Year 12/13:</b>          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. Students additionally receive RSE and PSHE focused lessons alongside assemblies and visiting speakers on topics such as democracy and human rights.</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 RSE from both tutors and an external agency regularly during Citizenship throughout year 7 to 13.

#### 4.1 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 Safer Schools Officer from the MET Police. Additionally students learn about Healthy Eating and in the summer term students reflect on British Values and Life in Modern Britain.

#### 4.2 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. Students understand about the impacts of crime and healthy relationships, including county lines. 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.

### **4.3 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 allows students to see what difference they can make to their local communities through active charity work, as well as that overseas.

### **4.4 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.

### **4.5 Year 11**

The Year 11 curriculum is designed to give students access to a full schedule of careers education, alongside RSE and PSHE. The Year 11 syllabus is focused on CV writing, progression paths and mentoring, but also includes stress and wellbeing lessons as well as the relationships they may face after school.

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.

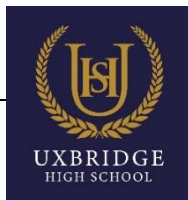
## **5. External agencies**

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 & Firearms Officer- Year 7 & 9
- Daniel Spargo-Mabbs Foundation drugs workshop - Year 8
- Knife crime workshops - Year 7 and 9
- TFL & SSO - Road safety workshop - Year 7
- KISS ('Keep It Safe and Sorted' - Uxbridge sexual health classes) – Ad Hoc Basis
- Brook Education – All years RSE provision.
- Diana Award Anti-Bullying Ambassadors Program (All years)
- United Against Bullying

- **Charity work**

The school is committed to working with a number of charities both local and national, with a whole school charity event every term. Historically we have supported the Poppy appeal, Ukraine 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 and 9 students produce an advertising campaign for a local charity and Year 9. As part of our equality focus in SMSC, we are PROUD to be part of the Diana Trust Anti-Bullying Ambassador Program.



- **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 as part of the Anti-bullying ambassadors program. Our head pupils and prefects team 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 the student leaders from all years meet as the school council, and usually consists of two students 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 house names and a political vote each year, led by the sixth form. The outcomes of school council meetings are shared with all students through displays, feedback through form representatives and the school bulletin. The student leadership team also attend senior leadership meetings to feedback and ensure that the student voice is heard. House prefects are also selected in each year, wear a special tie and work closely with the heads of year, 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.

- **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 ClassCharts system, teachers can award positive points to students for action across the five PROUD values of Positive, Respectful, Open Minded, Unique and Determined. Students build positive points over time to win weekly recognition - such as 'most positive points in the year' 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.

Other forms of reward include:

- Letters, phone calls and postcards home.
- Proud reward badges.
- Plasma screens / displays of work.
- Subject certificates and badges.
- 100% attendance and punctuality certificates.
- House competition awards.
- Assembly presentations and recognition.