South Devon UTC SMSC Policy

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Spiritual, Moral, Social and Cultural Education Policy Introduction

Spiritual, moral, social and cultural (SMSC) education helps students develop personal qualities, which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. It is taught across the curriculum and throughout school life. It is linked closely to the South Devon UTC aims and philosophy. Our commitment to SMSC is provided through an awareness of other relevant policies (Equal Opportunities, Pastoral Care, PSHE and SRE (Sex and relationships education)).

Rationale:

Schools can make a significant contribution to the spiritual, moral, social and cultural development of students. We believe it is an important responsibility for a school to ensure the development of all aspects of SMSC.

We recognise that the development of students, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in.

We therefore aim to provide an education that provides students with opportunities to explore and develop their own values, whilst recognising that those of others may differ.

General aims

 This policy seeks to ensure that:

- All curriculum areas make a contribution to a student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views.

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- All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for students and their families and other stakeholders.
- Students should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.
- Students should understand their rights and accept their responsibilities and the need to respect the rights of others.
- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources. Students will be expected to respect British values including democracy, respect for the civil and criminal law.
- A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- That education is set within the context that is meaningful and appropriate to each student's age, aptitude and background.
- Through classroom activities and dialogue in the wider curriculum we will give students the opportunities to develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.
- All South Devon UTC employees, including learning support mentors, are involved in spiritual, moral, social and cultural education. These qualities should be evident in the way that students and adults interact throughout, in accordance with many other existing qualities. Staff should ensure that there is a balanced presentation of controversial issues without partisan political views expressed through teaching.

At South Devon UTC we aim to encourage Spiritual Development through:

- The values and attitudes the school identifies, upholds and fosters.
- The contribution made by the whole curriculum.
- Religious education as part of the PSHE, acts of collective worship and other assemblies.
- Extra-curricular enrichment activity, together with the general ethos and climate of the school.

So that students:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.

- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

At South Devon UTC we aim to encourage Moral Development through:

- Ensuring an understanding of rights and responsibility within the communities and society in which we live
- Addressing moral issues through partnership work with companies,
- Exploring moral impact and consequences whilst completing projects
- Delivering assemblies, RE and PSHE
- Promotion of the Behaviour Policy contributed to by employees and students
- **Actively striving to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered.**
- Having a Home School Agreement, agreed with parents and students
- Promoting a safe learning environment in which students can express their views and opinions exploring controversial issues safely and in a climate where our teachers encourage and facilitate this (South Devon UTC Preventing Extremism and Anti-Radicalisation Policy)
- Modelling through relationships and interactions, the principles we wish to promote
- Equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way so that so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.
- Encouraging students to take responsibility for their actions
- Acknowledging and recognising good behaviour and attitudes

So that students:

- Recognise the unique value of each individual, with a respect for others' needs, interests and feelings, as well as their own
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong based on a knowledge of the moral codes of their own and other cultures.
- Make informed and independent judgements in accordance with their own principles.
- A willingness to express their views on ethical issues and personal values
- An understanding of the need to review and reassess their values, codes and principles in the light of experience

At South Devon UTC we aim to encourage Social Development through:

- Fostering a sense of community with common, inclusive values; this will be driven through the learning environment structure and Corporate Social Responsibility
- Providing opportunities for students to work in a variety of social groupings, within class and sometimes across UTC.
- Ensuring positive whole school experiences, e.g. awards assemblies and residential opportunities, as well as off timetable enrichment days.
- Encouraging students to develop valuable personal qualities, e.g. thoughtfulness, honesty and respect by modelling these behaviours and through PSHE/Citizenship.
- Helping students to resolve tensions and conflicts.
- Holding Student voice meetings.
- Encouraging students to support nominated charities through school events.

So that students:

- Develop an understanding of their individual and group identity.
- Help others in the school and wider community.
- Can adjust to a range of social contexts by appropriate and sensitive behaviour.
- Work successfully as a member of a group or team.
- Share views and opinions with others and work towards a consensus.
- Show respect for people, living things, property and the environment.
- Hold an appreciation of others' rights and responsibilities.
- Have an understanding of the structures of society, e.g. the organisation of the family, South Devon UTC etc.

At South Devon UTC we aim to encourage Cultural Development through:

- Promoting our Equal Opportunities Policy.
- Celebrating student's particular gifts and talents, regardless of culture.
- Working with outside agencies to support the needs of students as appropriate.
- Raising student's awareness of other cultures through assemblies, and subject Schemes of Work and PSHE.
- Reporting and dealing with incidents of racism and prejudice appropriately.

So that students:

- Recognise the value and richness of cultural diversity in Britain.
- Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.
- Have the ability to appreciate cultural diversity and to respect other people's values and beliefs.
- Are open to new ideas.
- Having a willingness to participate in artistic and cultural events,
- Recognise and understand images/icons, which have significance, and meaning in a culture.

Equal Opportunities

All members of the school are committed to the Equal Opportunities Policy. Discrimination based on race, gender, gender alignment, colour, religion, faith, physical appearance or disability is unacceptable to us (see Equal Opportunities Policy).

Pastoral Care

All Schemes of Learning will include SMSC opportunities and these will be mapped against the curriculum. Specifically in Year 10 pupils will have dedicated weekly SMSC time to include the opportunities for PSHE, IAG and British Values. There will be an elected Student board who will report to the Board of governors on school improvement and quality of SMSC.

Our students will be taught democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

We will ensure pupils experience is extended to understanding the diversity of cultural experience and we will actively arrange visits to cultural and community organisations to extend their understanding of their world.

How the curriculum contributes to SMSC:

We believe that at South Devon UTC our engineering, science and environmental specialism is a rich source for much of the educational opportunities to develop students spiritually, morally, socially and culturally. However, we will ensure that SMSC is tracked across the school using the South Devon UTC SMSC codes (see appendix) in schemes of learning, tracking SMSC in network time and assemblies/acts of worship.

An outline of examples for how SMSC is supported:

The Contribution of English

English contributes to our students' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

The Contribution of Mathematics

Mathematics contributes to our students' SMSC development through:

- Spiritual development: through helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The Contribution of Science

Science contributes to our students' SMSC development through:

- Encouraging students to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.
- Becoming aware of the scientific truths behind contentious social issues such as abortion, recreational drug use, legal highs etc.

The Contribution of Computer Science

Computer Science contributes to our students' SMSC development through:

- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.
- Reflecting on inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- Opportunities to work as a team, recognising others strengths, sharing documents through collaborative working, sharing expensive equipment where it requires students to adjust their work pattern to use time productively while said equipment is in use.

The Contribution of Geography

Geography contributes to our students' SMSC development through:

- Increasing students' awareness of the beauty of the world around them and the fragile nature of the world in which we live
- Increasing an understanding of the unforeseen effects of our social expansion and development.
- Understanding our impact on the world in which we live

The Contribution of History through PSHE

History contributes to our students' SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling students to reflect on issues such as the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

The Contribution of Spanish

Spanish contributes to our students' SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

The Contribution of Cultural studies (including religious education)

CS makes a distinctive and substantial contribution to the delivery of SMSC:

- Students learn about beliefs, values and the concept of spirituality.
- CS reflects on the significance of religious teaching in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

The Contribution of Physical Education

Students' SMSC development is actively promoted though PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

The contribution of PSHE

Students' SMSC development is actively promoted in PSHE by:

- Exploring questions about democracy, justice, inequality, how we are governed and organised.
- Learning to work together to create solutions that try to address challenges facing neighbourhoods and wider communities.
- Developing knowledge and skills to make a positive contribution to society as informed and responsible citizens.
- Appreciating diversity, understanding different viewpoints, collaboration for change

Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- Assemblies have a Spiritual, Moral, Social or Cultural theme.
- Each week we promote a 'Thought for the week' across the school
- Our Enrichment Programme.
- Duke of York
- Student Council
- Through an understanding of individual differences learnt through work experience and challenge projects

SMSC focus.	Examples of where found and developed.
Telling right from wrong	PSHE - Moral codes. RE, entrepreneurial links with DCBC.
Taking responsibility	Assemblies, project briefs
The rule of Law	Subjects – Copyright Law
Being part of the community	Project briefs
Society the institutions of state and commerce	PSHE – Society, the state, politics and democracy. Enrichment – Young Enterprise, Barclays life skills. Business acumen through DCBC. Subjects – E commerce.
Cultures yours and mine	PSHE – Diversity working together. Subjects – developing products systems and skylines for different cultural environs and sensitivities. Projects – Opportunity oriented.
Values in Society	PSHE – The way others see engineers and construction professionals. Projects
Your freedom and my part in it	PSHE - building the inclusive society, developing systems, products and skylines that strengthen our society and enrich the lives of others,

Understanding and tolerance of other people's views	Projects – Open minded. PHSE – challenging intolerance, prejudice, racism and discrimination.
Recognising the truth	GA – Integrity, Critical Thinking.
Reflection and self improvement	PHSE – Assessing personal Qualities, how others see me, self-improvement. Network time.
Everything is connected to everything else	PSHE - All actions have consequences, relationships.
Investigating and reasoning in morals and ethics.	RE/PSHE, Computer Science, Subjects
Working with people from different backgrounds.	Projects with community, assemblies, SMSC
Resolving conflicts and reaching agreements	Projects
Interpersonal skills in all kinds of settings	Network time, projects within and outside of school
Teams, cooperation and competition	Projects within and outside of school
He who neglects History is destined to repeat it. Cultures and heritage.	PSHE curriculum looking at historical issues.
Beyond the technical – arts, music, sport and culture.	Close links with the Lowry for projects and enrichment
Communities, cultures, diversity, economics and socio-economics	Doing business in a global market, what do we need to do to facilitate it?
Political systems, Democracy and society	PSHE.
Personal economy and financial wellbeing	PSHE, Curriculum, Entrepreneurial challenges
Managing Risk	Challenge Projects
Personal Wellbeing – Health and safety of others and myself.	Network time. Curriculum, enrichment, projects, community work

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Encouraging the students to behave appropriately at meal times.
- Taking responsibility e.g. peer mentoring, student leaders, independent study and supporting new students in their induction. Lead Scientist, Lead Engineer.

- Encouraging teamwork in all group activities.
- Showing appreciation of the performances of other students regardless of ability.
- Meeting people from different cultures and countries. (Through links with other UTCs)
- Participation in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, national celebrations.
- Studying the 'Arts' from different cultures and participating in workshops.
- Opportunities for the students to hear and see live performances by professional actors, dancers and musicians where appropriate through links with local schools.
- Studying the contributions to society that certain famous, historical and influential people have made.
- Reflection in assembly, curriculum and network time on the significance of the 'Thought for the week'

Links with the wider community

- Visitors are welcomed into our school.
- The school will support the work of a variety of charities.
- The development of strong home-school communication routes is regarded as very important, enabling parents and teachers to work in an effective partnership to support the students.
- Students will be taught to appreciate and take responsibility for their local environment.
- Liaison with local schools.

Monitoring and evaluation

Provision for SMSC will be monitored and reviewed on a regular basis by:

- The Board of Governors and Principal will monitor the operation and effectiveness of South Devon UTC SMSC procedures.
- Monitoring of teaching and learning and work scrutiny by Subject Leaders/ SLT / governors.
- Regular discussions at staff and governors' meetings.
- Audit of policies and units of study including the school's approach to collective reflection.
- We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC development will purposefully ensure our students develop the skills they need to achieve success and fulfilment in life.

DISSEMINATION OF THE POLICY

Staff will be reminded of the policy and the expectations upon them through staff meetings and briefings. The policy will be available for students, parents and governors via the website.

Appendix 1 Thought for the Week 2015-16

During the academic year 2015/2016, a specific thought will be shared with the school community every week, through our assemblies and network groups. The list below will be used for this academic year.

- The good life is one inspired by love and guided by knowledge. **Bertrand Russell**
- Everyone you will ever meet knows something you don't. **Bill Nye**
- If you obey all the rules, you miss all the fun. **Katherine Hepburn**
- It's easy to make a buck. It's a lot tougher to make a difference. **Tom Brokaw**
- I have decided to stick with love. Hate is too great a burden to bear. **Martin Luther King**
- A true friend is someone who sees the pain in your eyes while everyone else believes the smile on your face. **Unknown**

- I've learned that even when I have pains, I don't have to be one. **Maya Angelou**

- Do not pray for an easy life, pray for the strength to endure a difficult one. **Bruce Lee**

- Not everything that is faced can be changed, but nothing can be changed until it is faced. **Lucille Ball**

- Simplicity is the ultimate sophistication. **Leonardo da Vinci**

- The only place where success comes before work is in the dictionary. **Vidal Sassoon**

- Reputation is what other people know about you. Honour is what you know about yourself. **Lois McMaster Bujold**

- We should never negotiate out of fear, but we should never fear to negotiate. **John F. Kennedy**

- Everyone has inside of her a piece of good news. The good news is that you don't know how great you can be! How much you can love! What you can accomplish! And what your potential is! **Anne Frank**

- Let others leave their future in someone else's hands, but not you. **Jim Rohn**

- I have more respect for the man with a single idea who gets there, than for the man with a thousand ideas who does nothing. **Thomas Edison**

- All you need is love. But a little chocolate now and then doesn't hurt. **Charles Schulz**

- With every mistake, we must surely be learning. **George Harrison**

- You wouldn't worry so much about what others think of you if you realized how seldom they do. **Eleanor Roosevelt**

- There is much pleasure to be gained from useless knowledge. **Bertrand Russell**

- If you go out looking for friends, you're going to find they are very scarce. If you go out to be a friend, you'll find them everywhere. **Zig Ziglar**

- Never look down on anybody unless you're helping him up. **Jesse Jackson**

- Sometimes walking away has nothing do with weakness, and everything to do with strength. **Robert Tew**

- The only thing worse than being blind is having sight but no vision. **Helen Keller**

- You could have a million ideas, but they're all worthless if you don't get them done. **Lauren Amarante**

- Often I only found where I should be going, only by setting out for somewhere else. **Buckminster Fuller**

- Turn your face toward the sun and the shadows will fall behind you. **Maori Proverb**

- Don't wait for the perfect moment. Take the moment and make it perfect. **Unknown**

- Imagination does not become great until we use it to create. **Maria Montessori**

- Change the way you look at things and the things you look at change. **Wayne Dyer**

- What separates the talented individual from the successful one is a lot of hard work. **Stephen King**

- Being an icon is overrated, remember an icon can be moved by a mouse. **William Shatner**

- Every morning we are born again. What we do today is what matters most. **Buddha**
- Negative people need drama like oxygen. Stay positive, it'll take their breath away. **Tony Gaskins**
- Having a positive mental attitude is asking how something can be done rather than saying it can't be done. **Bo Bennett**
- I choose a lazy person to do a hard job. Because a lazy person will find an easy way to do it. **Bill Gates**
- Knowing is not enough; we must apply. Being willing is not enough; we must do. **Leonardo da Vinci**
- The biggest troublemaker you'll probably ever have to deal with, watches you from the mirror every morning. **Unknown**
- Life is too short, or too long, for me to allow myself the luxury of living it so badly. **Paulo Coelho**
- Keep your feet on the ground and keep reaching for the stars. **Casey Kasem**
- In the confrontation between the stream and the rock, the stream always wins; not through strength, but through persistence. **Buddha**
- I follow four dictates: face it, accept it, deal with it, then let it go. **Sheng-yen**
- Today is your day! Your mountain is waiting. So get on your way. **Dr. Seuss**
- People will forget what you said. People will forget what you did. But people will never forget how you made them feel. **Maya Angelou**
- Never limit yourself because of others' limited imagination; never limit others because of your own limited imagination. **Mae Jemison**
- If you have knowledge, let others light their candles in it. **Margaret Fuller**
- The secret of getting ahead is getting started. **Sally Berger**

Appendix 2: SMSC Codes for reference within Schemes of Learning

Social, Moral, Spiritual and Cultural Programme

COMMUNITY	
CODE	SMSC TOPIC
COM 1:	The impact and consequences of individual and collective actions on communities, including the work of the voluntary sector. Should charity begin at home?
COM 2:	Policies and practices for sustainable development and their impact on the environment.
COM 3:	The origins and implications of diversity and the changing nature of society in the UK, including the perspectives and values that are shared or common, and the impact of migration and integration on identities, groups and communities.
COM 4:	An understanding of the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. Students will be taught to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.
HEALTH and WELLBEING	
CODE	SMSC TOPIC
HEA1:	An understanding of how the media portrays young people, body image and health issues.
HEA 2:	The characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders.
HEA 3:	The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities
HEA 4:	Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid.

RELATIONSHIPS	
CODE	SMSC TOPIC
REL 1:	Characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis.
REL 2:	The roles and responsibilities of parents, carers, children and other family members, parenting skills and qualities and their central importance to family life. The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances.
REL 3:	An understanding of the freedom to choose and hold other faiths and beliefs is protected in law;
REL 4:	An understanding of the importance of identifying and combatting discrimination.
ECONOMIC WELLBEING	
CODE	SMSC TOPIC
ECO 1:	Different types of work, including employment, self-employment, and voluntary work. The structure and organisation of different types of businesses and work roles and identities. Rights and responsibilities at work and attitudes and values in relation to work and enterprise.
ECO 2:	The range of opportunities in learning and work and changing patterns of employment (local, national, European and Global)
ECO 3:	Personal budgeting, money management and a range of financial products and services. Risk and reward, and how money can make money through savings, investment and trade.
ECO 4:	Social and moral dilemmas about the use of money.
GLOBAL CITIZENS	
GLO 1:	An understanding of how citizens can influence decision-making through the democratic process.
GLO 2:	An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
GLO 3:	The UK's role in the world, including in Europe, the European Union, the Commonwealth and the United Nations.
GLO 4:	The challenges facing the global community, including international disagreements and conflict, and debates about inequalities, sustainability and use of the world's resources.

Appendix 3: Delivery of SMSC Programme

Delivery of the Social, Moral, Spiritual and Cultural Development of Pupils	
Learning Context	Notes
1 "Learning Company" time, 4 x 20 minutes slots 8.30 to 8.50am.	Learning company time occurs in 4 x 20 minute slots throughout the week. Each company consists of a mix of years 10 and 12 although there may be occasions when 1 session in the week may be required to deliver year-group specifics e.g. introducing UCAS or preparation for a visit to industry. These four sessions will enable teachers to set the scene, to allow for pupil engagement and active learning and a review of learning outcomes and objectives. The focus for each week will fall under the SMSC theme for that term and the school VLE will serve as the resource-bank for teachers and students alike. An audit of staff skills will ensure that where there is a training need, this can be delivered within a tailored and individualised CPD programme.
1. School Policy, Vision and Values	**Vision:** "We will develop new generations of engineers, scientists and environmentalists who will transform the world we live in." **Values:** Determination, resilience and professionalism Honesty and integrity Politeness, courtesy and punctuality Respect and tolerance of others An expectation of consequence for our actions. Demonstration of their understanding of acceptable behaviour and commitment to the school community through the Acceptable Use Policy and the student contract. Reference to Acceptable Use Policy and Student Contract
2. Subject Specific SMSC Referencing.	Subject teachers have devised schemes of work for first teaching in September 2015. There are clear connections within the S of W where there is a link to the theme for that term. The ethos and values of the school are presented to teaching staff with expectations in terms of

		behaviour, respect and tolerance of others embedded within the teaching day.
3.	Collective Worship/R.E.	Year group assemblies provide further opportunity to explore important aspects of our heritage and other cultures e.g. festival days, national celebrations and global communities. An understanding of different faiths and respect for the diversity of different religions is explored. Thought for the week (See Appendix 4.1) will be evidence within the VLE, digital signage and notices. These will explore religious themes and the impact on geo-political position and shared by the Assistant Principal via the UTC network.
4.	Guest Speakers	Expert speakers and community representatives will provide specialist knowledge to support deeper understanding of key issues. Crime prevention, drug misuse, sexual health, e-safety and representatives from the local community will encourage a raised awareness of cultural influences. The external visitors policy will help to ensure standards and an assurance of the quality of those speakers.
5.	Resources	Development of media-rich resources such as infographics, video, audio and interactive multimedia resources will provide additional material to illustrate and punctuate each of the themes. These will be made available within a safe and moderated online environment through the "My Learning" portal that will embellish and enhance the SMSC theme. The SMSC blog will be populated and managed by the Assistant Principal through the VLE – the blog will feature emerging and real-time issues that relate to key SMSC topics.
6.	Active participation in informed debate.	Students will be encouraged to understand the views of others and develop listening and communication develop an awareness of different beliefs and cultures. They will learn to accept and engage with others of different faiths and beliefs and cooperate with each other in order to resolve conflict. These termly events are planned for delivery within the Council Chamber whilst in residence at Forde House and in the lecture theatre once moved to Kingsteington Road.

7. Extra-Curricular Programme/Challenge Projects	Participation in sport, outdoor pursuits, engagement with a community activity, fundraising, music and volunteer work will promote an inclusive approach and support understanding of the differences between each other and those with whom they engage with. Student-led initiatives will feature - the planning and design of each will take place in the induction days and the early days of the school term. The SLT will actively monitor all student engagement in the programme and ensure that they have opportunities to engage with pupils from different religions, ethnic and socio-economic background, and monitoring. In-line with the South Devon UTC policy on preventing Extremism and Radicalisation policy all adults working in South Devon UTC (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Principal. Where it comes to light or a student reports to a member of staff that they have been exposed to partisan political views at an extra curricular event, or while undergoing off site learning at a partner organisation, in all cases this must be reported to the Principal who will liaise with the appropriate governor/link person. .
8. Celebrating Achievement	Leadership, initiative, participation and a creative approach will be celebrated. Communication with parents, certification, the language of praise and encouragement together is commonplace throughout the school. Improved self-esteem and recognition of positive contributions to modern life all helps to better prepare our students for adult life. Annual celebration event inviting all stakeholders with awards from partners e.g. Centrax award for achievement in Engineering.
9. Mentoring Programme	Each member of the South Devon UTC teaching staff will be allocated 5 students to mentor through their first 2 years of study. A relationship based on trust, consideration, recognise of strengths and areas of concern will foster an atmosphere of support and encouragement.

Appendix 4:

The South Devon UTC will develop new generations of engineers, scientists and environmentalists who will transform the world we live in. The SMSC programme aims to nurture values that ensure an understanding of self, each other and the wider global community, knowledge of the broad and varied views and beliefs of others and the development of a creative, confident and culturally aware individual. "… we are going to work on your self-esteem.   It is that self-esteem that will help you to get a rewarding career" Principal to Sarah, Year 12 student. "There is nothing more rewarding than helping other people".

SMSC will take place within the context of five themed blocks of study delivered to all students across a 2 year program of activities. Interwoven within each of these themes is a thread of British citizenship and our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

1.   COMMUNITY

2.   HEALTH and WELLBEING

3.   RELATIONSHIPS

4.   ECONOMICS

5.   GLOBAL CITIZENS

Learners will engage with the programme through a range of taught activities, events, individual research and workshops. Compilation of a "blogfolio", a digital portfolio of their engagement with the SMSC material in all aspects of their learning. The portfolio will be developed individually but will feature evidence of collaborative projects, learning dialogue, media-rich sources and links to web-based material developed by the student and their working groups or presented by external organisations and visitors to the school.

Link to SMSC Scheme of Work