



## **Studio@Deyes SMSC Proposed Impact Document**

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**Our Vision: 'Growing Future Leaders'**

All students studying at Studio@Deyes will be encouraged to aim high, striving to achieve beyond their potential. Innovative teaching will place the students at the centre of every lesson. Project based learning brings live projects presented by employers into the timetable. Learning made practical, interactive and engaging whilst achieving work ready qualifications, alongside academic qualifications.

## Introduction

SMSC is seen as a key element of Studio@Deyes. The strands of SMSC and key features of British Values will be embedded within the ethos of the studio and this is evident within our development plan for 2016/17

SMSC and PSHE strands are delivered to our pupils through-

1. A robust assembly/briefing programme linked to our **values and the CREATE framework**. This gives pupils the opportunity to *reflect, discuss, debate and explore* SMSC concepts, themes and values within the schools structure
2. A 1-1 mentoring structure which enables students to reflect on themselves, their goals and the environment in which they live, and work, with others, to ensure they gain essential values which contribute to them being successful citizens and professionals.
3. CREATE framework and SMSC embedded into all lessons which will ensure students are consistently engaged in values which improve themselves within society. This will be regularly audited and gaps identified to be developed throughout the year.
4. WBL placements and employability guidance and training for all students to develop their Social and Cultural cache through the CREATE framework
5. Themed Days and workshops delivered by high quality employer networks and agencies through Project Based Learning and Enrichment time to add value to students SMSC development
6. School Environment
7. Developing a culture of high expectations in line with Behaviour For Learning Guidance across all studio school stakeholders to develop the three R's of Rights, Responsibility and Respect of all students
8. Extensive enrichment programme for students that will be broad and balanced to ensure students have access to all elements of the studio SMSC offer
9. A Student Executive Committee and student voice programme.
10. A studio entrepreneurial charity fundraising programme

## Studio@Deyes SMSC Guidance

### SMSC:

- Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.
- Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.
- Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.
- Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

### PSHE Strands:

- Health and wellbeing (HWB), Relationships ( R) and Living in a wider world (LIWW)

**CREATE Framework:**

- **Communication:** Learners can communicate effectively through a variety of methods showing an understanding of the need to convey ideas, values and relationships in an effective and respectful manner as well as being sensitive and thoughtful to the ideas of others
- **Relating to Others:** Learners are able to successfully interact with others in a range of circumstances
- **Enterprise:** Learners are creative and have the initiative and skills to recognise and respond to opportunity
- **Thinking:** Learners are able to independently build connections, processing information to make reasoned judgements and solve problems
- **Emotional Intelligence:** Learners understand and are able to manage their emotions, channelling them effectively and positively

**British Values (BV) should:**

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people, and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

| SMSC activity                      | Proposed impact  | Guidance                           | Who       | Owner | Date                           |
|------------------------------------|--|------------------------------------|-----------|-------|--------------------------------|
| <b>Assembly/Briefing Programme</b> | <p>Using all elements of the SMSC guidance for a full programme of assemblies to be delivered to all year groups. All teachers will have a full academic calendar to access the weekly themes for the assembly and guidance on how the theme should be incorporated into the lessons for that week and 1-1 mentoring sessions.</p> <p>The impact of the briefing programme will include:</p> <ul style="list-style-type: none"> <li>• Student development of Create skills</li> <li>• Students will be able to communicate key school, community and British values and evidence where they have used them day to day</li> <li>• The school culture and all stakeholders will reflect the SMSC values that we aim for</li> </ul> | SMSC<br>PSHE<br>CREATE<br>BV       | All Staff | K.PO  | On-going throughout the year   |
| <b>1-1 Mentoring</b>               | <p>Students will each receive a weekly 1-1 mentoring session that will look to develop student's academic and personal performance pathways, enabling them to start a clear path of embedding SMSC, British and Studio Values into their daily life. All staff will receive comprehensive training as mentors to ensure the advice and guidance given is personal, appropriate and developmental to the student. Use of a performance management pathway for each student as part of the mentoring programme will allow the school to measure the improvements students make as aspirational and valued members of the school community</p>  | SMSC<br>LIWW<br>R<br>HWB<br>CREATE | All Staff | VSH   | Weekly 1-1 throughout the year |
| <b>SMSC in the Curriculum.</b>     | <p>A full audit of the studio curriculum looking at where we currently are. Identifying any gaps and developing new</p>  | SMSC<br>CREATE                     | All staff | KPO   |                                |

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|   | opportunities to embed SMSC themes throughout the entire curriculum. It will give pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong  | BV                             |                    |         |   |
| <b>WBL Placements and Employability Programme</b> | <p>The studio’s programme will equip learners with the knowledge, attitudes, skills and habits necessary for their roles as citizens, employers and employees The pre placement training will focus on:</p> <ul style="list-style-type: none"> <li>• Actively promoting equality, diversity and equal opportunities</li> <li>• Responding flexibly to local and national circumstances, the needs and views of others and the requirements of partners and stakeholders.</li> <li>• The need to be open, respectful and reflective employees in a multi-faith, multicultural setting</li> </ul> <p>Training will prepare students Socially and emotionally in the requirements for a professional role and the placement will give real opportunity to develop these skills in a live setting. The CREATE framework will be the overarching tool that will measure students development in these areas</p> | SMSC<br>LIWW<br>R<br>BV<br>HWB | All Staff          | HKN     | <p>Sep16-Nov16<br/>Employability<br/>Programme</p> <p>Nov 16-Sep 17<br/>WBL</p> |
| <b>(PBL) themed days and Workshops</b>            | Project based learning is a fundamental element of the studio@deyes curriculum with all students accessing personalised curriculum through timetabled weekly sessions. KS4 & 5 students will each receive 4 hours of PBL each week. Students will engage in a number of projects   | SMSC<br>CREATE<br>BV<br>HWB    | ALL PBL<br>coaches | MCL/ETA | <p>Term 1<br/>structure-Aug<br/>16</p> <p>Teaching</p>                          |

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|                           | <p>including:</p> <ul style="list-style-type: none"> <li>• Extended Project Qualification-Students will have to make reasoned and informed choices on a subject that they have a key interest in that relates to school’s SMSC values and Ethos and manage themselves, developing strong independent skills to create a detailed outcome that will be presented to the school and enable them to attain a qualification.</li> <li>• PBL lessons will involves students developing key CREATE skills through being set ‘live’ problems by employers that they must work collaboratively to solve. This will enhance their understanding of what it means to work with others in a professional capacity, taking on the thoughts, ideas and motivations of others to come to a successful and acceptable solution.</li> </ul> <p>Our desired outcome is that student’s develop into effective and lifelong Social entrepreneurs.</p> <p>Social entrepreneurship is the innovation and creation of ventures that harness the power of business to generate positive social change. A social entrepreneur is an agent for such change—While traditional entrepreneurs often migrate toward business to generate profit, serious socially-minded entrepreneurs place improving the world around them.</p> |      |           |     | ongoing  |
| <b>School Environment</b> | Leadership and management guidance to all staff,   | SMSC | All staff | DPL | On going |

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|   | <p>students and stakeholders as well as work with the student executive committee will have a clear focus on maximising the potential of the following areas in the studio environment:</p> <p>1) Fostering diversity: A workplace/school reflects the demographics of its community. Diversity brings a range of unique perspectives and skill sets that can lead to the development of superior outcomes.</p> <p>2) Optimizing energy usage: Set all computers and other office electronic devices to optimal energy-saving settings. Implementing school procedures that ensure energy efficiency is at a premium in the school</p> <p>3) Reducing paper usage across the studio: Optimising opportunities to switch digitized documents, filing, and communication and avoid unnecessary paper usage such as excessive printing and copying. For example, trying double-sided printing and copying to reduce your paper usage whilst looking for recycling opportunities.</p> <p>4) Promoting eco-friendly commuting: Set up systems that make staff and students aware of the benefit of being a public transit user for reducing the carbon footprint associated with their commute.</p> | <p>LIWW<br/>R<br/>BV<br/>HWB<br/>CREATE</p> |                  |            |  |
| <p><b>Behaviour For Learning Guidance</b></p> | <p>The Home/School Agreement will be developed in line with the Behaviour for Learning Policy to establish clear</p>   | <p>SMSC<br/>LIWW</p>                        | <p>All staff</p> | <p>DLY</p> |  |



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|  | <p>expectations of students as resilient, empowered leaders. The schools three over-arching values will be embedded into all elements of the studio and students will be motivated to have a constant drive to be masters of their values.</p> <p>The CREATE framework will be a key tool in rewarding students in the studio, with a credit system, owned by each individual student which will go towards their opportunity to progress through the apprentice ranks to executive, manager and Director levels within the school.</p> | R<br>BV<br>HWB                           |           |     |  |
| <b>Enrichment Programme</b>                  | <p>A full enrichment programme from 3.15-5pm 4 days a week will encourage pupils to explore and develop what animates themselves and others as well as take independent responsibility for making choices in their own personal development. The enrichment programme will be timetabled to offer a broad range of qualifications that will help students develop their self-knowledge, self-esteem and self-confidence as well as provide opportunity for qualifications.</p>  | SMSC<br>LIWW<br>R<br>BV<br>HWB<br>CREATE | All staff | VSH |  |
| <b>Student voice and Executive Committee</b> | <p>The studio will promote and embed an open and safe learning environment in which pupils can express their views and practise moral decision-making through regular student voice both in curriculum time and whole school.</p> <p>Through the Student Executive Committee, students will be able to make operational and strategic decisions regarding the school which will develop their identity as a</p>   | SMSC<br>LIWW<br>R<br>BV<br>HWB<br>CREATE | All staff | KPO |  |

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|  | <p>stakeholder in an organisation and the effect actions can have on the academic and pastoral welfare of students within their community</p> <ul style="list-style-type: none"> <li><i>We are providing opportunities for engaging in the democratic process and participating in community life. Pupils work effectively with each other and participating successfully in the community as a whole.</i></li> <li><i>We need to ensure that pupils develop an understanding of society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community.</i></li> </ul> |  |  |     |          |
| <b>Year Charities and fund raising.</b>                                      | To develop empathy within our students and staff through charity fund raising and awareness. To also enhance student's entrepreneurial approach and project based learnings skills. Each year group will be assigned a charity through student and staff voice. This will also provide opportunities for pupils to exercise leadership and responsibility as well as key entrepreneurial skills in raising money for an organisation  | SMSC<br>LIWW<br>R<br>BV<br>HWB<br>CREATE |  | KPO |          |
| <b>Plan and implement a successful PHSE curriculum for year 10 students.</b> | <p>Students will experience 1 lesson a week exploring a PHSE curriculum. They will have a new topic each half term which will link in with assembly themes and thoughts for the week, which will be discussed with coaches.</p> <p>The curriculum will develop self-esteem, knowledge and self-confidence, as well as self-awareness on issues such as drugs, alcohol and health relationships.</p>   | SMSC<br>LIWW<br>R<br>BV<br>HWB<br>CREATE |  | KPO | On going |

