

Hasmonean High School for Girls SMSC map

Current evidence for each section of the framework can be found in the schools' SMSC grid.

	OFSTED framework	Plans for 2020/2021 school year
S P I R I T U A L	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	
	Knowledge of, and respect for, different people's faiths, feelings and values	<ul style="list-style-type: none"> Assemblies being delivered by members of staff from various religious backgrounds. The focus of these assemblies is key aspects of the staff members' faith, key events in life and the way in which people of the particular faith find difficulties navigating the key tenants of their faith within 21st century Britain.
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	<ul style="list-style-type: none"> Whilst learning about themselves is a key strength, learning about others and the world around them is a work in progress. Increasing cultural capital is an important step to take by ensuring students are able to attend a variety of trips where they are exposed to the world around them, welcoming students from other schools via Zoom for our Holocaust Memorial Day activities and enhancing current links with other schools, including St. Mary's, Copthall, St Mary's and St. Josephs. Organising trips to Wilsden Cemetery, Ramsgate to learn about British personalities in history (subject to COVID-restrictions).
	Use of imagination and creativity in their learning	
	Willingness to reflect on their experiences	
M O R A L	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	<ul style="list-style-type: none"> Students have an excellent understanding of recognising the difference between right and wrong within Judaism. Halacha (Jewish Law) curriculum teaches the Laws of the Land, including medical issues and business ethics within British Society. The Chumash (Torah) Curriculum investigates and teaches the correct way to live in society, students will learn more about right and wrong within the context of the law of England. Curriculum to be expanded to include new material in this area. Student Council meetings to be held discussing school policies and changes.
	Understanding of the consequences of their behavior and actions	<ul style="list-style-type: none"> By increasing the teaching of other cultures and faiths, students will be exposed to ideas they may not be familiar with, may not understand and/or may not agree with. The theme of many assemblies is about students understanding the consequences of their behaviour and action. These may be by focusing on a particular character trait.

		<ul style="list-style-type: none"> • Careful discussion around respecting ideas that might be different to their own via the form time curriculum and assemblies delivered by staff of various faith. • Use of Streetwise and other organisations to deliver programmes to students on Anti-Semitism and racism, so students are aware of how respect others and be aware of the consequences of their own behaviour and actions. • Developing relationships with other faith schools learning about their faiths and tolerance for them and their beliefs. • Hold assemblies for special dates in the calendar, including Black History Day and Holocaust Remembrance Day.
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues	<ul style="list-style-type: none"> • Increasing the form time curriculum to introduce topics that have a moral and ethical aspect to them, though much of this is already delivered in Jewish Studies. Topics to include legalisation of marijuana, assisted-suicide and transgender rights. • Creation of a debating society in the Sixth Form where some of these complex issues can be debated in a structured environment. • Halacha curriculum focuses on different issues in society today e.g. medical ethics, laws of the land, gender-related issues.
S O C I A L	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	<ul style="list-style-type: none"> • Hasmonean has built links with other schools, such as St. Mary's and Copthall, where our students are able to interact with students from different backgrounds. • Build further links with schools in the area and have bigger social cohesion days where students are able to interact with others. Mitzvah Day is a good place for this to happen. (Subject to COVID-restrictions) • Help in charity activities with GIFT organisation. • Attend the Board of Deputies exhibition "The Jewish World"- Hosted by Hasmonean. Students to be ambassadors, teaching and explaining the exhibit. Planned for July 2021 - TBC due to COVID-19 regulations.
	Willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively	
	Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain	

C U L T U R A L	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	<ul style="list-style-type: none"> • Students have a great understanding of influences that have shaped their own heritage, students have spent time developing relationships and working side by side in activities based on promoting cultural differences. • Torah curriculum explores family history, and legacies that have shaped the Jewish community that students live in today in Britain.
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain	
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	<ul style="list-style-type: none"> • Building links with students at other schools will enable our students to learn more about those from different backgrounds and so understand the things they have in common. • Continue to engage with schools in the local, and wider, community to build links and to run programmes where students can work together on projects and so learn more about one another (currently via Zoom due to COVID-restrictions).
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	<ul style="list-style-type: none"> • Learning more about other faiths via the form time curriculum and assemblies delivered by members of staff will help students increase their cultural capital and empathy towards others. • Increase the content in the form time curriculum about other faiths and other backgrounds so that students in all year groups have access to this information. • Increase opportunities for our students to mix with others from different backgrounds via visits to other schools, via Zoom due to COVID-restrictions.