

SPIRITUAL, MORAL, SOCIAL, CULTURAL (SMSC) AND BRITISH VALUES POLICY

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Aims

- To promote the school ethos highlighted in the motto 'Hold fast that which is good'. In particular, being open-minded, independent thinkers, active members of the community, self-confident and inspired to succeed, and tolerant and respectful of diversity.
 - To educate the students in a holistic sense, so that they realise their academic and personal potential.
 - To create a safe, caring and enjoyable environment within which students can develop a sense of security and individual self-esteem.
 - To develop initiative, confidence, concern for others and self-discipline in order to meet the challenges of life.
 - To provide varied and balanced information on religious and political views, ensuring that each are presented equally.
 - To promote an awareness of diversity and the importance of respect.
 - To promote British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different views and beliefs.
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Rationale

Spiritual development

Spiritual development encompasses individual and collective beliefs and values, religious or otherwise, which inform students' perspective on life and their interest in and respect of different people's feelings and values.

We aim to foster the spiritual development of our students by demonstrating that there are many different legitimate belief systems, that all deserve understanding and appreciation, and encouraging a sense of enjoyment and fascination in learning about themselves, others and the world around them.

Moral development

Moral development relates to the ability to recognise the difference between right and wrong and for students to readily apply this understanding in their own lives.

It is concerned with a student's knowledge, understanding, intentions, attitudes and behaviour to enable an individual to distinguish right from wrong and to respect the civil and criminal law of Britain. We aim for our students to develop a sense of morality and an understanding that their behaviour and actions will significantly impact on those around them.

Social development

Social development is the progressive acquisition of the competencies and qualities needed to play a full part in society, using a range of social skills in different contexts, co-operating well with others and being able to resolve conflicts effectively.

Our aim is for students to develop the skills and personal qualities necessary for individuals to live and function effectively in society by being a member of the community and encourage the interest in, and understanding of, the way communities and societies function at a variety of levels. The willingness to participate in a variety of communities, volunteering and co-operating well with others is encouraged and promoted.

¹ The list of themes covered within lessons (page 2) was updated to reflect the current curriculum.

Cultural development

Cultural development is having an understanding and appreciation of the wide range of cultural influences that have shaped his/her own heritage and societies within Britain; it is also an essential element of their preparation for life in modern Britain.

Cultural development encourages an interest in exploring, the understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respond and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. We aim to cultivate a harmonious, well-knit student community which embraces and celebrates diversity and encourages expressions of cultural diversity. We aim to give students the opportunity to explore different values, beliefs and cultures through a variety of approaches.

British values

The Department for Education requires schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

British values are discretely taught. These include Britain's democratic parliamentary system and its central role in shaping our history and values; the role of the Government and Parliament; the law-making process, human rights, and what it means to be 'British' and a citizen of Britain.

Anti-radicalisation

Citizens who feel respected, connected and valued within a community are far less likely to be at risk of radicalisation. When a student feels marginalised or under-valued there is a greater opportunity for extremism to be fostered. We aim to prevent radicalisation through staff training, celebrating diversity, making provisions for specific religious observances, ensuring students learn about how citizens can positively influence decision-making through the democratic process and respond appropriately to any reported incidents of a racist or discriminatory nature.

Implementation (Roles and Responsibilities)

The roles and responsibilities towards SMSC and British Values are as follows:

- The Head of SMSC oversees the implementation of the SMSC and British Values Policy and the discrete lessons in Key Stage 3.
- The Leadership Team and Heads of College oversee the whole-school and college assemblies and the SEAL programme, which is delivered in tutor groups.
- All teachers are encouraged to utilise all opportunities afforded by their lessons to promote SMSC and British values.
- All staff, including support staff, should utilise all opportunities to promote a sense of justice and fair play that reflects and respects diversity, while embracing not only our own school values, but British values.

Discrete SMSC lessons at Key Stage 3 are delivered in one lesson per fortnight. SMSC teachers should understand their responsibility towards the implementation of this policy. In these lessons, students explore the following themes:

- Identity: Exploring heritage, beliefs, personality, and the importance and celebration of diversity.
- Equality: Studying the origin, purpose and benefits of human rights and democracy, and how they are at times abused.
- Diversity: Looking at the variety of beliefs, traditions and customs around the world and within Britain. Exploring the benefits of multi-culturalism and the history of Britain being a place of settlement.
- Ethical and moral issues: Exploring some issues that will provoke a debate, reflect on what we think is right and wrong and why we think that.
- Being an active global citizen: Looking at what it means to be a citizen, an active citizen, and a global citizen. Looking into relevant issues that affect us, others around the world, and the difference you can make.
- Justice and Advocacy: Exploring what struggles have been overcome and are still being raised today.

The lessons also raise awareness of memorial days and celebration days/weeks/months/events throughout the year that are important and relevant to the SMSC curriculum and school ethos.

All staff should be aware of their responsibility towards the implementation of this policy. As such, our whole-school approach should:

- promote an ethos and motto that inspires and reminds students and staff of the core values of the school;
- promote an environment where every student is given the opportunity to reach their full potential regardless of ethnicity, religion, disability or other equality issues;
- provide a school ethos which is tolerant, non-judgemental and respectful of the individual beliefs and values of every member in our school community;
- demonstrate the equality amongst the varied and differing religious and political beliefs and views;
- encourage students to explore and develop that which inspires them and others through debate, discussion and reflection;
- use the assemblies and their weekly themes to provide a focus for the daily acts of collective worship;
- use the tutor group meetings for SEAL (the Social and Emotional Aspects of Learning) which underpin effective learning, positive behaviour, emotional health and well-being, and an opportunity to discuss and debate relative issues;
- provide a clear framework of values and behaviours which is promoted consistently through all aspects of school life;
- operate an effective and explicit system of sanctions and rewards, as well as the opportunity for a “restorative justice” meeting between student and staff;
- ensure a prompt, decisive response to any expressions of discrimination, bullying or abuse;
- encourage conflict-resolution based on co-operation, discussion and agreed responses (restorative justice);
- provide a “community spirit” with Colleges and a range of opportunities for group activities to foster a sense of community amongst the whole student body;
- provide positive and effective links with the world of work and with the wider community through a work-experience and careers programme, visiting speakers and trips;
- encourage students to develop valuable personal qualities by acting as College Representatives, on the College of School Council, and as Head Boy and Head Girl;
- encourage students to support nominated College charities through school (often student-led) events.

Links to other policies/documents

Anti-bullying Policy
Assemblies Policy
Collective Worship Policy
Restorative Justice Policy
Student Behaviour Management Policy
Tutor Time and SEAL Policy
Work Experience Policy
