



## SMSC AND BRITISH VALUES POLICY



## EPT Document Control

This policy applies to all Education Partnership Trust Schools.

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Policy status	Statutory
Owner	Governing Body/ Board of Directors
Lead Contact	Rob Kershaw

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC), Including British Values**

The Heights Free School is committed to the development of the 'Whole Child'. This policy works in partnership with the schools SRE Policy and PSHE policy. The purpose of this policy is to set out how The Heights complies with its duty to instil SMSC and British Values in our pupils.

### **IN PRACTICE**

A glance at any definition of Spiritual, Moral, Social and Cultural development is sufficient to illustrate the complexity of the phrase. Certainly in this aspect of development the word 'teach' is perhaps less than appropriate. Rather we should seek to provide the climate or setting in which pupils can develop the features referred to in the above definitions and should focus on experiential and immersive learning. Such evidence of pupil development of SMSC, is described by OFSTED below and identifies a clear set of aims for school provision.

### **EVIDENCE OF PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:**

- Pupils are reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning
- Pupils develop and apply an understanding of right and wrong in their school life and life outside school
- Pupils take part in a range of activities requiring social skills such as discussions and inter-house challenges.
- Pupils develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability through assemblies, PSHE and Citizenship lessons.
- Pupils gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- Pupils develop an appreciation of theatre, music, art and literature
- Pupils develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain
- Pupils respond positively to a range of artistic, sporting and other cultural opportunities
- Pupils understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

## **British Values**

As directed under new guidance, September 2014, we at The Heights take opportunities to actively promote British Values, defined by the government as the following:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

At The Heights we teach a broad and balanced curriculum that teaches elements of democracy, civic responsibility, rules and laws, the monarchy, equality, values and virtues, environmental awareness and understanding of other faiths. Actively promoting British Values also refers to challenging pupils, staff or parents expressing opinions contrary to fundamental British Values. Values of tolerance and respect permeate all areas of school life. This creates a climate within which pupils feel safe and secure and facilitates the fulfilment of potential. Displays around school are diverse and promote SMSC and British Values. Pupil voice plays an integral part in driving the school forward and school rules at different levels are seen as the foundation upon which this can be achieved. The following are a selection of activities that are evidence of our commitment to British values. The Heights records and tracks SMSC and British Values using the SMSC Grid provided by Opeus.

### **Democracy**

- We have a Pupil Voice group that meets every half term. Pupils discuss ways of improving the school and they make practical suggestion as how to do so.
- Pupils have the opportunity to have their voices heard through our Pupil Voice and pupil questionnaires.
- Pupils take part in school elections to mirror the political landscape and also take part in the election of the Blackburn with Darwen Youth MP's.

### **The Rule of Law:**

- The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies.
- Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibility that this involves and the consequences when laws are broken. Visits from organisations such as Every Action has Consequences reinforce this.

### **Individual Liberty:**

- Within school, the children are actively encouraged to make wise choices, knowing that they are in a safe and supportive environment.
- As a school, we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it is through choice of challenge, how to behave, of participation in our enrichment opportunities, pupils are given the freedom to make choices.

### **Mutual Respect:**

- Part of our school ethos and behaviour policy has revolved around our core values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown.
- Displays around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy and assemblies. (Respect Charter)
- We actively promote respect for our environment and we have a Head and Deputy Head Girl and Boy who help adults and pupils out in school.

### **Tolerance of those of Different Faiths and Beliefs:**

- This is achieved through the enhancement of pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.
- Assemblies and discussions involving prejudices and prejudice-based bullying are followed and supported by learning in PSHE and Citizenship lessons.
- We use whole school and/ or class assemblies as a chance to introduce the children to a range of different celebrations and religious festivals e.g. Chinese New Year, Christmas, Easter, Diwali, Eid etc.
- Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Each Year group will visit a place of worship at least once a year.
- The school canteen celebrates diversity by putting on theme days once a term serving food from different countries and cultures.