

POLICY: SMSC & BRITISH VALUES

PERSON RESPONSIBLE: J. BUTCHER

MONITORING: GOVERNORS

DATE: JUNE 2018

REVIEW DATE: APRIL 2019

Ratified at a meeting of the Full Governing Board on 17th May 2017

RATIONALE

Under the Education Act 2002, all schools have a requirement to promote the spiritual, moral, social & cultural (SMSC) development of students. Included in this is the promotion of British values.

At Paget High School students are encouraged to regard people of all faiths, races and cultures with respect and tolerance. We aim to develop well rounded individuals that understand and value the democratic process and law of this country. We recognise that SMSC provides a vital foundation for the personal development of young people in preparing them for adult life and is important in combating discrimination, radicalisation and extremism. The school has a full and comprehensive programme of PSHE and Citizenship (See website) and together with a coherent assembly programme; we endeavour to offer an inspiring and holistic experience to enable our young people to be Responsible, Reflective and Active Citizens with a strong awareness of British values.

The government set out its definition of British values in the 2011 Prevent Strategy as democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs, these values permeate the life and ethos of our school.

For full definitions of "Spiritual", "Moral", "Social" and "Cultural" please refer to Appendix 1.

PURPOSE

To enable students to:-

- develop their self-knowledge, self-esteem and self-confidence
- distinguish right from wrong and to respect the civil and criminal law of England
- accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- acquire a broad general knowledge of and respect for public institutions and services in England
- Develop tolerance and harmony between different cultural and ethnic traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

PRINCIPLES

British values should be reflected in all aspects of school life. In particular examples can be seen in:-

- Curriculum: At departmental level, Heads of Department will regularly audit with their teams the opportunities for covering relevant SMSC criteria in their Schemes of Work.
- Whole school assemblies

- PSHE
- RE
- Year Council & Student Voice
- Local & National events such as Remembrance Day, WW1 & WW2 anniversaries, VE anniversaries, Black History Month, LGBT History Month, Inter-Faith Week, Earth Week
- Diversity & extra-curricular activities Opportunities will also take place in enrichment activities. Those with responsibility for running clubs, societies, trips and other events will develop their awareness of SMSC opportunities their activities have, and maximise the benefits they bring.
- Promote student voice and the power of democracy via the Student Voice and Year Council.

CONCLUSION

Paget High School strives to develop young people who can work together with mutual respect and tolerance.

WORKING PRACTICE: SMSC & BRITISH VALUES

PERSON RESPONSIBLE: D. DAIN

MONITORING: GOVERNORS

DATE: APRIL 2017

REVIEW DATE: APRIL 2018

1. Key staff:

Line Manager: J. Butcher

Head of Pastoral: D. Dain

Heads of Year

Named governor for PSHE/SMSC/British Values: K Jordan-Turner

Form Tutors

2. Delivery of SMSC & British Values

- SMSC & British values are an integral part of the curriculum. It is delivered by all teachers and TAs during PSHE and curriculum lessons
- It is also delivered through the enrichment programme such as Progress Day, Progress/Community Week, assemblies, wider family learning events and extra-curricular activities
- Diversity enrichment activities rely on students to organise, run and participate in clubs and different programmes
- The work and processes of Student Voice, the Student Council and Youth Parliament elections enable all students to experience democracy in action
- The principles of SMSC and British values are reinforced in all aspects of school life be that at break time, on school trips and visits, Saturday School etc
- Activities should promote active learning and participation, where students are encouraged to evaluate, empathise, negotiate, communicate, make decisions, solve problems, work independently and in groups, follow and abide by rules and opportunities to listen and learn from each other
- The programme at all stages includes a range of speakers who contribute to and support the topics covered in class
- Displays, notices and information for students and staff support the principles of fairness, equality and anti-discrimination.

2. Monitoring and Evaluation

- The SMSC & British Values Policy will be reviewed as part of the School's policy review cycle and in the light of national and local changes.

3. Resources

A range of resources will be used including visiting speakers, trips/visits, guidance from Global Citizenship as appropriate.

Appendix 1

Spiritual Development

The school, incorporating the Ofsted definitions below, link a meaningful and coherent programme of delivery underpinned by its ethos ASPIRES to be more..... 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'. As children develop physically they do so emotionally and psychologically. In studying at school to gain knowledge and skills their personal beliefs and identities are shaped. The spiritual development of pupils at Paget High School is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning willingness to reflect on their experiences.

Moral Development

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. Children enter secondary school with degrees of moral understanding defined by their families and friends and by their previous schooling. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemmas they may face. The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
 - Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social Development

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. As members of our community, students learn social skills and values that will determine their future lives as responsible citizens. To help this growth the following should have positive reinforcement. The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development

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. At Paget High School, pupils discover and develop their aesthetic, creative, intellectual and physical skills. They should also be able to appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur, and how they can be reconciled. To help meet the needs of individuals and of the School, the following should occur. The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.