

Spiritual, Moral, Social and Cultural Development (SMSC) & British Values

Policy and Procedure

Harwich and Dovercourt High School



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Intended Audience

Intended Audience	Intended Method of Distribution
Students, Parents/Carers/Staff & Stakeholders'	Website, Shared Staff Google Drive, Sigma Intranet

AMENDMENT TRACKER

Summary of all changes being proposed in this policy review:

No changes required

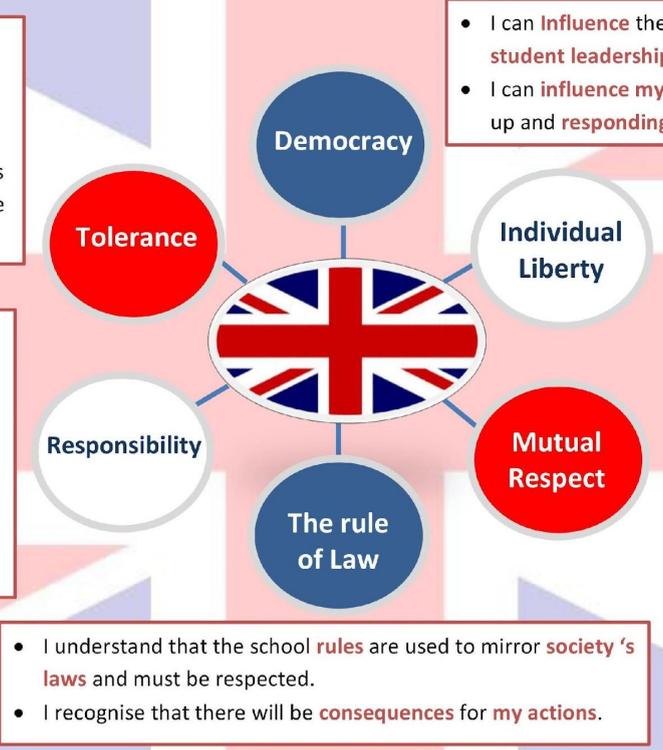


Core British Values



- I recognise that it is **unacceptable** to dismiss the **beliefs** and **opinions** of anyone.
- I understand that discussions about **sensitive issues** will be **controlled** and **structured**.

- I recognise that I am as **equally responsible** for my learning as the teacher.
- I take **responsibility** for all my **actions** – good or bad.
- We **all** have a **responsibility** to **promote** and **protect** the wellbeing of others.



- I can **Influence** the way the school runs through the **student leadership team** and by **talking to staff**.
- I can **influence my lessons** through putting my hand up and **responding**.

- I am **free to think** as I see fit.
- I have the freedom **to make choices** that affect me but I **recognise** I am **accountable** for **all my actions**.

- I recognise **that everyone is entitled** to their **opinion** as long as it **does not promote extremism or cause offence**.
- I understand that everyone is **entitled to a voice** within the learning environment / classroom.
- I will **listen to others** as I would like to be listened to.

- I understand that the school **rules** are used to mirror **society 's laws** and must be respected.
- I recognise that there will be **consequences** for **my actions**.

Social – Moral – Spiritual – Cultural

British Values **Shared Values** **Our Values**



Policy Statement

At Harwich and Dovercourt High School we aim to “Provide a foundation for life” for students in our community. We aim for all students to:

- Achieve their potential through a culture of high academic, personal and social expectations and aspirations.
- Have their needs met and be recognised as individuals through high quality inclusion and pastoral care systems.
- Learn in a safe, healthy and stimulating environment in which every child matters and in which parents / carers and the wider community are part of the learning journey.
- Enjoy an all-round education beyond academic study, so that each can discover his or her latent talents.

We intend for our young people to be equipped to take their place in society as valued, economically viable and responsible citizens. Our students will leave our School empowered as independent, co-operative, innovative and motivated young adults with the skills for and love of learning for life.

The ‘6Cs to Success’ (Co-operation, Commitment, Confidence, Community, Challenge, Celebration) underpin the ethos at Harwich and Dovercourt High School. The ‘6Cs to Success’ ensure a positive ethos based on the development of key skills and values for life.

The importance of students’ SMSC development is widely recognised and an integral part of the current Ofsted framework, and plays an essential and significant part in students’ education. Activities at Harwich and Dovercourt High School are consciously planned to contribute to students’ SMSC development, such as in assemblies, school trips, curriculum programmes and lessons in PSHEE, citizenship and careers (including life and employability skills). Contributions to the SMSC programme can be found across the entire curriculum, enrichment programme and in extra-curricular activities.

Scope including statutory requirements

- This policy was developed in response to National guidance – OFSTED Promoting and evaluating pupils’ spiritual, moral, social and cultural development 2004, the Education Reform Act 1988, the Education (Schools) Act 1992 the School Inspections Act 1996, Promoting fundamental British Values as part of SMSC in schools DFE 2014 and the DfE statement on relationships education, relationships and sex education (RSE), and personal, social, health and economic education (PSHE) (March 2017).
- It also refers specifically to the most recent guidance from the Ofsted School inspection handbook (September 2019). It takes into consideration the critical role SMSC has to play in ensuring our young people know how to be safe in an ever-challenging world.
- It should be read in conjunction with other school policies on Equal Opportunities, SEND, Safeguarding and Child Protection, Preventing Violent Extremism (PVE) Policy, Curriculum, Teaching and Learning and the schemes of work of all subjects.
- The statutory requirement that schools should encourage pupils’ SMSC development was first included in the Education Reform Act 1988.

‘The curriculum (must be) a balanced and broadly based curriculum which —

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and*
- (b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.’*

This was followed by the Education (Schools) Act 1992 which stated that:

‘The Chief Inspector for England shall have the general duty of keeping the Secretary of State informed about the spiritual, moral, social and cultural development of pupils at those schools.’

All of the above guidance emphasises the need to establish the values schools should impart to pupils. It was clearly recognised that there is more to life than only achieving high standards in academic subjects. The task was described as: ‘...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible’.

Introduction to SMSC

SMSC is defined in the *Ofsted School inspection handbook* November 2019.

The spiritual development of pupils is shown by their:

- 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.
- Sense of enjoyment and fascination in learning about themselves, others, and the world around them. A sense of awe, wonder and mystery Being inspired by the natural world, mystery, or human achievement.
- Use of imagination and creativity in their learning. The search for meaning and purpose.
- Willingness to reflect on their experiences.

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 moral development of pupils is shown by their:

- 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.
- Understanding of the consequences of their behaviour and actions.
- 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.

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 social development of pupils is shown by their:

- 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.
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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 the community at Harwich and Dovercourt High School, students learn social skills and values that will determine their future lives as responsible citizens.

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 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.
- 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.

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 Harwich and Dovercourt High School, pupils discover and develop their aesthetic, creative, intellectual, and physical skills. Students should develop an awareness of their own cultural roots. 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.

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. At Harwich and Dovercourt High School we continue to put SMSC 'at the heart' of school development. It requires us to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

Commitment

At Harwich and Dovercourt High School we believe it is our job to help all pupils grow into successful, resilient well-rounded individuals in a community. Citizens who are ready to take on challenges and thrive in an ever-evolving world. We strive to nurture pupils to build self-esteem and confidence in both curricular and extra-curricular activities.

At Harwich and Dovercourt High School we recognise that the spiritual, moral, social and cultural development of students plays a significant part in their ability to learn and to achieve their full potential. As such, SMSC is integral to the school's ethos. We believe that students cannot and will not learn effectively unless they are both happy and secure; unless their individuality is respected; their differences celebrated; their difficulties understood; their interests extended, and their talents developed. For that reason, the spiritual, moral, social, and cultural development of students is as important as their academic development. As a consequence of this belief we aim to provide an education that gives students the opportunity to explore and develop their own values and beliefs, to engage with their spiritual lives; to develop positive and caring attitudes towards others; to develop an understanding of their social and cultural roots and to hold an appreciation of the diversity and richness of other cultures.

Students are given the opportunities to explore the SMSC aspects of their personal development through school pastoral activities, themselves designed to foster and cultivate the values above; through collective worship, delivered in community assemblies, which provide rich opportunities for personal and collective reflection; and through all curriculum areas, each making a contribution to students spiritual, moral, social and cultural development within their particular context.

As well as PSHEECC lessons and a whole school curriculum approach to SMSC and British values, students at Harwich and Dovercourt High school also receive one tutor time per week solely focused on the SMSC Thought of the Week.

Running through the whole of our curriculum, we encourage children to be honest citizens, who value diversity and develop a proper sense of society and belonging. The ultimate aim is that they are ready for the next stage of their lives in modern Britain and consequently conform to the British values of:

- Democracy and the rights of all to be involved in decision making.
- The rule of law, respect for others and their property.
- Individual liberty, freedom of speech and opinion.
- Mutual respect for people with different beliefs to your own.
- Tolerance of those of different faiths and beliefs.

Examples of how we manage this at Harwich and Dovercourt High School, as follows:

Spiritual Development	Moral Development
<ul style="list-style-type: none"> ● Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples’ lives. ● Encouraging pupils to reflect and learn from reflection. ● Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful. ● Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected. ● Accommodating difference and respecting the integrity of individuals. ● Promoting teaching styles which: <ul style="list-style-type: none"> ○ Value pupils’ questions and give them space for their own thoughts, ideas and concerns. ○ Enable pupils to make connections between aspects of their learning. ○ Encourage pupils to relate their learning to a wider frame of reference – for example, asking ‘why?’, ‘how?’ and ‘where?’ as well as ‘what?’ ● Monitoring our spiritual offer regularly. 	<ul style="list-style-type: none"> ● Providing a clear set of school rules as a basis for behaviour which is promoted consistently through all aspects of the school. ● Promoting measures to prevent discrimination on the basis of race, religion, gender or sexual orientation. ● Giving pupils opportunities across the curriculum to explore and develop moral concepts and British values – e.g. personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong. ● Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making. ● Rewarding good behaviour. ● Modelling, through the quality of relationships and interactions, the principles we stand for – e.g. fairness, integrity, respect for people, pupils’ welfare, respect for minority interests, resolution of conflict. ● Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour. ● Providing models of moral virtue through literature, humanities, sciences, arts, and assemblies. ● Monitoring our moral offer regularly.

Social Development	Cultural Development
<ul style="list-style-type: none"> ● Identifying key values and principles on which school and community life is based. ● Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation, and religion can flourish. ● Encouraging pupils to work co-operatively. ● Providing positive teamwork experiences – e.g. through assemblies, team activities, residential experiences, school productions. ● Helping pupils develop personal qualities which are valued in modern Britain, e.g. thoughtfulness, honesty, respect for difference, moral principles, independence, self-respect ● Providing opportunities for engaging in the democratic process and participating in community life. ● Providing opportunities for pupils to exercise leadership and responsibility. ● Providing positive and effective links with the world of work and the wider community. ● Monitoring our social offer regularly. 	<ul style="list-style-type: none"> ● Providing opportunities for pupils to explore their own cultural assumptions and values. ● Presenting authentic accounts of the attitudes, values, and traditions of diverse cultures. ● Addressing discrimination on the grounds of race, religion, gender, sexual orientation and promoting racial and other forms of equality. ● Recognising and nurturing particular gifts and talents. ● Providing opportunities for pupils to participate in literature, drama, music, art, crafts, and other cultural events and encouraging pupils to reflect on their significance. ● Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, and trips abroad. ● Reinforcing the school's cultural values through displays, posters, exhibitions, etc. ● Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum. ● Monitoring our cultural offer regularly.

School Aims:

To ensure that:

- Every student matters.
- Every student is given the opportunity to be the best they can be in the best possible environment.
- Everyone associated with the school is aware of our values and principles.
- The personal development of students is accorded the same status as their academic achievement.
- Every member of Harwich and Dovercourt High School knows what is expected of them and why.
- Students understand that knowledge and skills by themselves serve very little purpose unless set with the context of values.
- Those in privileged positions influence students with patience and sensitivity, always encouraging them to value themselves and others.
- Students develop a sense of respect for authority both personal and academic.
- Students appreciate achievement in all spheres of life of their lives, and in doing so learn to be reflective.
- Students distinguish between opinions and prejudices and make valid judgments of their own.
- School engenders the development of personal values; a sense of pride and respect for self-discipline; respect for the importance of work; trustworthiness; punctuality; personal image

- and a very high sense of personal expectations.
- o School cultivates moral values and personal conduct; integrity; tolerance and respect for difference; a value of others and awareness of the collective responsibility.
 - o School encourages students to be responsible and accepting of responsibility.
 - o School develops confidence and competence both academically and socially.
 - o School enables students to distinguish between right and wrong; to articulate their own attitudes and values; and be able to understand, and be sensitive to, the beliefs, values and ways of life of other people.
 - o School encourages students to be caring, considerate and compassionate; and to respond appropriately to injustice and prejudice.
 - o School engenders skills in working collaboratively and independently.
 - o School develops the ability for students to reflect on their learning and plan for the future.
 - o School prepares students to respond positively to challenges and problems.

The general aims of our SMSC development provision are delivered through an enriched and diverse curriculum that caters for the needs of every student. Some examples include:

- ✓ Pastoral programme.
- ✓ Enrichment Days.
- ✓ Assemblies.
- ✓ Mentor programmes.
- ✓ School productions.
- ✓ Student Leaders.
- ✓ Student Voice.
- ✓ Sporting Activities.
- ✓ Extra-curricular Clubs.
- ✓ International Trips.
- ✓ School trips.
- ✓ Charity work.

Spiritual, moral, social, and cultural education helps children develop personal qualities and values which are an inherent part not only of a stable, able and successful individual but also civilised society. Thoughtfulness, honesty, respect for difference, moral integrity, independence, and self-respect are qualities taught across the whole school curriculum and throughout school life; they are not to be found only in PSHEE, Citizenship and Careers. All staff, including Support Staff, are involved in the spiritual, moral, social, and cultural development of our students. These qualities should be evident in the way that children and adults interact throughout the school.

British Values Statement

Harwich and Dovercourt High School is required under section 78 of the Education Act 2002 to promote the spiritual, moral, social and cultural development of pupils. As of November 2014, schools also need promote fundamental British values as part of the school curriculum.

In the document "Promoting fundamental British values as part of SMSC in schools:

Departmental advice for maintained schools - November 2014" the DfE state:

"Schools should 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. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values."

Harwich and Dovercourt High School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the UK. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Harwich and Dovercourt High School is dedicated to preparing pupils for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its pupils.

The DfE has suggested that pupils are taught about fundamental British values during their spiritual, moral, social, and cultural (SMSC) classes. Pupils are expected to display knowledge of the fundamental aspects of British values. These values are taught through the schools PSHEEC programme, during tutor time and as part of the whole school curriculum. The government has outlined their expectations, stating that pupils should:

- Understand the democratic process and how citizens can have a say in decision making.
- Recognise the advantages to living under the rule of law and how law is essential for a safe society.
- See that there is a separation of power and why it exists.
- Understand the reasons for accountability of institutions and why courts maintain independence.
- Know why freedom of religion protects all faiths, as well as those with no faith.
- Accept that people who hold different religious beliefs should be tolerated and not be discriminated against.
- Value the importance of identifying and combating extremism.

Harwich and Dovercourt High School does not have to promote or teach any particular belief, view or way of life that contradicts our outlook or ethos; however, we will not promote discrimination, or accept intolerance against people or groups, on the basis of their belief, opinion or background.

Through our SMSC Policy, we aim to:

- 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.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people.
- 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.

The list below describes the understanding and knowledge expected of students as a result of promoting fundamental British values:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

Compliance

The Schools Head of PSHEECC will review this policy every year and ensure that practice across all schools is in line with this policy. Any review will take into account the most up-to-date legislation and SMSC expectations from Ofsted.

Information and data will be collected at regular points throughout the year relating to its delivery and practice using a variety of media – interviews; surveys; student voice and regular auditing via departmental, pastoral, and whole school self-evaluation. At Harwich and Dovercourt High School we have identified a range of Assurance Methodologies as tools by which compliance with policies can be tested.

Challenging views that go against British values

- The school openly challenges opinions and behaviour, demonstrated by both staff and students, that goes against British values.
- The school adopts a zero-tolerance approach towards discriminatory and prejudicial behaviour. Any students displaying this behaviour will be disciplined in line with the Behaviour Policy.
- Referrals regarding students that may be at risk of radicalisation will be made in accordance with the school's Prevent Duty Policy.
- All members of the school are committed to the Equal Opportunities Policy.

Staff training

- Members of staff are made aware of their responsibilities in terms of SMSC and British values during their induction and through additional training.
- Staff will be offered the opportunity for further training on upholding the values in this policy, as necessary.