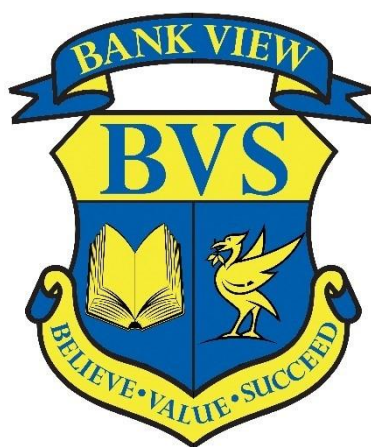


## Bank View High School



### Spiritual, Moral, Social and Cultural Education (SMSC) and British Values Policy

**Approved by:** Curriculum committee

**(Chair signature)**

**Date:**

**Last reviewed on:** Feb 2022

**Next review due by:** Feb 2024

## Spiritual, Moral, Social and Cultural education (SMSC) and British Values Policy

At Bank View School (BVS), the students and their learning are at the very heart of every decision made. This policy reflects our diverse mix of students and does not discriminate against any of the protected characteristics. All members of the school community are treated equally at BVS. We intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

The school will help the students to develop an inner discipline and will encourage students to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will understand the difference between right and wrong and know their actions have consequences. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others. The Spiritual, Moral, Social and Cultural education of students at BVS is cross-curricular and not limited to specific SMSC lessons.

National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety

### **1. Our Mission Statement**

*"Together we believe we can learn, Value each other and work to succeed."*

### **2. Guiding principles**

#### **Spiritual development**

The spiritual development of pupils is shown by their:

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

#### **Moral development**

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**

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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- 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 should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

### **Cultural development**

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 the 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.
- Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **3. A whole school, cross-curricular approach**

At BVS development in SMSC takes place in and out of lessons and across all areas of the curriculum.

SMSC has particularly strong links to form time, World Views, Citizenship and PSHEE.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

In order to develop a strong sense of identity in our pupils, we use classroom discussion and specific interventions to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying, death.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Practical activities which develop SMSC include:

- Working together in different groupings and situations and mixed class groups in Functional skills, options and enrichment lessons
- Encouraging the children to behave appropriately at breaks and lunch times.
- Taking responsibility e.g. delivering messages, class monitors.
- Encouraging teamwork in PE.
- Appreciation of and respect for the work and performance of other children, regardless of ability.
- Meeting people from different cultures and countries eg. RE, school sport fixtures, diversity week, health and wellbeing week.
- Participating in a variety of different educational visits.
- Participation in live performances eg. performing arts lessons, Dada, Bankfest
- Using assembly themes to explore important aspects of our heritage and other cultures e.g. festival days and global events.
- Studying literature and art from different cultures eg. English and art
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries eg, food technology
- Opportunities in performing arts to experience music from different cultures.
- Studying the contributions to society that certain famous people have made eg. science and humanities
- Themed days eg. World Book Day and Safer Internet Day

- Extra-curricular clubs
- School library contains books and resources from a wide range of cultures
- School Council

#### **4. Community links**

Bank View has strong links with the wider community.

In order to develop these links, BVS reaches out to the community through the following activities:

- Fundraising activities.
  - Children in Need
  - Macmillan Cancer Support
  - Cancer Research
  - Sport Relief
- Summer Fair
- Parent coffee mornings
- Duke of Edinburgh Award
- Work experience placements
- Travel training
- Voluntary work
- School website
- Drama performances
- Alternative Education Programme
- Links with Liverpool resonate music hub
- Dada
- Royal court theatre

#### **5. Monitoring and evaluation**

At BVS, we listen to the views of our pupils and their parents/carers. We operate an open door policy for the sharing of views and also have a formal system in place including:

- Annual pupil questionnaire
- Annual review meetings
- Annual parents' questionnaire
- Parents' evenings
- Parent coffee mornings
- School Council

SMSC provision is reviewed on an annual basis in the following ways:

- Regular discussions at staff and governors' meetings.
- Biannual policy review
- Sharing of classroom work and practice

## **British Values - ‘Actively promoting fundamental British values’**

### **Aims**

This policy sets out the four key areas within which the DfE has defined British values, and the ways in which Bank View students learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as being British. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values. Bank View is a multicultural community within which we celebrate students and cultures from all over the world. Alongside this, the school is keen to support all students in learning about and deepening their understanding of British values, culture and systems.

### **What is ‘Britishness’?**

Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The rule of law: Respect for the basis on which the law is made and applies in England
- Individual liberty: Support and respect for the liberties of all within the law
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

### **Government Advice to guide school policy**

The school recognises the importance of the Prevent duty (Government advice published in June 2015); that of having “due regard to the need to prevent people from being drawn into terrorism”. This advice from the Department for Education gives advice on protecting children from the risk of radicalisation and how to access support. If there is concern of risk, then reports should be made using the school’s Safeguarding hierarchy.

### **Fundamental British values**

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This can help schools 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.

### **Responsibilities for the school**

- Schools must also ensure they actively promote principles that:
- enable pupils to develop their self-knowledge, self-esteem and self-confidence
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage pupils to 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
- enable pupils 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 pupils to acquire an appreciation of and respect for their own cultures
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

### **Expectations of pupils**

The DfE's advice for improving the SMSC development in maintained schools, mentioned above, has information on expectations for pupils.

The document sets out 'the kinds of understanding and knowledge that can be expected in pupils' as a result of schools meeting the standard to respect 'fundamental British values'. These include:

- 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

## **How do we actively promote British Values at Bank View?**

The following is not designed to be exhaustive, but provides a list of some of the different actions that classes within Bank View can take.

### **Democracy**

- provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, assemblies, speaker events and curriculum programmes
- use the Student Council and other elected committees to teach pupils how they can influence decision making through democratic process
- encourage students to be aware of injustice, perceived or real, and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns
- use assemblies and shared time to explore themes relating to democracy in this country and around the world

### **Rule of Law**

- ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school
- help pupils to distinguish right from wrong through discussion and modelling positive behaviour
- Police visits are used to build links between and understanding of the local constabulary and their work to support the local community
- help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules

### **Individual Liberty**

- support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge
- encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others
- challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school
- work tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated



## Respect and Tolerance

- promote respect for individual differences
- use curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and appreciation of these
- use assemblies and shared time as a vehicle to embrace and accept different ways of worship and different perspectives on faith
- discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society

## Links

Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

The Prevent duty

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

**Written:** Feb 2022

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