



**Campion School**

# **SMSC and British Values Policy**

Dated: Nov 2022

Review: Nov 2024



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## **SMSC and British Values Policy**

### **Policy details**

Date of policy: November 2022  
Date of next review: November 2024  
Review to involve: Steve Bolsover (Deputy Headteacher)  
Julie Gardner (Head of Religious Education and Life Skills [REAL]), and Governors.

Members of staff responsible for overseeing that this policy is implemented and regularly reviewed: Julie Gardner (Head of REAL)

Signature (Chair of Governors):

Signature (Headteacher):

Date: November 2022

### 1. Introduction

At Champion School the promotion of students' Spiritual, Moral, Social and Cultural (SMSC) development is an important aspect of school life and reflected in the school's motto – "Engage, Aspire and Achieve".

We recognise that the strands of SMSC education are interrelated and dependent on each other for the overall development of individuals and the school community. Within our curriculum offer we strive to meet the interests and needs of all our learners. In lessons, all students are challenged to broaden their knowledge and understanding of the world. In Tutor Time, PSHE lessons, Lifeskills Days and assemblies, students are encouraged to discuss key issues, so sharing and understanding a range of perspectives.

Spiritual, Moral, Social and Cultural Development is promoted through all the subjects of the curriculum, through the ethos of the school where the development of positive attitudes and values is key and the shared celebration of progress, success and diversity is important.

SMSC is fundamental in preparing young people for society and at Champion School, students are helped to develop positive attitudes and beliefs and we aim to:

- To promote the spiritual, moral, cultural, mental and physical development of our students
- To prepare our students for the opportunities, responsibilities and experiences of adult life
- To promote respect and consideration in our students towards differences in gender, ethnicity, belief, sexual orientation, age, socio-economic group
- To help each student achieve their full potential
- To inspire, stimulate and motivate our students in order to foster a love of learning and enquiry
- To enable our students to be independent thinkers and to equip them with key life skills in order for them to thrive in our fast changing society
- To help our students understand the world in which they live
- To develop a sense of responsibility, consideration for others, self respect and self confidence
- To promote good relationships between home, school and the local and wider communities

As a school we are aware of our collective responsibilities towards spiritual, moral, social and moral education and we:

- ensure that all staff are aware of their role in developing students' morals
- interpersonal skills, self-esteem and in preparing students for the opportunities, responsibilities and experiences of adult life
- ensure we celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve students as active participants as much as possible. This is demonstrated through a wide range of events such as the annual Presentation evening in the Autumn Term when a variety of prizes are awarded to students throughout the school. There are also termly celebrations of Achievement assemblies for all year groups to recognise effort and participation in the life of the school and activities outside of the school environment.

The Golden Ticket awards system encourages a culture of success and achievement for all. Students are also encouraged to contribute to the school by developing their leadership roles as Ambassadors and House and Form Reps for the School Council.

- ensure students have information about all extra-curricular and enrichment activities
- ensure that the Personal Development, and Health and Wellbeing assembly programme provides opportunities for discussion and reflection on the Assembly themes
- build community and business links into the curriculum wherever possible
- ensure displays reflect and respect diversity
- provide opportunities for all students to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips, visits and enrichment days such as Lifeskills Days

Staff are expected to provide a role model based on courtesy, mutual respect, positive intent and be prepared to listen to students' views and encourage them to listen to each other. They are also aware of the opportunities presented every day through curricular and extra-curricular activities to develop students' skills, attitudes and understandings.

## **2. Spiritual Development.**

Pupils' spiritual development 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, feeling and values, a 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.

### ***Aims for Spiritual Development***

- To listen thoughtfully to others.
- To reflect about ideas and information
- To ask questions about the world
- To offer a range of perspectives about an idea
- To consider the feelings of others as well as oneself in a range of situations
- To demonstrate considered and mature responses in a range of situations
- To interact and communicate with others with emotional intelligence
- To demonstrate an understanding for different points of view and perspectives
- To value the variety of human relationships
- To develop a sense of awe, wonder and reverence
- To recognise, experience and appreciate the life enhancing possibilities of the arts
- To be aware of the interconnections across the world

### ***Objectives for Spiritual Development***

- To develop the skills to use all of one's senses
- To develop an awareness of how individuals feel and respond in a range of situations
- To develop an understanding of one's own emotions and those of others and the skills to manage emotions in a range of situations
- To develop the skill of being aware of one's impact on those around and therefore develop the emotional intelligence skills to inform interactions with others
- To develop a variety of perspectives for analysing information
- To develop positive, considerate interactions with others
- To develop an understanding of life and the interconnections of communities.
- To develop an understanding of humankind's interdependence with and responsibility towards the global environment

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and ultimate values. It includes imagination, inspiration and creativity. It also includes an awareness of self-identify and self-worth. Campion School promotes spiritual development as part of

- The ethos of the school – values, attitudes and expectations which encourage students to ‘Achieve, Engage & Aspire’
- School Rules – the Positive Achievement system
- The PSHE Programme and Lifeskills Days
- Religious Education
- All subjects of the curriculum
- Assemblies
- Opportunities to develop their understanding of spiritual issues
- Opportunities for reflection on aspects of their lives
- Wonder at the natural world and human achievement

### **3. Moral Development**

Moral development is concerned with students’ knowledge and understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices of society. Their knowledge and awareness of values and attitudes of individuals and society as a whole and socially acceptable code of behaviour is important.

#### ***Aims for Moral Development***

- To understand that values underpin decisions and actions
- To be able to identify their own and others’ values
- To understand that there will be a range of views on any particular ethical issue
- To be able to consider a range of perspectives in any given situation
- To be able to make informed decisions, accepting and understanding the consequences of their actions

#### ***Objectives for Moral Development***

- To tell the truth
- To respect the rights and property of others
- To be considerate and supportive of others
- To take responsibility for own actions
- To develop a positive attitude

Campion School is a social organisation and its functioning depends on the broad acceptance of rules, codes of conduct and a behaviour and discipline policy based on a clear set of moral principles. The school has a clear set of aims, values and expectations which are shared with parents/carers, staff and students including:

- Telling the truth
- Respecting the rights and property of others
- Being considerate towards other people
- Taking responsibility for one's own actions
- Self-discipline
- Respecting the beliefs and practices of others in a multicultural society

The essence of moral behaviour is to build a framework of values which regulate personal behaviour through principles rather than fear of punishment or reward. These values provide the framework for students to develop their attitudes and understanding on morality and develop the self-confidence to hold to this code of values against a variety of pressures.

At Campion School we promote moral development through a range of activities and opportunities both within and outside the classroom such as:

- Working with teachers and form tutors
- The Personal Development Programme
- Health and Wellbeing Assemblies
- Rewards and sanctions
- Welfare and guidance
- Core curriculum including Religious Education

#### **4. Social Development**

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming students' attitudes to good social behaviour and self-discipline so that they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

#### ***Aims for Social Development***

- To relate positively and considerately to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour at all times
- To work cooperatively with others
- To be a positive role model to others
- To represent the school positively to the wider community
- To be an active citizen

## ***Objectives for Social Development***

- To be aware of and sensitive to the needs and feelings of others
- To work well as part of a group
- To behave in a way that enables everyone to work, develop and achieve, interacting positively with others
- To contribute to the school ethos so that everyone feels safe and able to contribute
- To take part in events
- To support others appropriately

Campion school helps prepare students to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations. The school systematically plans for social development of students through a range of teaching and learning activities including:

- Classroom organisation and management
- Student grouping and opportunities for group work
- The school code of conduct
- School council
- School productions
- Residential trips
- Social trips
- The Personal Development Programme
- School-industry links
- Extra-curricular activities
- Student Leadership (Ambassadors) opportunities which support students in the school community

## **5. Cultural Development**

Cultural development links developing a sense of personal identity, whilst acquiring awareness, understanding and tolerance of the cultural traditions and beliefs of others. Beacon High is a school where cultural diversity is shared and celebrated.

### ***Aims for Cultural Development***

- To develop a sense of students' own cultural backgrounds, whilst recognising diversity within our community
- To share different cultural experiences
- To respect different cultural traditions
- To take part in cultural events
- To build a future that embraces cultural diversity and recognises culture is dynamic and enables individuals to develop their own aspirations, self-awareness and self-confidence to follow their own dreams and work together with others



## ***Objectives for Cultural Development***

- To develop an awareness, recognition and appreciation of the Arts from all traditions
- To develop a love for learning
- Students get to experience cultural development through school trips and residential
- To develop an understanding of different cultures and beliefs
- To develop understanding that we have many social identities
- To appreciate the values and customs of the range of ethnic and faith groups which make up modern British society, and the world beyond
- To develop confidence and clarity about our own chosen diverse identity

## **6. Delivering SMSC and British values**

Campion School is committed to the promotion of British Values as defined by the UK Government. These values are promoted implicitly and explicitly through the ethos, curriculum and pastoral curriculum that all students benefit from. The work that we do fulfils the school's duty to promote British Values as set out in the DfE document "Promoting fundamental British values through SMSC in schools".

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

At Campion School we take all opportunities we can to promote the fundamental (but not exclusively) British values of:

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

At times, promotion of these values may mean challenging students, staff, parents, carers or any other stakeholders that may express opinions contrary to fundamental British Values, including any extremist view.

### **Examples of actions we take to promote British values are to:**

- include in suitable parts of the curriculum - as appropriate for the age of students - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure all students within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the students

- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide students with the opportunity to learn how to argue and defend points of view
- consider the role of extra-curricular activities, including any run directly by students, in promoting fundamental British values.

