Chellaston Academy

Integrity Care Excellence

SMSC and British Values

Policy Owner:	Mrs L. Horvath/ Miss L. Jones	Date of Adoption:	8th December 2020
Approved By:	Mr R. Metters, Mrs S. Fletcher	Date of Approval:	8th December 2020
Signed By:	Mr R. Metters, Mrs S. Fletcher	Date of Next Review:	December 2021

Revisions	
Date:	Notes:

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1.0 Statement of Intent

This policy is carried out within the context and spirit of the school's vision for Excellence, Care and Integrity.   It supports and reinforces the aims of Chellaston Academy, valuing all students equally and as individuals. The school strives to build a community which encourages and develops all students to be well-rounded, moral young people.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they create.

There is a whole school commitment at every key stage to promoting SMSC and the Cultural Capital opportunities as identified in the Long Term Plans for each department's schemes of work. All aspects of SMSC, not just cultural, contribute to our development of the 'cultural capital' within our academy. It is our intention to enhance the way in which we reward and accredit the opportunities relating to these aspects by our young people.

Our actions are also underpinned by the desire to promote our British Values of Respect, Tolerance, Individual Liberty, Democracy and Rule of Law.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) Promoting fundamental British values as part of SMSC in schools

This policy operates in conjunction with other school policies including, but not exclusively:

- Child Protection and Safeguarding
- Online Safety
- Behaviour Policy
- Anti-Bullying Policy

2.0 Social Development

2.1 Social Development Aim

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society. We also embrace and encourage students to believe in their Individual Liberty, Mutual Respect and their right and responsibility in relation to Democracy.

2.2 Social Development Objectives

Students will be encouraged to:

- Maintain and develop relationships within the school working successfully with other students and adults in the school community;

- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community;

- Gain an understanding of the wider society through their family and carers, the school, local and wider communities;

- Actively participate in the school community and beyond into the wider community outside of school.

- Understand their role as citizens in a democratic system.

We provide opportunities for students to:

- Interact with all staff in school and with external partners.

- Experience a curriculum, especially in Drama, Music, Art, PE and PSHE, which is entrenched in cooperative learning, active participation, confidence-building, teamwork, leadership development and social interaction.

- Take part in extra-curricular clubs and opportunities to develop their social interactions and interpersonal skills.

- Contribute as part of committees and teams across the school: Student Council, Committees, House Captains, Prefects, Student Wellbeing Ambassadors, Franklin Scholars, Debating Team and others.

- Contribute to the wider school by giving views, ideas and concerns to their tutor groups, form reps, Student Council and to the SLT.

- Experience excellent pastoral and career advice in which all staff are involved throughout the year. Subject specific advice is given at certain milestones of a student's life at the school.

- Participate in the wider community through work experience in Year 10 and outreach work in the local community, eg, Christmas Advent boxes, Harvest Festival contributions, Senior Citizens' Concert.

3.0 Moral Development

3.1 Moral Development Aim

Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviour. This also allows the students to understand the importance of the Rule of Law and prepares them for the wider world.

3.2 Moral Development Objectives

Students who can demonstrate the qualities of being:
- Helpful to others and listening to what they have to say

- Kind and considerate of each other, especially during free time

- Committed to school and classroom rules.

- Able to debate and discuss moral issues

- Willing to speak up for others, showing integrity and a sense of justice

This is delivered through:

- Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons

- A focus on conflict resolution and restorative justice.

- Tutor time discussions based on current events and moral issues, where appropriate.

- PSHE programme of study for Years 7-13 which includes topics on Human Rights, Crime and Social impacts of substance misuse, Relationship abuse and so on.

- Assembly themes on moral issues, developed and reinforced during tutor time.

- Fund raising activities for nominated charities, particularly our 5 House Charities and our Uganda project, in addition to national charity events which give rise to discussion around morality.

- The development and presence of Sixth Form Prefects to help support behaviour.

- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues.

4.0 Spiritual Development

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time, assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the school community.

4.1 Spiritual Development Aim

This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development, and their Tolerance of others' views and Faiths.

4.2 Spiritual Development Objectives

Students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves;

- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;

- Explore the spiritual values of others through stories, drama, music, art and religious education etc;

- Allow them to reflect on their own experiences;

- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others;

This is delivered through:

- A PSHE programme which encourages discussion and debate around a range of important personal issues, allowing students to express their own belief systems and to respect the beliefs and opinions of others.

- An assembly programme to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation;

- A PRE (Philosophy and Religious Education) curriculum which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;

- Educational enrichment trips, creative partnerships and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world;

- A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it;

- A rewards system developing student self-esteem through Mindset points for our Academy Values, Achievement assemblies each term, certificates, postcards home, and rewards for reaching levels of achievement;

Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual.

5.0 Cultural Development

5.1 Cultural Development Aim

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will celebrate the cultural traditions of our own demographic area and the ethnic and cultural diversity of the world, fostering Tolerance and Mutual Respect.

5.2 Cultural Development Objectives

The students will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;

- Recognise that similarities and differences may exist between different societies and groups;

- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;

- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

We encourage:

- Educational visits at home and abroad to experience other cultures and ways of life.

    - Our Charity trip to Uganda is a National example of excellence and inspiration in this area.

    - Development of links with Hefei 50 school in China.

    - MFL/History/Sociology visits to other countries such as France, Spain and Germany.

- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life.

- Collective worship and assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with Drama, Art, Music, Dance and presentations along with specific events such as Remembrance, annual Christmas Concert and celebrations of Easter and other religious festivals: Diwali, Hannukah and Ramadan.

- Provision of a Reflection Room for reflection and prayer for students of all Faiths, including secular, personal reflection.

- Opportunities to experience themed days and weeks, such as Diversity Week.