



Spiritual, Moral, Social and Cultural Education and British Values Policy

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Chair of Management Committee	<i>Eronne Obaidy</i>

Legal Obligations

Under Section 78 of Education Act (2002), schools have a legal obligation (as part of a broad and balanced curriculum) to promote the spiritual, moral, cultural, mental and physical development of pupils. This policy relates specifically to the requirements to actively promote fundamental British values in schools and explains how this can be met through the general requirement in the 2002 Act.

Definitions:

Spiritual Development:

Pupils' spiritual development is shown by their:

- Beliefs (religious or otherwise) which inform their perspective on life and their interest in and respect for different people's feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral Development:

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- Understanding of the consequences of their actions
- Interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development:

Pupils' social development 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 social settings, cooperating well with others and being able to resolve conflicts effectively
- Interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development:

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of and respect for cultural diversity and the extent to which they understand, except, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio economic groups in the local, national and global communities

Aims:

At Summerfield Education Centre, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

Our ethos is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the students to develop an inner discipline and will encourage pupils 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 grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

Planning:

In planning lessons, all teachers are aware of our responsibility to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs – as well as incorporating and promoting British values. The vast majority of this will be facilitated through classroom-based lessons and circle time, in conjunction with extra-curricular activities. In addition to our standalone PSHE lessons our school strives to further embed SMSC development through all of our timetabled subjects.

Working examples of how SMSC and British values are incorporated into other curricular subjects are as follows:

English

In English we aim to develop and nurture SMSC and British Values into our curriculum and through lesson delivery. Our content and use of language aims to incorporate and develop mutual respect, tolerance, promote rule of law, democracy and liberty. We teach a range of diverse pupils from a range of backgrounds and we address a number of areas as part of our planned SOW.

Some key areas are outlined below:

KS3

At KS3 we cover modules such as *Fairy Tales* which explore tales from different backgrounds that promote morals and values which link to the British Values. Through studying a range of text we explore themes linked to rule of law, respect and tolerance. This is also encouraging pupils to explore gender roles and how they have changed and developed promoting equality and respect.

Through the 'War' module pupils are able to explore British history and discuss ideas linked to democracy.

Pupils are able to implement above themes by creating their own narratives through the creative writing modules and are able to create characters who reflect morals and values as discussed and debated. Pupils are encouraged to build and learn new vocabulary and discuss ideas such as stereotyping, the importance of law and are routinely encouraged to talk about their social and emotional challenges.

KS4

Through our English Language GCSE modules pupils at KS4 are able to explore a range of SMSC and British Values themes and ideas. Through studying a range of fiction and non-fiction such as '*A Christmas Carol*' pupils are able to explore moral consciousness and responsibility, as well as themes of charity and giving.

Themes of mental health are also explored through extracts such as '*The Tell Tale Heart*' which allow pupils to discuss mental health and compare historical and modern attitudes.

British Morals and SMSC ideas are also discussed through looking at non-fiction extracts which explore real life issues linked to racism, mental health, social images and the module also allows pupils to create their own non-fiction writing through speech and letter writing giving their point of views on views such as racism, social media, mental health and so on.

Through debate and discussion pupils at all levels are able to give their own opinions in a safe, secure and stimulating environment.

Music

Social - Working in groups to review and evaluate work of industry professionals as well as each other's work in a productive and respectful manner, improving social skills.

Moral - Writing music that has a positive/realistic message about the impact and consequences of our past and current behaviour, as well as the behaviour of those in our local community.

Cultural - Listening to and incorporating elements of music from different cultures and other parts of the world

Spiritual - Showing respect and understanding of others beliefs and experience when taking part in group discussions and exploring our own imagination and creativity.

Mathematics

We use inclusive language and examples that include different families, and take opportunities to mention LGBT+ people in the field of maths and related disciplines (For example Alan Turing can lead to a whole Code Breaking Unit of work).

We include reference to ethnic minorities, the LGBT+ community and different family structures when posing questions. We use research into the experiences of LGBT+ people in data handling and examine arguments for and against capturing data on sexual orientation and gender identity.

The mathematics curriculum promotes the British values of tolerance and resilience on a daily basis through problem solving and understanding of complex concepts, encouraging students to persevere and try different methods to arrive at a correct solution. Students are encouraged to build on and learn from their mistakes in maths lessons.

Mathematics is an ancient and universal subject. People of all faiths, cultures, creed and colour use Mathematics every day in their lives. The first people to know and do calculations were mathematicians from Arabia, Greece, and Iran – in fact, the word 'Algebra' comes from Persian and Arabic language. Mathematics is a universal language understood by all people of all types of ethnicity and backgrounds all around the globe. When delivering Mathematics to students of different backgrounds, staff ensure that students know the background of mathematics and how it is related to all and every one of us from cradle to grave - whether shopping, paying bills, going on holiday, working, or studying.

In terms of British Values, we incorporate these in the following ways:

Democracy: Students consider and debate the consequences, advantages and disadvantages of things such as ethical decisions relating to Maths, business and economies, and how maths is used and abused as well as how data can be used to change perception, opinion, action and cause reaction.

Individual Liberty: Opportunities to discuss viewpoints are encouraged whilst ensuring students are respectful to others. At the same time, students are reminded of an expectation of respect for all others. Through various forms of mathematical issues, freedom of speech is discussed.

Tolerance: Values such as respect, tolerance of other opinions and positive criticism are embedded in Maths to develop students who are resilient, respectful, determined and respectful creates a positive set of values to apply to all areas of life and help develop student's character.

Respect: At all times within the subject, students are encouraged to recognise an individual's strength and support their development. Students are encouraged to embrace diversity and treat all others with respect, both in and out of the classroom. We encourage equality and diversity at every opportunity.

Food Technology

Here at Summerfield Education Centre, our Food Technology department contributes to the pupils' SMSC development by incorporating the core principles through a wide and comprehensive curriculum which meets the learning needs of all of our pupils in an inclusive and empathetic manner.

Spiritual development of pupils is shown by:

- Providing students with the opportunity to participate in making and evaluating food from other countries, and having an understanding about how food differs in other countries and continents from the world around them.

- Acknowledging and exploring government guidelines for healthy eating and dietary requirements to make healthy life choices.
- By offering feedback and assessment that values pupils' effort and achievements.
- Mutual respect is developed through the process of peer evaluation of each other's work and standards, and a positive and informative use of feedback from teaching staff both formerly and informally throughout the academic year. A pupil's ability to self-reflect is developed through selfassessment.
- Both classroom and practical based lessons in Food offer pupils the opportunity to reflect on their experiences, use their imagination and creativity when cooking.
- Pupils have the opportunity to reflect and consider a range of factors in the natural world and how these influence chefs and culinary traditions.
- Pupils also explore how a range of beliefs influence food choice and habit as well as using a range of equipment and explore properties of ingredients both organic and non-organic to create a range of dishes using herbs and fruits

The moral development of pupils is shown by:

- By developing individual skills, confidence, independence and creativity through practical cooking lessons. Pupils learn and make decisions about food safety and hygiene.
- Promoting participation and teamwork in practical cooking lessons, which ultimately encourages pupils to work co-operatively.
- Reflecting on the ethical issues around food such as price, income, fair trade, food miles and sustainability. Opportunities are provided to appreciate the views of others, which are crucial to enable the development of pupils social and moral skills.
- Reflecting on the moral issues concerning food production in other countries of the world.
- Lessons and work experience opportunities are offered so that pupils have enjoyment and a fascination to learn about the food they eat.
- Pupils explore mass production and principles of wastage such as the 3 'R's and how they make a positive contribution if utilised effectively. Pupils are encouraged to explore different uses for food waste.

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Pupils are actively encouraged to research and explore culinary habits and traditions and how we have become more multi-cultural.

The social development of pupils is shown by:

- Developing partnerships with outside agencies and individuals to extend pupils' cultural and social awareness i.e. colleges/parents/chefs through work experience opportunities.
- Positive and effective links are made with the world of work and wider community through careers opportunities.
- Pupils are encouraged to research and explore different factors relating to how a person's culinary influences effect food choices such as finance, religion, traditions and exposure habits.
- A range of scenarios encourage pupils to explore a range of multi-cultural foods. Projects allow for group work to enhance and develop social skills along with appropriate knowledge required for the course.

The cultural development of pupils is shown by:

- Giving pupils the opportunity to explore cultural differences in food and diet – to explore their own cultural assumptions and values.
- Pupils are encouraged to recognise and respect cultural and social differences of other pupils within food lessons.
- Pupils learn to cook a variety of recipes including traditional British foods and world foods.
- Pupils learn about Government guidance given on Healthy Eating and the concern for the health of the British population.
- Pupils are encouraged to look at and sample a range of ingredients from different cultures as well as developing an understanding of dietary beliefs such as kosher and vegetarianism and veganism. Pupils expand their creativity by exploring how recipes and dishes from different cultures can influence modern cuisine and how many of these traditions are celebrated throughout a diverse and multicultural society.

Media

We incorporate British Values into our curriculum by introducing students to a variety of different cultures, religions, and genres via the media of film and film making. Photoshop and filmography units give students the opportunity to explore the moral obligations of the media in presenting balanced cultural and spiritual views, as well as positive body image and self-worth.

Spiritual

- We seek to explore creativity and imagination in the design and construction of digital products
- We promote self-esteem through the presentation of your work to others
- Students explore how ideas in computing have inspired others
- We create digital products which incorporate personal beliefs

Moral

- We encourage good etiquette when using digital technology including mobile devices and with due regard to e-safety
- We encourage respect for other people's views and opinions

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- We encourage respect for the computer room and the equipment you use and how this affects others
We encourage respect in the use of digital equipment and its impact on the environment – for example, ink and paper wastage
- We explore moral issues around the use of digital technology - For example, copyright and plagiarism
- We explore the promotion of moral issues through your digital products

Social

- We encourage students to assist one another in problem solving
- We encourage appropriate social behaviours in the classroom including listening whilst others are talking and generally interacting as caring a community
- We encourage good practice and respect in the use of social networking

Cultural

- We encourage the sensible use of digital technology in the classroom situations given that we are currently living in a digitally cultural environment
- We encourage an awareness and appreciation of the digital divide and to be aware of differing cultural and spiritual or religious views towards the use of digital technology
- We empower pupils to apply their ICT and computing skills and knowledge to the wider curriculum and acknowledge links between subjects. For example, co-ordinates in programming and their connections with Maths and CDT

Science

Science covers a broad range of topics that encourage the development of students' SMSC understanding. We ensure that there is 'literacy for all' in every lesson, so pupils are continually expanding their subject-specific vocabulary. There are posters promoting British values around the room, which often inspire discussion between students.

Biology

- The importance of a healthy, balanced diet
- Vaccinations – arguments for and against, as well as economic and political influences
- Medicines and drugs – practical and moral aspects of the development and testing of clinical drugs
- Hormones in controlling fertility and the use of fertility drugs (including problems and benefits)
- Artificial selection, including arguments for and against selective breeding, stem cell research and genetic engineering
- Local, national, international and global environment – including the effects of pollution, use of plastics, pesticides, recycling and land fill
- Darwin's theory of evolution
- Natural selection and the use of medicines and drugs to increase life expectancy
- Sexual reproduction – including the use of contraception, IVF and chromosomes

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Chemistry

- Fracking and the extraction of ores – impact on communities and the environment, plus the economic gain vs the drawbacks on the landscape and economic factors
Exploring the positive and negative aspects (as well as the moral standpoints) of the manufacturing and use of plastics
- Development of biodegradable alternatives to packaging, pipes and containers – the cost, revenue and benefits of doing so

Physics

- Energy forms, matter, bi-products and waste
- Use of energy resources – including the development of reusable energy and how to conserve energy at home
- The use of nuclear fuel and its dangers
- Insulation of homes and the use of electricity
- The effect of ultraviolet light waves on human body tissue and the importance of sun safety
- Health benefits of micro waves and the use of energy-efficient lamps and other appliances
- The use of X-rays for medical treatments
- The impact of mobile phones and Bluetooth on our health

Art and Design

Art promotes SMSC, British values and tolerance in a variety of different ways. For example: exploring ideas, encouraging creative responses, analysing different cultural influences, and considering different styles and religious iconography within art and design.

Pupils and students are encouraged to work with mutual respect for each other. They may explore controversial issues but must always maintain tolerance for the beliefs and opinions of others. Lessons allow students to discuss a wide variety of artists, designers and makers including key historical and current British art movements. Students have also been involved in the design and creation of our Centre's art mural in the sports hall.

Independent work is expected. Peer, self and teacher assessment supports and builds self-esteem and resilience through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other. Art lessons focus on artists from wide range of social, cultural and religious backgrounds, including openly LGBT+ artists and artwork that promotes inclusivity and acceptance. Furthermore, we have external providers attend the Centre to work with students on culturally unique art forms such as henna tattooing.

SMSC at Summerfield Education Centre

Spiritual Development

Children's spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions.

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It is our primary aim at Summerfield that our students develop the knowledge, skills, understanding, qualities, and attitudes to foster their own inner lives and non-material well-being. We aim to achieve this by:

Our School Council giving students first-hand experience of a democratic voting system, and leading the school in showing care and empathy for others, as well as encouraging diplomacy, leadership, and self confidence

- RE focus days which encourage reflection on students own and others beliefs and offer a sense of enjoyment and wonder in learning about themselves and others
- Two minutes of silence at 11.00am on Remembrance Day reminds us all of sacrifices made by many brave service men and women from many nations
- Our Christmas and Easter celebrations incorporate the Christian story as well as the secular fun
- We collectively acknowledge and celebrate other religious festivals such as Eid and Diwali
- We encourage our diverse team of staff to discuss their own religions and cultures with students, which serves to break down barriers and challenge stereotypes
- Local church visits, as well as trips to other faith buildings as part of the RE programme

Philosophical opportunities encourage children to question and discuss their own thoughts and beliefs, as well as learn how to appropriately agree with and/or challenge another's view. We emphasise that everyone is entitled to their own opinion on faith and spirituality, even though we may not necessarily agree with it.

Moral Development

Children's moral development involves acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what's right in their own and other cultures. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes to make responsible moral decisions and to act on them.

- Food topics help us to learn about local and sustainable food
- The Science curriculum addresses fossil fuels and other environmental issues
- Our Behaviour Policy is consistently promoted, ensuring that our classrooms are happy, safe and nurturing for everyone
- ARM interventions and mentoring sessions create time and space for students to reflect on a range of values for life that guide our thinking and behaviour
- PSHE lessons include debate of moral concepts and values, current affairs and situations in which universal moral codes are breached eg. issues of discrimination
- Our School Council allows students first-hand experience of a democratic vote and allows for individuals to explore leadership roles
- Images in posters, classrooms and corridor displays reinforce the school's values
- The quality of relationships and interactions between all staff, model to the whole school family the principles of integrity, truth, fairness, respect and courtesy

Social Development

Children's social development involves acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national, and global) and an ability to relate to others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes to make an active contribution to the democratic process in each of their communities.

- Our school ethos is underpinned by teaching all children to respect and appreciate difference in our socially diverse school community

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- Our School Council is democratically elected by their peers to develop community life
 - Our Academic and Restorative Mentors (ARMS) ease the transition of new students into the Centre
 - Inter-school sporting fixtures and tournaments enable teams to hone their physical skills, co-operate and deal with success and failure
- Use of Restorative Practice and circle time allows students to develop fundamental social skills such as turn-taking in conversation, and appreciation of others' views and opinions

Cultural Development

Children's cultural development involves acquiring an understanding of cultural traditions and the ability to appreciate and respond to a variety of aesthetic experiences. They learn a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes to understand, appreciate and contribute to culture.

- Through our RE programme of study our students learn about a variety of faith festivals eg. Harvest, Christmas, Easter, Hanukah, Chinese New Year and Diwali
- A range of literature and art from a variety of cultural backgrounds encourages children to reflect on their significance and celebrate diversity
- Visits to places of cultural interest that extend cultural awareness are regular features of our school's RE programme
- PSHE lessons teach the rule of law in Britain and the democratic parliamentary system that has shaped our history and national identity

The school's cultural values are reinforced through class displays, posters, and corridor displays.

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school. School leaders regularly gauge opinions and thought of students through questionnaires and the use of the school's Compliment/Complaint forms system.

British Values at Summerfield Education Centre

This section of the policy sets out the framework in which Summerfield Education Centre will ensure that it actively promotes 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 includes alerting children to the threat of extremism.

These values are specifically delivered through the Personal Social and Health Education (PSHE) curriculum and are further nurtured through the whole school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding.

Legal framework

This section of the policy considers the following guidance:

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- Ofsted, School Inspection Handbook, 2015
- DfE, Promoting Fundamental British Values as part of Spiritual, Moral, Social and Cultural (SMSC) in school, 2014

Roles and responsibilities

Summerfield Education Centre understands the importance of promoting British values through a comprehensive and unprejudiced curriculum. The Headteacher will ensure that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.

Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values. Pupils are expected to treat each other and staff with respect, in line with the school's Behaviour Policy.

British Values

Democracy

At our school, pupils have numerous opportunities to have their views heard through pupil questionnaires and the pupil-elected school council. The school council meets regularly to discuss issues raised within school. The council is able to directly affect change within school. The council members are made up of one representative from each of the residential homes, along with one deputy. Members are elected annually and voted in after canvassing.

Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future. Students have many opportunities to voice and express their opinions both inside and outside of a classroom setting.

The rule of law

Our school has a high regard for the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our pupils are involved in the consultation and creation of school rules and codes of conduct to help develop this understanding.

At our school pupils are taught the values and the reasons behind the laws – which may govern the classroom, the school or the country – that are essential for their well-being and safety.

Pupils are allowed (and encouraged) to appropriately debate in class matters of law at a school, local and national level to encourage recognition of their place and importance.

Individual liberty

At our school we foster a safe and supportive environment where pupils are actively encouraged to make choices. As a school we educate and provide boundaries for pupils to make choices safely through the provision of a safe learning environment. Whether it is choosing a challenging task or an extra-curricular club, pupils have the freedom to base their choices on their interests.

Pupils are taught about their rights and personal freedoms, and are encouraged and advised on how to exercise these safely, for instance through our teaching on e-safety and in PSHE lessons.

Mutual respect

Respect is one of our school's key values. Children learn that their behaviours have an effect on their own rights and those of others. Respecting people and property is an important part of our Code of Conduct and all members of our school community are encouraged to treat others with respect. This is reinforced through our Behaviour Policy and posters and displays throughout the school promoting mutual respect.

Tolerance of those with different faiths and beliefs

Our school acknowledges that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally diverse society and the opportunity for pupils to experience such diversity.

The PSHE curriculum covers areas such as bullying and discrimination, with reference to prejudice-based bullying, and further discussion is encouraged within lessons. Tolerance of those of different faiths and beliefs is supported by the RE and PSHE curriculums. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

Pupils are encouraged to become aware of the dangers resulting from lack of tolerance, which can lead to extremist behaviour.

Staff training

All staff are trained in the government's PREVENT strategy and further, relevant, timely training is undertaken in line with local and national government policy and recommendation. Furthermore, school staff are made aware of their responsibilities in terms of British values.

Equalities Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics (age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/beliefs, sex) as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.