

## SMSC Policy

The Brittons Academy is committed to providing a fully comprehensive SMSC (Social, Moral, Spiritual and Cultural) and PSHE (Personal, Social, Health Education) education so that we can help our students grow up into responsible, safe, happy, well-informed and engaged citizens within our community.

### **SMSC and PSHE content is delivered in a variety of ways:**

- Departmental curricular
- Assemblies
- The Tutor Time programme
- PSHE curriculum
- CEIAG (Careers Education, Information, Advice and Guidance) curriculum
- Enrichment events
- Co-Curricular offer
- Guest speakers and visitors

In addition, we recognise that the personal development of students spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve.

### **Our curriculum provides opportunities for students to explore and develop:**

- their own values and beliefs
- spiritual awareness
- personal behaviour and emotional wellbeing
- a positive caring attitude towards other people
- an understanding of social and cultural traditions
- an appreciation of the diversity and richness of other cultures
- an understanding of what it means to be an engaged citizen in a democratic society
- personal relationships based on trust, self-esteem and mutual respect
- an understanding of the world in which they live

### **Spiritual Development**

Pupils' 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. They develop the knowledge skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

## **Moral Development**

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. 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 and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

## **Social Development**

Pupils' social development involves pupils 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 and to work with 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 they need to make an active contribution to the democratic process in each of their communities.

## **Cultural Development**

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

## **Developing and Fostering Fundamental British Values**

The Prevent strategy 2011 <https://www.gov.uk/government/publications/prevent-strategy-2011> states:

*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.*

The Brittons Academy will actively promote the values as well as challenge opinions or behaviours in school that are contrary to fundamental British values.

## **Through its provision of SMSC, the Academy will promote fundamental British Values by:**

- enabling students to develop their self-knowledge, self-esteem and self-confidence
- enabling students to distinguish right from wrong and to respect the civil and criminal law of England



- encouraging 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
- enabling students to acquire a broad general knowledge of and respect for public institutions and services in England
- developing further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encouraging respect for other people
- encouraging 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 schools 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 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.