



Orsett Heath Academy
SMSC and British Values
March 2020

Key Contact Personnel

Nominated Member of Leadership Staff Responsible: Miss S Rawson

Date written: March 2020

Date of next review: March 2021

This policy will be reviewed at least annually, and following any concerns and / or updates to national / local guidance or procedures

1) Introduction and Context

This policy covers our school's approach to Spiritual, Moral, Social and Cultural (SMSC) education and British Values.

SMSC and British Values aim to help students in developing personally and socially and tackle many of the moral, social and cultural issues that affect them today. They equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

1) Links with other school policies and practices:

This policy links with several school policies, practices and action plans including:

- Anti-Bullying Policy
- Safeguarding Policy
- Behaviour Policy
- SEN&D Policy

2) Legislation

Statutory guidance that informs the schools policy include:

- Promoting fundamental British values as part of SMSC in school (Published November 2014)
- Keeping children safe in education (Updated September 2019)
- School inspection handbook (Published May 2019)
- Equality Act (Published October 2010)

3) Definitions

Spiritual Development	This area is related 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. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.	Students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will: <ul style="list-style-type: none">• 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 to name just a few;• Allow them to express themselves in a variety of ways and give them time 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
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Moral Development	Refers to the student's knowledge, understanding, intentions, attitudes and behaviour 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	Objectives to promote this development are to; <ul style="list-style-type: none"> • Promote the concept of excellent behaviour by being kind and considerate, helpful to others and listening to what they have to say • Ensuring commitment to school and classroom rules • Ensuring you are equipped and ready for learning • Commitment to a health, safe and environmental friendly school
Social Development	Related to the skills and personal qualities necessary for individuals to live and function effectively in society	Students will be encouraged to: <ul style="list-style-type: none"> • 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.
Cultural Development	Refers to pupils increasing understanding and response to those elements, which give societies and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world	Students will be encouraged to; <ul style="list-style-type: none"> • 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.
British Values	Referring to pupils understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Students will be encouraged to; <ul style="list-style-type: none"> • Develop and understanding of how citizens can influence decision-making through the democratic process • Gain 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 help to account through Parliament, other such as the courts maintain independence

		<ul style="list-style-type: none"> • 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
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4) Organisation

In all of the above, the ethos and climate of Orsett Heath makes an important contribution and are reflected in our values. However, the following also play an important contribution:

- A Religious Studies programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals own spiritual values
- A PSHE programme which encourages learning and develops student's awareness of core values as soon as students arrive
- Themed tutor time discussions based on all aspects of SMSC and British Values
- Clear models of good behaviour from staff and students and reinforcement of school and classroom rules both inside and outside of lessons
- An assembly programme to address all aspects of SMSC and British Values
- A student support structure, including pastoral care, that is focused on learning and providing appropriate information advice and guidance for students as well as opportunities to explore pathways of development
- 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, where students have 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 certificates, postcards home, and awards at all levels
- Participate in the wider community through volunteering and charity fundraising.
- Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talent of the individual
- The use of school council and other student leadership opportunities to involve students in the school life
- Staff briefings to remind and encourage staff of our school and wider community achievements
- Celebration of key events and awareness days, such as Anti-Bullying Week
- Analysis of coverage across the wider curriculum

5) Teaching Responsibility

This programme will be led across all staff. Staff will be supported by CPD and training throughout the course of the academic year.

Visitors to the classroom can bring expertise or personal stories to enrich pupil's learning. However, the teacher will always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors should be a part of a planned, developmental programme rather than a substitute for it. Teachers will always be present to manage the learning, and to ensure that it is safe.

6) Creating a Safe Learning Environment

We will create a safe and supportive learning environment by establishing clear 'ground rules' and confidentiality policies at the beginning of the academic year.

There will be a consistent first lesson of the year approach with all students to ensure that this is understood by all. There is a cohesive approach to involve students in the important elements of creating this.

Further to this, interactive distancing learning methods that support participating and encourage reflection are promoted including paired work, small group work, class discussion, questioning, drama and distancing techniques e.g. scenarios, fiction, TV, DVDs.

Due to the nature of the SMSC education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules.

In the event of a disclosure, teachers will consult with the Designated Safeguarding Lead and in her absence, their deputy. Visitors and external agencies which support the delivery of topics will also be required to follow in line with our schools Safeguarding and Child Protection policy.

All lessons will promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will also take into account the full cultural backgrounds of all children to ensure that all can fully access SMSC and British Values education provision.

7) Assessment

As with any learning process, assessment of students' SMSC, and British Values development is important. It provides information which indicates students' progress and achievement and informs the development of the programme.

Students do not pass or fail within these areas but have the opportunity to reflect on their own learning and personal experiences and set goals and agree strategies to reach them. This process of assessment has a positive impact on student's self-awareness and self-esteem.

8) Quality Assurance

SMSC, and British Values are monitored through various avenues; including student's questionnaires and evaluations, and regular meetings of staff to monitor and evaluate the programme and share good practice.

Further to this;

- Teachers will critically reflect on their work in delivering all sessions through self-evaluation
- Pupils will have opportunities to review and reflect on their learning during lessons and at the end of topics
- Student voice will be influential in adapting and amending planned learning activities and content
- Each aspect of provision will have individual monitoring and evaluation techniques to ensure quality assurance

9) Monitoring and Review

This SMSC and British Values policy will be reviewed by the Head of School every year. At each review, the policy will be approved by the Head of School.