

# Beacon High

Policy Date – September 2020

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

### Context

At Beacon High 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 – "Believe, Belong, Become".

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. During Tutor Time, PSHCE lessons and assemblies students are encouraged to discuss key issues, so sharing and understanding a range of perspectives.

As a school we use restorative justice if any individual shows intolerant attitudes. This is based on an approach that education changes understanding and so behaviour.

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.

### Principles

Spiritual, Moral, Social and Cultural Development is crucial for individual students, for communities and for society as a whole. We believe it is the heart of education - helping students grow and develop as people so they will engage fully in the education process and develop into citizens who actively contribute to society whilst living happy and fulfilled lives.

Spiritual, Moral, Social and Cultural Development should be evidence across the curriculum and is supported by the aims and principles of other relevant policies which underpin the curriculum, care for students and management of stakeholders, and place the students at the centre of all we do.

All staff make a contribution to the Spiritual, Moral, Social and Cultural Development of students through the subject and pastoral curriculum, the after schools programme, school events and in every interaction they have with students and other adults in the school community. Extensive training for all staff about trauma informed practice supports this principle that underpins all that we do.

Promoting SMSC development is central to how we show due regard to the general equality duty, fostering positive relationships and understanding between all members of the school community, parents and governors and towards society in general.

## **General Aims for Spiritual, Moral, Social and Cultural Development**

We recognise that effective promotion of SMSC development means that our students are better able to achieve their full potential because they are better prepared for the opportunities, responsibilities and experiences of adult life. They are more respectful towards differences in gender, ethnicity, belief, sexual orientation, age, disability, socio-economic group and more inspired to have a love of learning, are better able to think independently and become more responsible and considerate towards others.

We aim:

- 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

## **Spiritual Development**

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs and is not linked to any particular faith or belief system. Spiritual development is therefore accessible to everyone. An awareness and understanding of faiths and their different interpretations and ways of thinking about aspects of the world, enhances individual spiritual development, as does being encouraged to examine and analyse our own beliefs.

### ***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

### **Moral Development**

Students know the difference between right and wrong and the consequences of their actions. At Beacon High students are encouraged to understand the need for rules and consequences to keep themselves and others safe and to ensure that they are learning. Students are encouraged to develop an understanding of a wide range of ethical issues and to consider a range of perspectives when considering any moral issues. All members of the school community are expected to discuss ethical issues showing an awareness of and respect for differing points of view.

### ***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

### **Social Development**

This enables students to use a range of social skills in different contexts, including working and socialising with people from different religious, ethnic and socio-economic backgrounds. Students can therefore contribute positively in their family, class, school, the local and wider community. Social development encompasses an interest in and understanding of the way community and society functions at many levels. An understanding that being part of a supportive group means we all have responsibilities towards others around us, including being able to resolve conflicts effectively.

### ***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

### **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 the skills to participate in artistic creation and production
- To develop a love for learning
- 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 identities

### **We will evaluate the policy by:**

- Student outcomes - value continues to be added to the learning of all year groups
- Student engagement – shows attendance continues to be high and take-up of school activities, such as cultural events, community events and school conferences
- Student behaviour – incidents of bullying or poor behaviour are reduced

### **The impact of this policy:**

To support the students, staff and parents in meeting the core purpose of being a school where everyone achieves. All students, whatever their background or starting point can achieve their very best in whatever field they choose. This will be shown by student outcomes in all areas.

### **Promoting British values at Beacon High**

Beacon High 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 Beacon High 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.

### ***Value 1: Promoting Democracy***

Some examples of how we promote this value at Beacon High include:

- Senior Students, Headteacher's Ambassadors and form representatives give students meaningful leadership opportunities and model a representative democracy to students.
- In the PSHCE curriculum students learn about the British democratic system and compare this to other political systems. They learn about public institutions and services and how these are held to account.
- The tutor time and assembly programs are used to inform students about key political events and give a forum for discussion and engagement with politics and democracy.
- Student voice is central to informing school improvement, including the department review cycle.

- All students have the chance to participate in our annual conference day and have their voices heard through being on the speaking panel, leading workshops or taking part in the day as a participant.

### ***Value 2: Promoting the rule of law***

Some examples of how we promote this value at Beacon High include:

- Students are actively taught to distinguish between right and wrong and, where needed, restorative justice is used as part of a resolution if something has gone wrong.
- The behaviour for learning policy and processes show students that there are consequences (positive and negative) for our behaviour and students are treated in a consistent and fair manner.
- Our school police officer supports the legal education of students through workshops, assemblies and mentoring and works to protect all members of our community.
- We publish and adhere to our equalities policy.
- Explicit teaching about the rule of law takes place in assembly time and is covered, although less explicitly, in some PSHCE lessons.

### ***Value 3: Promoting individual liberty (commonly referred to as 'Human Rights')***

Some examples of how we promote this value at Beacon High include:

- Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through eSafety work in computer science.
- Stereotypes are challenged by staff in any context where they are observed and work has been undertaken when developing the curriculum to ensure that a diversity of examples, authors, scientists etc are taught about, with their struggles for equality also being explored.
- Bullying, although rare, is taken seriously and addressed swiftly.
- The History curriculum teaches students about the struggle for individual liberty over time.
- The PSHCE curriculum covers human rights and abuses of human rights.

### ***Value 4: Mutual respect and tolerance of those with different faiths and beliefs***

Some examples of how we promote this value at Beacon High include:

- All KS3 students engage with the RE curriculum learning about and from world religions and a range of belief systems.
- Beacon High is working towards achieving the Stonewall Beacon School Status.
- Beacon High is working with UCL and the Centre for Holocaust Education to achieve Beacon School Status.
- Any prejudicial or discriminatory behaviour is challenged and recorded, with students being made aware of the seriousness of such behaviour (working with the school police officer as necessary).

- One of our three expectations of students is that they are respectful to others. (*Our expectations are that they are ready for learning, behave safely at all times and are respectful to all members of our school community*).
- Beacon High is a multi-cultural and multi-faith community and this is consistently celebrated and presented as an area of strength, for example through our annual cultural evening which is well supported by staff and families.