
	<b>Name of School</b>	<b>Corbets Tey School</b>
	<b>Policy Review Date</b>	<b>3<sup>rd</sup> February 2021</b>
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	<b>Reviewed by</b>	<b>Governor Name: Jeff Stafford</b> <b>Governor Signature:</b> 

## Spiritual, Moral, Social and Cultural Development (SMSC) and Promoting British Values

### Equality Impact Assessment

Corbets Tey School aims to design and implement services, policies and procedures that meet the diverse needs of our service, young people and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage, and is compliant with relevant equalities legislation.

Where the school is referred to in this policy, the policy and the following procedures apply to all staff working for Corbets Tey School on all sites including staff at the Routes4Life provision.

### Introduction

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their students. Through ensuring students' SMSC development, schools should also demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring students' SMSC development.

Students must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that students should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Students should be made aware of the difference between the law of the land and religious law.

### **Principles of SMSC in Teaching and Learning**

At Corbets Tey School the promotion of students' spiritual, moral, social and cultural education is considered to be 'a whole school issue'. Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for PSHE, Sex Education, Single Equality, Equal Opportunities and Behaviour. These policies all underpin the curriculum model as putting the child at the centre of all we do.

It is an expectation at Corbets Tey School that all staff, in all subjects and in class activities through to whole school events, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of students through the taught curriculum and through the use of appropriate teaching and learning strategies (e.g. discussion, reflection, student participation, circle time etc.)

The importance of relationships between all school staff, parents, carers and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all students.

### **Principles of Promoting British Values through SMSC**

It is an expectation that all staff will 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 will be demonstrated through school council/parliament, assemblies and other democratically elected activities or where students can have a voice and be consulted in decisions and discussions.

It is accepted that actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

### **Aims of Promoting British Values**

Students will, on an appropriate level according to their understanding, have:

- 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 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 held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to 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 respected, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting unfair or illegal discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

**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. Although students will be taught about different religions, spiritual development is not linked solely to a particular doctrine or faith and is therefore accessible to everyone.

**Objectives for Spiritual Development**

- Encourage the development of self-esteem, self-knowledge and belief in themselves
- Allow the development of a range of personal values and beliefs based on a sense of curiosity and respect towards own and others beliefs
- Explore the spiritual values of other through stories, drama, music art and religious education
- Allow expression of self in a variety of ways and give students opportunity to reflect on their own experiences
- Allow students to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others.

**Moral Development**

Students are encouraged to understand the need for a common behaviour code and to follow it from conviction rather than because of sanctions or consequences. At Corbets Tey School we work towards an understanding of what is right and wrong. From this basis students may develop the ability to make better choices and to become increasingly responsible for their own actions and/or behaviour.

**Objectives for Moral Development**

- To help students to understand the principles lying behind decisions and actions
- To support students to be able to distinguish between right and wrong
- To encourage students to be able to make decisions, accepting and understanding consequences of their actions
- To move gradually through a 'taught morality' to taking responsibility for their own moral decisions
- To provide a very positive approach to behaviour in which children are noticed and rewarded for being 'good'
- To be committed to creating the very best conditions in which students can thrive.

**Social Development**

This enables students to become conscientious participants in their family, class, school, the local and wider community. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

**Objectives for Social Development**

- That students will relate positively to others
- That students will participate fully and take responsibility in class and school
- That students will use appropriate behaviour across a range of situations
- That students will work cooperatively with others
- That students will use own initiative responsibly
- That students will understand their place in the family, school and society

**Cultural Development**

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

**Objectives for Cultural Development**

- That students will develop a sense of belonging to students' own culture and being proud of their cultural background
- That students will respond to appreciate cultural events
- That students will be able to share different cultural traditions
- That students will understand codes of behaviour, fitting to cultural tradition
- That students will display a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present

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

Through our provision of SMSC, this school will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and 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;
- enable students to acquire a broad general knowledge and respect for public institutions and services in England;
- foster tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
- encourage 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.

**Assessment**

Informal assessment is primarily through observation of student behaviour, the views students express and through discussion amongst staff. Spiritual, Moral, Social and Cultural Development is also assessed through progress towards individual targets set by teachers and through annual assessment of elements of Personal, Social, Health and Economic (PSHE) Education.

**Whole School Tracking**

Coverage of SMSC objectives and principles are assessed throughout the whole school by analysis and scrutiny of teachers planning. Teachers are asked annually to complete an assessment tool that highlights how and where they are meeting the needs of SMSC objectives and principles. The school leadership team will be able to use this information to measure the impact of the range of opportunities provided for students in developing their self-esteem and confidence, which might occur in any teaching and learning situation with regard to the identified ethos, skills, knowledge and understanding.

**Students' spiritual development is shown by their:**

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

**Students' moral development is shown by their:**

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

**Students' social development is shown by their:**

- use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values<sup>1</sup> of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

**Students' cultural development is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

**Links to Other Policies**

PSHE Policy

Relationship and Sex Education policy

Single Equality Policy

Equal Opportunities Policy

Behaviour Management Policy

School Inspection Handbook

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<sup>1</sup> [www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc](http://www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc)  
[www.gov.uk/government/publications/improving-the-sm-sc-development-of-pupils-in-independent-schools](http://www.gov.uk/government/publications/improving-the-sm-sc-development-of-pupils-in-independent-schools).