



# SHENFIELD HIGH SCHOOL

## SMSC Policy

Adopted by Standards & Performance on:	November 2020
Ratified by the Governing Body on:	December 2020

***This Spiritual, Moral, Social and Cultural Policy includes reference to British Values as set out in  
Promoting Fundamental British Values published by DfE November 2014***

Shenfield High School is committed to the idea of education for all in a positive and supportive environment. The values of our school shape our holistic approach to education and ensure that all

students have access to teaching and learning that is rich in spiritual, moral, social and cultural opportunities.

The school promotes a sense of responsibility and encourages students to reflect on their own learning. We seek to stimulate an interest in extra-curricular pursuits and support students' participation in community-based activity where possible. Students enjoy increased levels of self-esteem and develop transferable skills which prepare them for further study, success in their relationships with others and life in the work place.

All adults model and promote appropriate behaviour, treating all people as unique and valuable individuals. The school is a place where students can find acceptance for themselves as individuals and where the opportunity to learn is fundamental to our ethos.

Students learn to differentiate between right and wrong, and the ways in which their actions affect others. Our Behaviour for Learning Policy promotes and rewards expected behaviour and provides opportunities to celebrate students' work and achievements.

All curriculum areas contribute to the development of each individual. They draw from as wide a range of cultural contexts as possible. This will be reflected in departmental planning.

Spiritual, moral, social and cultural development within the school is therefore considered to be an integral part of everything that is done to ensure that all students are given the opportunity to engage with education and eventually to become successful citizens.

#### **AIMS:**

##### **Spiritual development**

- give students the opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and the way in which they impact on peoples' lives
- encourage students to reflect on and develop what animates/motivates themselves and others.
- encourage students to reflect and to learn from reflection.
- give students the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- develop a climate within which all pupils can grow and flourish,
- give students opportunities to reflect on their interest in and respect for other people's faiths, feelings and values.
- promote teaching styles which:
  - value students' questions and give them space for their own thoughts, ideas and concerns
  - enable students to make connections between aspects of their learning
  - develop students' ability to transfer learning skills
  - encourage students to relate their learning to a wider frame of reference

##### **Moral development**

- provide a clear moral code as a basis for behaviour which is promoted consistently though all aspects of the School; enable students to recognise the difference between right and wrong, readily apply this in their own lives and in doing so respect the civil and criminal law of England.

- promote all forms of equality
- give students opportunities across the curriculum to explore and develop moral concepts and values – such as personal rights and responsibilities, truth, and justice
- develop an open and safe learning environment in which students can express their views
- investigate and offer views about moral and ethical issues, and give opportunities to enable students to understand and appreciate the viewpoints of others on these issues.
- reward expressions of moral insights and good behaviour
- make an issue of breaches of agreed moral codes where they arise
- encourage all adults to model appropriate behaviour, promoting for example, fairness, respect and integrity.
- recognise and respect the different cultures represented in the school and wider community
- encourage students to take responsibility for their actions with regards their own behaviour and actions, respect of others and of property, care of the environment and of the local community, and also to understand the consequences of their behaviour and actions
- provide appropriate moral examples through literature, humanities, sciences and arts
- reinforce our values whenever possible

### **Social Development**

- foster a sense of community in which everyone can feel safe, secure and happy, irrespective of ethnic origin, nationality, gender, ability, sexual orientation or gender identity and religion
- encourage students to work co-operatively and use a range of social skills in different contexts including working and socialising with pupils from different ethnic and socio-economic backgrounds
- encourage students to recognise and respect social differences and similarities
- help students to develop personal qualities which are valued in society, for example, thoughtfulness, honesty, moral principles, independence, self-respect
- help students to challenge, when necessary and in appropriate ways, the values of a group or wider community
- help students resolve tensions between their own aspirations and those of the group or wider society
- provide a conceptual and linguistic framework within which to understand and debate social issues
- ensure a willingness to participate in a variety of communities and social settings by volunteering, co-operating well with others, being willing to resolve conflicts effectively.
- provide opportunities for students to exercise responsibility
- provide positive and effective links with the world of work and the wider community.
- Encourage acceptance and engagement with fundamental British Values of Democracy, the Rule of Law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs

### **Cultural Development**

- provide opportunities for students understand and appreciate the wide range of cultural influences that shaped their own heritage and that of others and to explore their own cultural assumptions and values
- Provide opportunities for students to understand and appreciate the range of different cultures within the school and further afield as an essential element of their preparation for life in modern Britain
- extend students' knowledge and use of cultural imagery and language.
- recognise and nurture particular gifts and talents
- provide opportunities where possible for students to participate in and respond to artistic, sporting and cultural opportunities
- promote a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain
- give opportunities to explore, improve understanding of and respect for different faiths and cultural diversity; to understand, accept and respect diversity as shown by their tolerance and attitudes towards different religions, ethnic and socio-economic groups in the local, national and global communities

## **Role and Responsibilities**

### **SLT**

- keep an open-door policy which is supportive of staff and students alike
- ensure the fabric of the buildings is well-maintained and welcoming to all visitors
- encourage all staff and volunteers to maintain an ethos and atmosphere which creates a safe, secure and happy learning environment
- use transition meetings with new students to emphasise the responsibility of parents and students for their part in this.
- lead the performance management review system which gives open access to all for learning and development opportunities.
- monitor this formally and informally by
  - taking note of comments made by staff, visitors, students and parents.
  - annual students' and parents' questionnaires
  - regular staff surveys

### **Team leaders**

- address SMSC in departmental policy and planning
- liaise with others to provide cross-curricular links

### **All staff**

- to promote and uphold the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- to actively promote the values by challenging opinions or behaviours in school that are contrary to British values
- 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 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
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further 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
- encourage respect for democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England
- never to promote their own political views, but to uphold tolerance for diverse views, excepting those designed to cause harm to others such as views regarded as extremist in our society

The information below describes the understanding and knowledge expected of students as a result of our school promoting fundamental British values:

We expect our students to develop, through being educated at our school, 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 must not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination.

We strive to test the impact of this expectation through our curriculum, our monitoring of behaviour and feedback from our students, staff, parents and the wider community.

Deputy Headteacher: Student Support and Wellbeing.

October 2020

