



# MEADOW PARK SCHOOL

## SMSC Policy with British Values

Approved by:

SLG

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Last reviewed on:

February 2020

Next review due by:

Spring 2023



### **Policy statement**

The vision of Whitley Academy is that each student should be given the support and opportunities needed to help them maximise their potential. Our inclusive approach is central to our philosophy and practices. We recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve and our ultimate aim is that they are ready for the next stage of their lives in modern Britain and consequently conform to the British values of:

- democracy and the rights of all to be involved in decision making
- the rule of law, respect for others and their property
- individual liberty, freedom of speech and opinion
- mutual respect for people with different beliefs to your own
- tolerance of those of different faiths and beliefs

Activities in the school are consciously planned to contribute to students SMSC development and embed British values through assemblies, curriculum programmes and lessons in PSHE/Citizenship. Contributions can also be found across the entire curriculum, enrichment programme and in extracurricular provision.

**Spiritual** - At the Academy we ensure that students are aware of what it means to be spiritual and support them in their spiritual development. Spirituality is not synonymous with religion but it is about what it is to be human, to grow as a person, to become self-aware and to develop relationships with others. We are not concerned with the physical nature or matter of God. What we try and do is not synonymous with religious education – although we do try to offer students insight into all major religions through various activities. We provide opportunities that will enable students to think, reflect and respond to the spiritual dimensions of life for themselves. Ideas will be based on the 6 world religions as well as those from non-religious and multi-religious accounts.

Our main aims are to:

- Give students the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.
- Provide students with the opportunity for self-reflection.
- Give students the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful, especially through "Relating to People" competence – Opening Minds
- Encourage students to relate their learning to a wider frame of reference - for example, asking 'why?' 'How?' and 'where?' as well as 'what?'
- Help students on their path of achieving wide spiritual literacy.
- Help students realise that extreme beliefs can lead to conflict and intolerance.

**Moral** - Moral development is considered as personal development relating to human behaviour, especially the distinction between good and bad or right and wrong. In order to develop a pupil's moral awareness in the Academy we:

- Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Encourage students to take responsibility for and think through the consequence of their actions; for example, respect for property, care of the environment, and a respect for others' needs, interests and feelings as well as their own.
- Provide models of moral virtue through literature, humanities, sciences, arts, external speakers.

**Social** - Personal development in this respect is concerned with living in a community rather than alone. In order to develop a pupil's social awareness in the Academy we:

- Foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnicity, nationality, gender, ability, sexual orientation and religion can flourish.
- Help students develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect and tolerance for difference, moral principles, independence, interdependence and self-respect.
- Work together co-operatively.
- Encourage an acceptance and engagement with fundamental British values of democracy.
- Demonstrate a respect for democracy and support for participation in the democratic process.

**Cultural** - Whitley Academy will provide students with the opportunity to:

- Explore the value and richness of cultural diversity in Britain.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Explore their own cultural assumptions and values.
- To have knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Recognise and nurture their particular individual gifts and talents.

**The school will implement the policy through:**

- Behaviour Policy
- Circle Time
- Opening Minds Competences
- Curricular activities and events
- Fundraising for charity
- Assemblies
- PSHE and Citizenship curriculum
- Inclusion
- Displays
- Student Leader programme
- Extra-Curricular and Enrichment activities
- Induction and transition procedures.

This list is indicative and not exhaustive.

### **British Values at Whitley Academy**

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools to prepare children and young people positively for life in modern Britain. The government set out its definition of British values of:

Democracy:

Democracy is embedded within the Academy. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The elections of school leaders are based on pupil votes. Our school behaviour policy involves rewards, which the pupils decide upon.

The Rule of Law:

The importance of Laws are consistently reinforced throughout school days. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service and other external agencies are regular parts of our calendar and help reinforce this message. We have a police liaison officer who works very closely with the Academy and works with our young people, through group sessions, assemblies and PSHE sessions.

Individual Liberty:

Within the academy, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices

safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our online safety and PSHE lessons.

**Mutual Respect:**

Part of our ethos and behaviour policy revolves around Core Values such as our 'Community' value, where the importance of respect in the academy and wider community have been part of discussions and assemblies related to what this means and how it is shown. The behaviour policy promotes respect for others and this is reiterated through assemblies.

**Tolerance of those of Different Faiths and Beliefs:**

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.