

Stratton Upper School

Spiritual, Moral, Social & Cultural Education Policy – including Statement on the promotion of British Values



January 2015

SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION

The DfE has recently reinforced non-statutory advice around obligations schools have under section 78 of the Education Act (2002) which requires schools, as part of a broad & balanced curriculum, to promote the spiritual, moral, cultural, mental & physical development of pupils at the school & of society. This guidance also relates to the requirement to actively promote fundamental British values in schools. By meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school & providing relevant activities beyond the classroom, we ensure students' SMSC development & actively promote an understanding of British Values. At Stratton all staff are expected to model approaches that build these values with students. At Stratton Upper School we promote Spiritual, Moral, Social & Cultural education & values in a number of ways including:

Our Ethos and approach: At Stratton our whole ethos & approach supports the reinforcement of Spiritual, Moral, Social & Cultural education. This work is supported by our schools **aims & policies**.

1. **Teaching & learning** approaches which encourage engagement, challenge, support & independence with every student receiving & giving high quality feedback (see T & L Interim Statement/Draft Policy & our Reporting processes).
2. Our **assessment & marking practice** (see Assessment & Marking Policy) which blends self, peer & teacher assessment & enables students to move their learning on
3. Our positive approach to **behaviour & safety** which focus on developing students to self-manage, build resilience & demonstrate trust e.g. Restorative approaches, Open Access (see Behaviour Policy).

Our Pastoral Work: At Stratton we firmly believe that there should be no visible divide between Pastoral & Curriculum work but we do recognise that structures enable different teams within school to function well & contribute in a mutually supportive way. As such our pastoral structure explicitly makes a contribution to Spiritual, Moral, Social & Cultural education. Examples include:

1. Transition & Induction
2. Assemblies & Tutorial programme
3. Community Projects
4. Study skills

Our work through the taught Curriculum: In the same way our curriculum structure explicitly delivers aspects of Spiritual, Moral, Social & Cultural education. All curriculum areas plan for such delivery as shown by their curriculum maps. Specific examples include:

1. RE & PSHE
2. Taught topics across Subject areas (see SMSC/BV audit)
3. Beacon Status for Holocaust education
4. Arts Mark Gold

Our Extra Curricula provision: We firmly believe that students learn in many ways & so we encourage them to make autonomous decisions & give them the space & freedom to develop beyond the classroom. As such their Spiritual, Moral, Social & Cultural development is enhanced by multiple extra curricula opportunities & is supported by our vision & values – for example:

1. Year Councils & School Council
2. Teams & Clubs
3. Trips & visits
4. Whole school projects e.g productions & events along with the work of the Farm

5. Student voice & Head Students.

CPD, staffing structure along with work with our parents & community of schools: We feel a strong moral purpose in providing **staff with the confidence & skills to work effectively in a variety of roles**. Thus we place strong emphasis on developing staff through our Training School. For example:

1. Safeguarding training for all
2. CPD programme/INSED days
3. Pastoral Team, year team, SSOs, Learning Support, Retreat, Remove, OCS
4. BCUS conference/SLP CPD
5. Stratton Learning Partnership Parent & pupil events on eSafety/mental health
6. Strategic Partner with Central Bedfordshire Teaching School – lead in NQT & Leadership development
7. SLE Behaviour & Safety
8. ITE – School Direct partnership with UoB & SCITT.

BRITISH VALUES

The DfE has recently reinforced the need to “create & enforce a clear & rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty & mutual respect & tolerance of those with different faiths and beliefs” The Government set out its definition of British values in the 2011 Prevent Strategy, & these values have been reiterated this year (2014).

At Stratton all staff are expected to model approaches that build these values with students. At Stratton Upper School these values are reinforced regularly & in the following ways:

Democracy - Students have the opportunity to have their **voice** heard through the **Year Councils** & the **School Council**. All students on the Year & School Councils are voted in by their classmates. The Councils meet regularly & representatives can bring issues raised during Tutor time for discussion. Councils have their own budgets & are often asked to consider school wide issues such as the School Code of Conduct & the Anti-Bullying Policy. All responses are fed back to the SLT who adjust policies if appropriate & explain reasoning for non-action if necessary. Our annual selection of the Sixth Form **Head Student Team** is transparent & includes a rigorous application & interview process involving students, Pastoral staff, the Head Teacher & Governors. The Head Students are genuinely able to affect change within the school, they meet on a weekly basis with the Head of Sixth Form & attend SLT meetings when appropriate. Each year new students in year 9 decide upon their class codes of conduct & the rights associated with these during Year 8 Induction. **Students** are invited to put forward their views & give **feedback** about the school via **Student Focus Groups** along with an **annual questionnaire** where they are able to put forward their views. **Student interview panels** are a feature of our recruitment process & students often act as tour guides & **advocates for the school** to involve them in the process of sharing & developing our ethos & sense of community. Head Students also contribute to School events & in doing so model our approach.

The Rule of Law - The importance of laws, whether they be those that guide behaviour for learning in lessons & in school (our Code of Conduct), or those that govern the country, are consistently reinforced at Stratton. Students are encouraged to understand the value & reasons behind laws & rules in that they govern & protect us & the responsibilities that this involves along with the consequences when laws or rules are broken. Students are encouraged to make positive choices about their behaviour in relation to our framework of expectations so that they can learn the importance & value of working positively with regard to laws & rules. We use the language of choice to support students as well as with

restorative practices to support the understanding of consequences when laws or rules are broken.

Individual Liberty - At Stratton students are actively encouraged to make well informed choices, knowing that they are in a safe & supportive environment. As a school we educate & provide boundaries for young people & empower them to take responsibility for their decisions. Students are encouraged to know, understand & exercise their rights & personal freedoms & are advised how to exercise these safely, for example through our e-Safety & PSHE lessons which are reinforced through tutor group activities & assemblies. Students are given the freedom to make choices in many ways whether it be choices about how to respond to situations, choices to participate in extracurricular activities or choices about their learning.

Mutual Respect - Mutual respect is at the heart of our values. Our school ethos & policies both in principle & practice revolve around demonstrating respect for the rights of others as well as appreciating alternative opinions, backgrounds & cultures. Students learn that their behaviours have an affect on their own rights & those of others. We encourage students through restorative practices to understand the impact of their behavior on others in order to improve their decision making.

Tolerance of those of Different Faiths & Beliefs - This is achieved through enhancing students' understanding of their place in a culturally diverse society & by giving them opportunities to experience such diversity. Assemblies are delivered & discussions about prejudice & prejudice-based bullying are encouraged across the curriculum wherever the opportunity presents itself such assemblies are especially supported by learning in RE & PSHE. Religious Education lessons & PSHE lessons reinforce messages of tolerance & respect for others & actively promote & celebrate diversity. School visits to places of worship or places that are important to different faiths & cultures help in encouraging understanding & tolerance

Approval Process

Date of approval:

Governors committee & date when policy first considered:

Review date: