



## SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT & PROMOTION OF FUNDAMENTAL BRITISH VALUES

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### 1. INTRODUCTION

Although there is no statutory requirement to have a Spiritual, Moral, Social and Cultural (SMSC) policy, Parmiter's recognises the importance of SMSC as an over-arching factor that encompasses personal development across the whole school curriculum and through the numerous extra curricular programmes.

SMSC underpins the values and ethos of the school, following the principle of our school motto, "Nemo sibi nascitur" (no one is born unto himself/herself alone), and the school vision - Our values of **community**, **aspiration** and **opportunity** enable every individual to grow and flourish.

SMSC also underpins the core strands of the schools Personal Development programmes

- Relationships, mental health, and emotional wellbeing
- Citizenship, rights, responsibilities, and community
- Healthy lifestyles and relationships
- Careers and finance

## 2. DEFINITIONS OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

SMSC is defined in the Ofsted School Inspection Handbook (November 2019):

The **spiritual** development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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

The **moral** development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

The **social** development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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 of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural** development of pupils 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 in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across
- cultural, religious, ethnic and socio-economic communities
- 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, musical, 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

### **3. AIMS**

- to ensure that Social, Moral, Spiritual and Cultural issues are reflective of the school values and are embedded throughout the school curriculum in a consistent and meaningful way for the personal development of every student
- to give each student a range of opportunities to discuss and reflect upon their feelings, values and beliefs, their spiritual awareness, personal behaviour and responses to their own experiences
- to allow students to develop a sense of empathy and understanding, displaying a caring attitude towards other people
- to enable students to develop an understanding of their individual and group identity
- to provide students with the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society
- to give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility
- to give each student the opportunity to understand and know the British values of: democracy and the rule of law, Individual liberty and mutual respect, tolerance of those of different faith and beliefs
- to provide each student with the tools to participate fully in and contribute positively to life in modern Britain

### **4. ROLES AND RESPONSIBILITIES**

The Headmaster will ensure that all staff are informed of the policy and the responsibilities included within the policy.

SLT / Line Managers will liaise with Heads of Faculty / Heads of Department and Pastoral Leads to ensure SMSC development is evident in curriculum planning and reinforced both in and out of the classroom.

School staff are expected to reflect and model the ethos and values of the school, understanding the importance of SMSC development by creating positive and respectful relationships with students throughout their daily interactions. We believe that high expectations promote responsible behaviour. All curriculum areas seek to use illustrations and examples drawn from as wide a range of SMSC contexts as possible.

Students are expected to know or will be taught the difference between right and wrong and will understand how their actions affect others. They are encouraged to value themselves

and others equally. Students are supported in understanding their rights and responsibilities and the need to respect the rights of others.

Parents/Carers are fully aware of the traditions, values and expectations of the school when their child joins in Year 7. The school is committed to working closely with parents/carers to ensure SMSC development runs through the child's education at Parmiter's.

## **5. DELIVERY OF SMSC DEVELOPMENT**

SMSC development is a key concept that runs through all aspects of school life. More explicitly, SMSC development is met through:

- The Religious Studies programme
- The Personal Development programme (KS3)
- The Personal Development & Ethics programme (KS4)
- The Liberal Studies programme (KS5)
- Whole school and Year Assemblies (led by staff and students)
- Tutor time activities
- Our student support / pastoral structure
- Educational enrichment trips and visits
- Safe, inclusive and honest discussions in the classroom
- Reflective approach to learning
- Excellent SEND provision
- Clear safeguarding practices
- An extensive extracurricular programme
- Sixth Form clubs and societies
- A high profile and valued rewards system
- Student voice, student congress and student leadership
- Displays of students' work

## **6. PROVISION FOR STAFF DEVELOPMENT AND TRAINING**

Staff members will receive regular updates regarding SMSC development at Parmiter's through staff briefings, whole school INSET, Middle Leadership meetings and communications from relevant staff. The training of staff will also be scheduled around any updated guidance and/or changes to school curriculum following feedback from stakeholders.

## **7. FUNDAMENTAL BRITISH VALUES (FBV)**

Teaching British values is an important way of enabling students to embrace the key values that they need to be equipped for life in modern British society. While there is conjuncture and argument around the concept of 'Britishness', by promoting the values of democracy, the rule of law, individual liberty, mutual respect and acceptance for those with different

faiths and beliefs, students at Parmiter's develop self-awareness; are better able to make the right choices, and make contributions to the wider school and their community.

British values are promoted throughout the school in the same way as SMSC provision: discreetly and appropriately in specific lessons and more directly in Personal Development lessons and form time activities, Liberal Studies in the Sixth Form, and in school assemblies.

Staff are made aware of where FBV falls in our whole school approach to Personal Development and how this fits with the overall value system of the school.

Further guidance is regarding promoting FBV can be found [here](#)

## **8. MONITORING AND REVIEW**

This policy will be reviewed by the Governor's Community Committee every three years. The policy will be ratified by the Governing Body. Any changes to the policy will be clearly communicated to all members of staff.

## **9. LINKS WITH OTHER POLICIES**

This policy should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Behaviour Policy
- Child Protection / Safeguarding Policy
- Equalities Policy
- Relationship & Sex Education Policy
- SEND Policy