

## **SMSC POLICY**

**(In line with Government Guidance  
'Promoting fundamental British Values through SMSC'  
November 2014)**

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## INTRODUCTION - SMSC and British Values

At Harrison Allen we recognise that spiritual, moral, social and cultural education begins with our obligations under the 2002 Education Act; the 1989 Children Act and 2010 Equality Act to promote equality and safeguard the welfare of children. Furthermore, we also recognise that spiritual, moral, social and cultural education includes a duty to champion the principles of democracy and challenge prejudice and intolerance by promoting the values set out in the 2011 'Prevent Strategy' and the 2014 DfE consultation and the latest April 2021 Prevent Guidance. These values are enshrined in five key principles:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

## AIMS OF THE POLICY

- To ensure that everyone at Harrison Allen is aware of our values.
- To ensure a consistent approach to SMSC issues.
- To ensure that a pupil's education is within a meaningful context and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them.
- To give each child a range of opportunities.
- To enable each child to develop an understanding of their own identity.
- To enable children to develop an understanding of their cultural and social environment and an appreciation of the many cultures in our society.
- To give each child an opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

### Upholding Spiritual, Moral, Social and Cultural Values

Across each tailor-made programme, Harrison Allen aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for opportunities, responsibilities and expectations in life.

Pupils' **spiritual development** involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and

their will to achieve.

Pupils' **moral development** involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right.

Pupils' **social development** involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good.

Pupils' **cultural development** involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning and learning resources.

English makes a major contribution to pupils' SMSC development through:-

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- Helping pupils to engage in emotional literacy through differing genres.

Mathematics can provide a contribution to pupils' SMSC by:-

- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

Science provides opportunities for pupils' SMSC development through examples such as:-

- Encouraging pupils to reflect on the wonder of the natural world.

- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Raising awareness that scientific developments are the product of many different cultures.

ICT can contribute to SMSC development by:-

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- Acknowledging advances in technology and appreciation for human achievement.

History makes a contribution to SMSC by:-

- Looking at the establishment of multi cultural Britain.
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

Geography contributes to SMSC where:-

- Opportunities for reflection on the creation, earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places give pupils the chance to reflect on the social and cultural characteristics of society.

MFL contributes to SMSC through:-

- Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people.
- Pupils' social skills are developed through communication exercises.
- Listening skills are improved through oral/aural work.

Religious Education makes a distinctive and substantial contribution to the delivery of SMSC:-

- Learn about beliefs, values and the concept of spirituality.
- Reflect on the significance of religious teaching in their own lives.
- Develop respect for the right of others to hold beliefs different from their own.
- Show an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and traditions.

Art may contribute to SMSC by:-

- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with spiritual or religious themes, issues raised by artists which concern ethical issues, I.e. war and violence.

## **Promoting Fundamental British Values as part of the SMSC Policy**

At Harrison Allen, the five key principles are embedded within the SMSC provision and may be demonstrated by these examples.

- Democracy  
We encourage students to voice their opinions and make time outside the lessons for them to talk. Through this process they are able to express their views with regard to their education and these views are discussed and inform future plans. In addition, Harrison Allen is always willing to participate in educational meetings and discussions between parents, carers and other professionals.
- Individual Liberty  
Students are actively encouraged to make their own choices, for example with regard to subjects they would prefer to study and the tier, when their lessons take place, lesson duration and frequency.
- The Rule of Law  
Children are encouraged to understand the need for rules for the good of everyone. For example, mobile phones must not be used in lessons – a rule which students understand and accept. Similarly, we ask our students to sign in and out when they arrive and depart – they understand why and willingly comply.
- Mutual Respect  
All staff model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.  
Children are encouraged to differentiate between right and wrong and look at how their actions affect others. For example, we encourage lesson punctuality and break times are clearly designated. We expect tutors and students to respect these. We also expect students to behave in a considerate manner in their lesson breaks, keeping their voices down in the office. We encourage students to greet visitors politely and make room for them in common spaces.
- Tolerance of those of different faiths and beliefs

We are proud of our culturally diverse student and tutor base. For example our timetabling reflects the needs of some tutors and/or students not to work on certain Religious Festivals or Friday afternoons. We also provide for a private space for prayer if required to do so.

#### **LINKS WITH THE WIDER COMMUNITY**

Visitors are welcomed into Harrison Allen

Visits to places of worship, cultural venues such as theatres, cinemas and libraries are actively encouraged.

Children are taught to appreciate and take responsibility for the environment.

#### **MONITORING AND IMPLEMENTATION OF THE POLICY**

Regular discussions are held at staff meetings.

Staff share classroom work and practice.

The implementation of this policy is the responsibility of all staff.

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