

SMSC & British Values Policy

Adopted by the Board of Trustees

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Trustee Reviewers: Standards Board

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1. General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

2. Curriculum Intent

At The Bramble Academy we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their school career, as well as the challenges of the wider world. A curriculum in which core literacy and numeracy skills are at the heart of all we do and in which children are engaged and excited to learn. The curriculum is designed to recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Our curriculum embraces the community in which it is situated, recognising local history, heritage, geographical and business links and most importantly, the aspirations of all our children. We place strong emphasis on the spiritual, moral, social and cultural development of all our pupils and our school is part of The Evolve Trust, which has identified a clear set of values that underpin everything we do.

SMSC plays a huge role in the education of our students. The majority of students at Bramble Academy come from Mansfield Woodhouse or the surrounding area. This is an area of social deprivation and many of our pupils come from disadvantaged backgrounds. The population of the area is predominantly White British with over 90% of the population either Christian or no religion. The delivery of SMSC across the Academy is vital to opening the minds of our young people and helping them appreciate the culturally diverse world we live in.

Bramble Academy has a Values led ethos which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each student to her full potential.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they adopt.

3. Fundamental British Values

Fundamental British Values are promoted throughout daily life at the Academy. From the election of our student council (who play an active role in everything from recruitment of new staff to choosing the companies who provide the school dinners) to the use of assemblies throughout the year, FBV are a part of daily life at Bramble.

Bramble Academy has a British Values assembly rota which is updated yearly.

The Bramble Academy- British Values 2019-2020

	Belonging	Literacy	High aspirations	Teamwork	Self-knowledge, Self-esteem and self-confidence	Democracy	Mutual respect and tolerance	Rule of law, Right and Wrong	Individual liberty	Healthy lifestyles	Thinking of others	Rules, boundaries, equality, behaviour
Assembly												
Welcome back - core values	X		X	X			X					X
Attendance rewards (Weekly)	X		X	X				X		X		X
Jeans for Genes Day				X	X					X	X	
European Day of Languages	X	X					X				X	X
Black History Month	X		X				X	X	X		X	
Yom Kippur	X						X		X		X	X
World Food Day					X				X	X		
Guy Fawkes	X					X		X	X			X
Anti Bullying Week	X	X		X	X		X	X	X		X	X
Disability History Month	X		X	X	X		X	X	X	X	X	X
St Andrew's Day	X				X		X		X			
Advent	X				X		X				X	
Real Meaning of Christmas	X				X		X		X		X	
Martin Luther King Day	X	X	X	X	X	X	X	X	X		X	X
Chinese New Year	X			X	X		X				X	
What is Lent?	X				X		X		X	X	X	
Safer Internet Day		X			X		X	X			X	X
Florence Nightingale Song		X	X	X					X		X	
World Book Day (1st March)		X										
Holi Festival	X						X		X		X	X
Easter	X						X		X		X	

4. How we promote British Values at The Bramble Academy

- Include age and stage -appropriate material in the curriculum on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain in comparison to other forms of government in other countries.
- Make sure that all pupils within the school have a voice that is listened to.
- Demonstrate how democracy works through actively promoting democratic processes, such as an elected school council.
- Organise visits to local councils, Parliament and places of worship, and encourage contact with those in political or local office through the Bramble Pledges.
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Consider the role of extra-curricular activities, including any run directly by pupils, in promoting fundamental British values.

5. SMSC

Provision for the spiritual development of pupils includes developing 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

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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

Provision for the social development of pupils includes developing 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 of 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

will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Provision for the cultural development of pupils includes developing 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, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>	<u>British Values</u>
<p>Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Use of imagination and creativity in their learning willingness to reflect on their experiences.</p>	<p>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.</p> <p>Understanding of the consequences of their behaviour and actions.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p>Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p> <p>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p> <p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.</p>	<p>Understanding of how citizens can influence decision-making through the democratic process.</p> <p>An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.</p> <p>An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.</p> <p>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p> <p>An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination.</p>

SMSC & British Values

6. SMSC Provision

SMSC and FBV run through the entire curriculum. While not taught explicitly, they are planned into schemes of learning and long/medium term plans. Our curriculum is full of enriching experiences through the Bramble Pledges that promote the understanding of the strands of SMSC.

In Practice: Spiritual

- A Religious Education study programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;
- A PSHE programme and Pledges which allows for all years to engage in themed discussion, reading (both fiction and non-fiction) and competitive quizzes to encourage learning and develop an awareness of our core values;
- An assembly programme (see FBV section) to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation;

- Educational enrichment trips through our pledges, creative partnerships and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world;
- A reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it. Shared Knowledge Organisers allow pupils an awareness of what they are meant to learn through each half-termly topic;
- An enrichment reward system developing student self-esteem through certificates, postcards home, values and attendance awards;
- Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual;
- The use of school council to involve students in the life of the school. For example, student council members who helped with the recruitment of new staff and contributing to the selection of our school dinner providers;
- PSHE programme for all years through school.

Moral

- Clear models of good behaviour from staff and reinforcement of school and classroom rules both inside and outside of lessons in line with our Values;
- Robust restorative practice throughout school;
- Themed assemblies based on moral issues, where appropriate, across the school community;
- PSHE programme for all years;
- Assembly themes on moral issues, developed and reinforced with follow-up tasks or reflections.
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality;
- The use of students in teams across the school: Student council; Anti-Bullying ambassadors;
- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues;
- Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour as and when such issues arise.

Social

- Interact with all staff in school and with external partners of the school in an appropriate manner;
- Elected school council representative to feedback views, ideas and concerns to their tutor groups and to the senior leadership team;
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support, but increasingly with more independent study;
- PSHE programme for all years;
- Participate in the wider community through the Bramble Pledges.

Cultural

- Educational visits to experience other cultures and ways of life as part of individual subjects but also as part of the Bramble Pledges;
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life as part of the Bramble Pledge;
- PSHE programme for all years;
- Collective worship and assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals: Diwali, Hanukah;
- Topic work across the school which explores “culture” in all its various forms in relation to specific subject areas;
- Access to the Internet in order to explore cultures and activities as extension learning

7. Assessment of impact

The assessment of SMSC is done through the following ways-

- Attendance data;
- Tracking of behaviour incidents in school;
- Pupil engagement with discussions about other religions / cultures;
- QA of the Bramble Pledges
- QA of curriculum work

This information is gathered by the SMSC Lead at least termly. It is then used to improve the SMSC provision throughout the academy and target any specific areas to develop. This continuous cycle of improvement ensures the impact of SMSC across all members of the academy.