



Harwich and Dovercourt
High School

SMSC Policy and British Values Statement

Document Detail	
Category:	<i>Student Related</i>
Authorised By:	<i>LGB</i>
Sponsor:	<i>Mr C Herron</i>
Author:	<i>Based on School Bus Policy</i>
Version:	1
Status:	Approved
Issue Date:	November 2019
Next Review Date:	November 2020

Ownership and Control

History

Version	Author	Dated	Status	Details
1	School Bus Model	October 2018	Approved	Approved by LGB 18 th Oct 2018
2		November 2019	Approved	Approved by LGC 7 th Nov 2019

Intended Audience

Intended Audience	Intended Method of Distribution
Staff, Governors, Students, Parents	Sharepoint Google Drive, website

AMENDMENT TRACKER

Name of reviewer: Chris Herron

Date of review: November 2019

Summary of changes:

Sentence added to 2nd paragraph on page 9: "These values are taught through the school PSHE programme. This is in addition to curriculum content."

Spiritual, Moral, Social and Cultural Development Policy

At Harwich and Dovercourt High School we recognise that the spiritual, moral, social and cultural development of students plays a significant part in their ability to learn and to achieve their full potential. As such, SMSC is integral to the school's ethos. We believe that students cannot and will not learn effectively unless they are both happy and secure; unless their individuality is respected; their differences celebrated; their difficulties understood; their interests extended and their talents developed. For that reason the spiritual, moral, social and cultural development of students is as important as their academic development. As a consequence of this belief we aim to provide an education that gives students the opportunity to explore and develop their own values and beliefs, to engage with their spiritual lives; to develop positive and caring attitudes towards others; to develop an understanding of their social and cultural roots and to hold an appreciation of the diversity and richness of other cultures.

Students are given the opportunities to explore the SMSC aspects of their personal development through school pastoral activities, themselves designed to foster and cultivate the values above; through collective worship, delivered in community assemblies, which provide rich opportunities for personal and collective reflection; and through all curriculum areas, each making a contribution to students spiritual, moral, social and cultural development within their particular context.

General Aims:

To ensure that:

- Every student matters.
- Every student is given the opportunity to be the best they can be in the best possible environment.
- Everyone associated with the school is aware of our values and principles.
- The personal development of students is accorded the same status as their academic achievement.
- Every member of Harwich and Dovercourt High School knows what is expected of them and why.
- Students understand that knowledge and skills by themselves serve very little purpose unless set with the context of values.
- Those in privileged positions influence students with patience and sensitivity, always encouraging them to value themselves and others.
- Students develop a sense of respect for authority both personal and academic.
- Students appreciate achievement in all spheres of life of their lives, and in doing so learn to be reflective.
- Students distinguish between opinions and prejudices and make valid judgments of their own.
- Engenders the development of personal values; a sense of pride and respect for self-discipline; respect for the importance of work; trustworthiness; punctuality; personal image and a very high sense of personal expectations.
- Cultivates moral values and personal conduct; integrity; tolerance and respect for difference; a value of others and awareness of the collective responsibility.
- Encourages students to be responsible and accepting of responsibility.
- Develops confidence and competence both academically and socially.

- Enables students to distinguish between right and wrong; to articulate their own attitudes and values; and be able to understand, and be sensitive to, the beliefs, values and ways of life of other people.
- Encourages students to be caring, considerate and compassionate; and to respond appropriately to injustice and prejudice.
- Engenders skills in working collaboratively and independently.
- Develops the ability for students to reflect on their learning and plan for the future.
- Prepares students to respond positively to challenges and problems.

The general aims of our SMSC development provision are delivered through a rich and diverse programme that caters for the needs of every student.

- All lessons.
- Pastoral programme.
- Focus Days.
- Community Assemblies.
- Mentor programmes.
- School productions.
- Performing Arts.
- Senior Prefects.
- Student Voice.
- Sporting Activities.
- Clubs.
- International Trips.
- School trips.
- Charity work.

SUMMARY

Spiritual, moral, social and cultural education helps children develop personal qualities and values which are an inherent part not only of a stable, able and successful individual but also civilised society. Thoughtfulness, honesty, respect for difference, moral integrity, independence, and self-respect are qualities taught across the curriculum and throughout school life; they are not to be found only in Religion & Ethics or PSHE and Citizenship. All staff, including Support Staff, are involved in spiritual, moral, social and cultural education. These qualities should be evident in the way that children and adults interact throughout the school.

SPIRITUAL DEVELOPMENT

Definition

- a. Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose.
- b. Aspects of spiritual development:

Beliefs

An awareness and understanding of their own and others' beliefs
A respect for themselves and for others

A sense of awe, wonder and mystery

Being inspired by the natural world, mystery, or human achievement

Feelings of transcendence

A respect for insight as well as knowledge and reason.
Awareness and respect for the different beliefs about the spiritual world.

The search for meaning and purpose

Asking "why me?" at times of hardship or suffering
Responding to challenging experiences of life such as beauty, purpose, suffering and death.
Dealing with ultimate questions for which there might be known scientific explanations.

Self-knowledge

An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences
A growing understanding and acceptance of individual identity and development of self-respect

Relationships

A sense of empathy with others, concern and compassion and an ability to build up relationships with others.
Ability to value others as important contributors to our individual wellbeing.

Creativity

Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts.
Exercising the imagination, inspiration, intuition and insight.

Feelings and emotions

An understanding of feelings and emotions and their likely impact.
A growing awareness of when it is important to control emotions and feelings.
Developing a high sense of emotional intelligence and ability to manage our emotions.

c. Steps to spiritual development might include:

Recognising the existence of others as independent from oneself
Becoming aware of and reflecting on experience
Understanding and evaluating a range of possible responses and interpretations
Developing personal views and insights
Applying the insights gained with increasing degrees of perception to one's own life

d. At Harwich and Dovercourt High School we aim to encourage Spiritual Development through:

The values and attitudes the school identifies, upholds and fosters
The contribution made by the whole curriculum
Religious & Ethics, PSHE and Citizenship and collective worship assemblies
Extra-curricular activity

MORAL DEVELOPMENT

Definition

Moral development is about the building, by students, of a framework of moral values which regulates their personal behaviour. It is also about the development of students' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing a well-reasoned opinion about the different views.

Our intention is that the children of Harwich and Dovercourt High School will be working towards:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- A confidence to act consistently in accordance with their own principles
- An ability to think through the consequences of their own and others' actions
- A willingness to express their views on ethical issues and personal values
- An ability to make responsible and reasoned judgments on moral dilemmas
- A commitment to personal values in areas which are considered right by some and wrong by others
- A considerate style of life
- A respect for others' needs, interests and feelings, as well as their own
- A desire to explore their own and others' views
- An understanding of the need to review and reassess their values, codes and principles in the light of experience
- An understanding of rights and responsibility within the communities and society in which they live
- Recognition that school rules are part of their moral development

At HDHS:

- We address moral issues through assemblies, Religion & Ethics and PSHE /Citizenship.
- We have a Behaviour for Learning Policy contributed to by staff and students.
- We deal promptly with any discrimination and injustice, involving pupils in decision-making where appropriate.
- We promote a safe learning environment in which students can express their views and opinions.
- We model through relationships and interactions, the principles we wish to promote.
- We encourage students to take responsibility for their actions.
- We acknowledge and praise good behaviour.

SOCIAL DEVELOPMENT

Definition

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society, society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

Our intention is that the students at HDHS will be working towards:

- An ability to adjust to a range of social contexts by appropriate and sensitive behaviour.
- Working successfully as a member of a group or team.
- An ability to share views and opinions with others and work towards a consensus.
- Showing respect for people, living things, property and the environment.
- Appreciation of others' rights and responsibilities.
- An understanding of the structures of society, e.g. the organisation of the family, the school, etc.

At HDHS:

- We foster a sense of community with common, inclusive values.
- We provide opportunities for students to work in a variety of social groupings, within the class and sometimes across the school.
- We provide positive whole school experiences, e.g. school productions, awards assemblies, residential opportunities and off timetable enrichment days and focus days.
- We encourage students to develop valuable personal qualities, e.g. thoughtfulness, honesty and respect by modelling these behaviours and through Religion & Ethics and PSHEE
- We help students to resolve tensions and conflicts.
- We have school council meetings.
- We encourage students to support nominated charities through school events.

CULTURAL DEVELOPMENT

Definition

Cultural development is about students understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with

change. Promoting students' cultural development is intimately linked with schools attempts to value cultural diversity and prevent racism.

Our intention is that the children of HDHS will be working towards:

- An ability to recognise and understand their own cultures and values;
- An ability to appreciate cultural diversity and to respect other peoples values and beliefs;
- Having an openness to new ideas;
- Having a willingness to participate in artistic and cultural events, recognising and understanding images/icons, which have significance, and meaning in a culture.

At HDHS:

- We celebrate student's particular gifts and talents, regardless of culture;
- We work with outside agencies to support the needs of children as appropriate;
- We raise students' awareness of other cultures through assemblies
- Our Religious & Ethics Scheme of Work provides opportunities for learning about other cultures
- We report incidents of racism and prejudice appropriately.
- We offer students opportunities for International travel and cultural exchanges.
- We have links with other schools in other countries (Grodno).
- As part of our Focus Day activities we have the International Day, where students are taught about life in different countries.

Equal Opportunities

All members of the school are committed to the Equal Opportunities Policy.

Discrimination based on race, gender, colour, religion, faith, physical appearance or disability is unacceptable to us (see Equal Opportunities Policy).

British values statement

Harwich and Dovercourt High School is required under section 78 of the Education Act 2002 to promote the spiritual, moral, mental and physical development of pupils. As of November 2014, schools also need promote fundamental British values as part of the school curriculum.

Harwich and Dovercourt High School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the UK. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Harwich and Dovercourt High School is dedicated to preparing pupils for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its pupils.

The DfE has suggested that pupils are taught about fundamental British values during their spiritual, moral and cultural (SMSC) classes. Pupils are expected to display knowledge of the fundamental aspects of British values. These values are taught through the school PSHE programme. This is in addition to curriculum content. The government has outlined their expectations, stating that pupils should:

- Understand the democratic process and how citizens can have a say in decision making.
- Recognise the advantages to living under the rule of law and how law is essential for a safe society.
- See that there is a separation of power and why it exists.
- Understand the reasons for accountability of institutions and why courts maintain independence.
- Know why freedom of religion protects all faiths, as well as those with no faith.
- Accept that people who hold different religious beliefs should be tolerated and not be discriminated against.
- Value the importance of identifying and combating extremism.

Harwich and Dovercourt High School does not have to promote or teach any particular belief, view or way of life that contradicts our outlook or ethos; however, we will not promote discrimination, or accept intolerance against people or groups, on the basis of their belief, opinion or background.

Democracy
Students will show knowledge of Britain’s democratic parliamentary system. This will be done through the community system. It will also be covered through the History curriculum and through tutor periods.
The rule of law
Students are taught the difference between right and wrong, carefully supported by the pastoral system at HDHS. Behaviour initiatives, such as the C system and VIVOs are used effectively to further support the rule of law.
Individual freedom
Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Students are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely. This is done through our pastoral system, but also through e-safety and PSHEE.

Mutual respect

Mutual respect is at the heart of our school ethos. Students learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect. At HDHS, we reinforce that we are all equal with different qualities, backgrounds, interests and personalities.

Where this respect breaks down, R&R meetings are used to allow staff and students to move forward - in an atmosphere of support.

HDHS celebrates the personal achievements and interests.

Tolerance of those of different faiths and beliefs

HDHS has a culturally diverse community. We place great emphasis on celebrating diversity in our students. Our RE, PSHEE and SMSC reinforce this.

Members of different faiths or religions are encouraged to share their knowledge to enhance understanding in the school.

Identifying radicalisation

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme.