

HEBBURN

Comprehensive School



WORK HARD | BE KIND | ASPIRE

SMSC AND PROMOTING BRITISH VALUES

VISION AND VALUES

HEBBURN COMPREHENSIVE SCHOOL



EVERY CHILD MATTERS



INCULCATION OF CORE VALUES AND POSITIVE ATTITUDES



CARING AND COLLABORATIVE COMMUNITY



HARMONY

INCLUSION

LEARNING



HIGH ASPIRATIONS AND AMBITION TO SUCCEED



**ROUNDED CITIZENS OF THE FUTURE WITH A
LIFE-LONG LOVE OF LEARNING**

INTRODUCTION

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools must demonstrate that they are promoting fundamental British values. Establishing a strong school ethos supported by effective relationships throughout the school and providing relevant activities beyond the classroom are ways of ensuring pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should understand that, while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it.

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This will help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC (Promoting fundamental British values as part of SMSC in schools, Nov 2014 Ref. DFE-00679-2014).

The list below outlines what pupils are expected to know as a result of the school promoting fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary and whilst some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs (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.

DEFINING SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

THE SPIRITUAL DEVELOPMENT OF PUPILS IS SHOWN BY THEIR:

- 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;
- 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.

Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal experience which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality. 'Spiritual' is not synonymous with religious; all areas of the curriculum may contribute to spiritual development.

TRANSLATING INTO THE VERNACULAR – KEY STRANDS

- Pause to think (does not have to be long, or developed);
- Reflect: think about what it must be like to ...;
- Fostering pupils' understanding of the world around them; developing values, principles and beliefs to inform their perspective on life;
- Take stock about inequalities surrounding the human condition;
- Address issues surrounding the fundamental meaning and purpose of life.

PUPIL CHARACTERISTICS, WHERE SPIRITUAL DEVELOPMENT IS 'OUTSTANDING', ARE LIKELY TO INCLUDE:

- Values, principles, beliefs;
- Mutual respect;
- Sense of empathy/concern/compassion;
- Creativity;
- An understanding of feelings and emotions.

OTHER POINTERS INCLUDE:

- The values projected by the staff, governors and pupils;
- The relationships the school encourages between pupils and staff;
- The way staff address pupils and pupils address staff;
- The way pupils address and care for each other;
- The way disputes and dissent are addressed;
- The quality of the learning environment;
- The range of opportunities outside the formal curriculum;

- The relationships developed by the school with the wider community;
- The tone and content of material published by the school.

In addition, some activities will be consciously planned to contribute to pupils' SMSC development; for example, activities such as assemblies, acts of collective worship, extra-curricular programmes and tutorial sessions in PSHCE/Citizenship, CEIAG, sex and relationships education, and drug education.

CONDITIONS TO DEVELOP SPIRITUALITY

- Question and answer/discussion;
- Environment where children are encouraged to ask questions;
- Provision to work in pairs and groups;
- Good listening skills.

THE MORAL DEVELOPMENT OF PUPILS IS SHOWN BY THEIR:

- ability to recognise the difference between right and wrong and to 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 those of others;
- 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;
- 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

HEBBURN VALUES

Our vision at Hebburn Comprehensive School is to have a harmonious community where the emphasis for all is on learning and achievement, where pupils feel safe and happy and where a culture of success and ambition is celebrated and embedded throughout the school and wider community. We aim to raise the aspirations of all our young people, inculcating a respect for one another and for the value of learning and citizenship. Through challenge, partnership and support, we aim to raise standards of achievement; create a genuine sense of community spirit; and enhance our pupils' life chances for the future.

PROMOTING THE VALUES OF DEMOCRACY; INDIVIDUAL LIBERTY; MUTUAL RESPECT; AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

In Hebburn Comprehensive, these values are taught explicitly through PHSCE/Citizenship, Spiritual, Moral, Social & Cultural Education/Activities (SMSC) and RE. Values, however, permeate all elements of the curriculum and all aspects of the life and functioning of the school. It is the duty of every member of staff to support and promote these values, as outlined in the current Teachers' Standards Part Two: Personal and Professional Conduct.

Through our provision of SMSC, we will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Promote the importance of tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people;
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

As a result of our comprehensive SMSC provision, pupils will:

- Develop an understanding of how citizens can influence decision-making through the democratic process;
- Have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

- Have a good 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;
- Understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- Have an acceptance that other people having different faiths or beliefs or having none should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- Develop an understanding of the importance of identifying and combatting discrimination.

DEMOCRACY

In school we promote the importance of democracy through the following:

- Elections for class representatives and school council;
- Specific units in PHSCE/Citizenship;
- Our work with the UK Youth Parliament;
- Student Voice on key aspects of school life; and
- Form group charity work (pupils voting for a charity to support).

INDIVIDUAL LIBERTY

In school we promote the importance of individual liberty by:

- Encouraging pupils to make informed choices, knowing that they are doing so in a safe and supportive environment;
- Providing boundaries for pupils to make safe choices, through carefully-planned curriculum delivery;
- Providing high-quality CEIAG to enable pupils to make key choices about options at Key Stage 4 and beyond;
- Encouraging pupils to develop a good understanding of their rights, responsibilities and personal freedoms;
- Discussing themes in assemblies, tutor time and PSHCE;
- Teaching pupils about e-safety, substance misuse and extremism;
- Encouraging pupils to sign up for extra-curricular clubs, including Homework Clubs;
- Encouraging pupils to provide constructive feedback on key aspects of school life.

RULE OF LAW

In school we promote the importance of the rule of law through:

- The school's key policies:
 - Behaviour;
 - Code of Conduct;
 - Safeguarding;
 - Extremism and Radicalisation;

- ICT Acceptable Use; and
- E-safety.

And by:

- Defining acceptable standards of behaviour and continually promoting them in a fair and consistent manner;
- Ensuring that the school's strategies and expectations of behaviour are widely understood by parents, pupils and staff;
- Delivering assemblies on e-safety and keeping safe online;
- Delivering specific units on the rule of law in PHSCE sessions.

We liaise closely with outside agencies, including Social Services, the fire brigade and the police. The police deliver assemblies on the dangers of substance misuse, anti-social behaviour and the dangers of knife crime.

MUTUAL RESPECT

Mutual respect is one of the core principles on which the school operates on a daily basis. In school we promote the importance of mutual respect through:

The school's key policies:

- Behaviour;
- Code of Conduct;
- Equality and Equal Opportunities;
- Our vision and mission statements.

And by:

- Reinforcing our core values in everything we do;
- Creating an environment in which children feel safe, happy, secure and respected;
- Providing positive role models for young people;
- Developing in pupils a sense of self-discipline and an acceptance of responsibility for their own actions;
- Encouraging the development of positive and caring relationships in all areas of school activities;
- Encouraging pupils to accept responsibility for their behaviour and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Providing clear guidance on good behaviour both in school and out in the local community;
- Ensuring a broad and balanced curriculum which allows students to learn about a wide range cultures and beliefs;
- Helping students to make informed decisions and be confident in their own identity and understand and respect that of others.

TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

As a school, we believe that a diversity of faiths and beliefs is something to be celebrated. We promote tolerance of different faiths by:

- Developing pupils' understanding of their place in a culturally diverse modern Britain;
- Learning about different religions and cultures through the RE curriculum;
- Exploring different cultures in language learning;
- Working in partnership with 'Show Racism the Red Card';
- Assemblies and SMSC themes.