

# SMSC and British Values Policy

**Adopted Date:** 01/09/2023

**Review Date:** 01/09/2024

## **Equality and Inclusion Statement:**

We include our equality statement in the beginning of all policies to emphasise our commitment to equality and inclusion.

At Apex Specialist Education we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We provide an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010 and Special Educational Needs and Disability Code of Practice 2014.

At Apex Specialist Education, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

In line with the public sector equality duty (PSED) standards, Apex Specialist Education will have due regard to the need to:

- Eliminate discrimination.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

In practice, due regard means that the governing board and the leadership team will:

- Be aware of the duty to have due regard when making decisions or taking action and will assess whether it may have implications for people with particular protected characteristics.
- Consider equality implications before and at the time that they develop policies and take decisions, not as an afterthought and keep them under review on a continuing basis.
- Integrate PSED into the implementation of all school functions and ensure that the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.
- It is unlawful to discriminate in the following areas, termed as protected characteristics: age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief and sexual orientation.

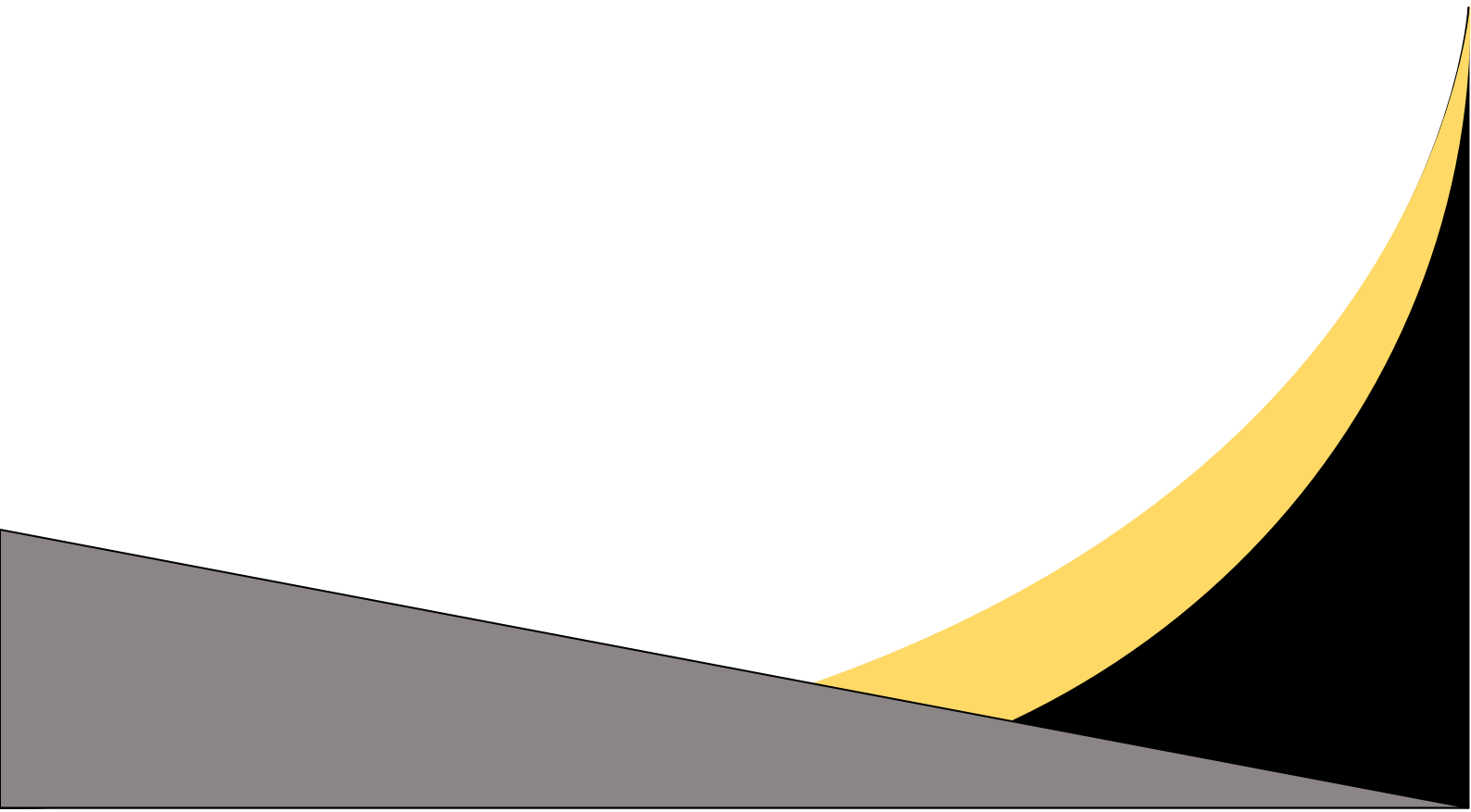
All members of Apex Specialist Education community are responsible for promoting Apex Specialist Education's equality statement and are obliged to respect and act in accordance with it.

For further information please see Apex Specialist Education's Equality and Diversity Policy.

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## **1. Our Vision**

Our key aim is to ensure that every child is able to thrive and achieve their full potential, through quality learning experiences. We also ensure that our children are safe, secure and happy during their time with us and endeavour to fully prepare them for their secondary school education and beyond.

To achieve our vision, we will:

- Encourage all our children and staff to excel and collaborate with one another, to ensure the best outcomes and progress for all.
- Develop learning communities that work together to improve standards and outcomes for our children, as part of a wider community.
- Follow our Trauma Informed approach to ensure that each school is a nurturing and reassuring environment which supports children so that they are emotionally ready to learn.
- Ensure that we remain committed to the following values that underpin the way we work: Support, Inspire, Flourish, and Succeed.

## **2. Statement**

This document outlines the overview of SMSC provision at Apex Specialist Education. We ensure that all opportunities are taken to develop collaborative and trusting relationships that will support and develop long term success for our students. Every subject area within our school promotes the development of observant, thoughtful and reflective students. We will create an environment of high expectations, aspirations and self-belief for everybody involved in our Trust. We aim for our young people to be successful, self-confident citizens of the future.

At Apex Specialist Education we aim to provide a safe, caring and happy environment where there is an opportunity to grow spiritually, morally, socially and culturally. We therefore aim to provide an education that provides learners with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive and caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures, particularly British culture.

All learners spiritual, moral, social and cultural values will be respected, and those whose values may be different from the majority will always be shown great sensitivity.

## **3. Aims**

Apex Specialist Education aims to create an ethos which fosters the spiritual, moral, social and cultural development of all children. SMSC is developed through:

- promoting SMSC across the curriculum, so that all students benefit from high quality teaching and learning which motivates challenges and empowers them
- the whole curriculum, including PSHE
- promoting British Values across assemblies
- extra-curricular activities
- opportunities for 'pupil voice' and student leadership
- developing a sense of integrity, compassion and tolerance throughout the community which values self-esteem alongside respect for others
- enhancing opportunities through partnerships between parents, students, staff, the local community, industry and commerce for students to explore the wider world

Apex Specialist Education is committed to offering children the opportunities to:

- identify, reflect on and explore experiences and distinguish between right and wrong
- discuss moral issues and develop and talk about their own attitudes and values.
- take responsibility for their own decisions.
- develop an understanding of social responsibilities and citizenship.
- celebrate a diversity of cultures.

#### **4. Spiritual Development**

The primary aim of spiritual education is to underline the spiritual concerns of humanity e.g. matters of life, the purpose of life, choices in life etc. Along with promoting opportunities for learners to reflect upon aspects of their own lives.

Apex Specialist Education supports the process of acquiring positive personal beliefs and values as:

- an active basis for personal and social behaviour.
- for the consideration and reflections of actions, words and the world as it is around us.
- the seeking of answers to 'deeper' questions.

Spiritual development is experienced largely through Religious Education (which all pupils, in all years are expected to engage with); lessons aid children to gain insight into their own religious beliefs and loyalties, identify their personal and spiritual values and practices so that they may take up their own spiritual allegiances. Moreover, it contributes to the moral and social development of our young people, developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society. Also, it develops in children respect for the practices of different religious faiths and a sympathetic understanding

of their underlying values and concerns. It should develop tolerance for the variety of beliefs and the customs of the citizens of our world.

It is expected that wider opportunities exist in the school's curriculum that enable children to think about religion and appreciate the variety of faiths by: using English, art and design, music, science and technology as well as humanities to heighten awareness of the spiritual dimension in our lives creating tasks which question children and enable them to work out their own position on issues, both moral and religious.

Whole school assemblies and celebrations also allow for opportunities to appreciate a variety of faiths and religions, including Harvest Festival, Eid, Christmas, Ramadan and Easter celebrations (see our cultural calendar/SMSC assemblies focus on Appendix 3).


### **5. Moral Development:**

- promote opportunities for learners to uphold a series of moral values.
- encourages children to develop fundamental principles about behaviour and the reasons for different types of behaviours
- helps children to develop the skills and confidence to make decisions
- gives children the confidence to listen to and respect the thinking of answers to questions about the universe

The aims of curriculum work can be summarised as follows:

- to stimulate children into giving expression to their own moral beliefs and understanding
- to challenge them into trying to justify their beliefs and understanding with reasons
- to enable them to share with others their reflections, listen to others and empower them to resolve their disagreements
- to help them apply their growing moral competence in the context of vocational experience and the workplace
- to facilitate the extending and generating of their moral reflections beyond their own immediate experience to national and international issues.

Key moral values within our schools are:

- self-respect and integrity
  - respecting the rights and property of others
  - doing the right thing
  - the importance of telling the truth
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- friendship loyalty to particular groups
- the ethic of work
- making the right choices
- managing conflict
- trust and confidentiality
- human rights
- personal judgement laws and their justification, civil rights and duties

It is expected that opportunities exist within the curriculum that enable children to explore these moral values including English, history, PSHE and RE – whereby pupils may study such concepts as conflict, tension, love and hate. These values are also explored within Science, where pupils may discuss concepts of scientific discovery and technological development which might cause moral problems and dilemmas e.g. genetics, pollution, atomic power, greenhouse effect etc. There are also wider opportunities to explore moral values through assemblies, visitors to the school and educational visits. Extra-curricular opportunities involving moral development are also provided for pupils including anti-bullying lessons and E-safety. Our Positive Behaviour Support Policy also prioritises the importance of restorative work after any sanction.

## **6. Social Development**

Through social development children acquire the skills and personal qualities necessary for individuals to live and function effectively in society. This requires an understanding of society in all aspects, its structures and principles and life as a citizen, parent or worker in a community. Children are encouraged to have increasing awareness of their own identity as individuals and a need to work with the feelings and wishes of others. Both the formal curriculum and extra-curricular activities promote team work and co-operation. The development of social skills is monitored. Teachers may also at times actively guide children to work in groups outside of friendship groups.

- Expected standards of behaviour are discussed with children by all staff.
- There is a planned programme of Personal, Social, and Health Education (PSHE) which aims to develop student awareness of moral issues as well as fostering a sense of responsibility and community values (see our PSHE policy for full details).
- Positive recognition of pupil achievement, behaviour and attendance is shared and recorded in each school e.g. through individual school reward systems including, recognition boards, group/individual rewards and certificates of achievement.

- Records are kept of SEMH (Social, Emotional and Mental Health) needs and concerns are regularly monitored and prompt action is taken when required.
- Teachers complete SDQ, PBS plans, and individual risk assessments dynamically which identify and address SMSC needs.
- Individuals are encouraged to participate in enrichment activities outside of the normal school timetable.
- Effective communications are maintained between the school and parents to ensure children maximise their potential. Formal parental contact is made during induction and termly review meetings, and through formal written school reports. However regular informal contact is made through Apex Specialist Education's open-door policy, which includes daily pick up/drop offs, telephone calls, emails and requested meetings in school with individual members of staff.
- In any aspect of the curriculum, external speakers are used to expose the children to a variety of viewpoints and opinions. The emphasis is to allow children to take responsibility for their own actions and provide them with a solid base of information on which to build their own perspectives, self-confidence and self-control.

## **7. Cultural Development**

Through cultural development children gain an understanding of those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural development is closely related to, and integrates, certain aspects of spiritual, moral and social development. The school reinforces the values and customs of society as a whole and celebrates diversity and multi-culturalism. The cultural influences of home, community and religion are explored in order to extend the children's awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the children's own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture.

Apex Specialist Education seeks to provide an education, which not only develops and strengthens children' current awareness, but also allows them to develop new cultural insights by:

- avoiding cultural bias
- promoting an appreciation of cultural diversity

Children should be able to:

- know about their own culture and society and value their own cultural identity
- be aware of, and celebrate, cultural diversity



- understand the interdependence of groups within society
- know about societies and cultures other than their own
- be aware of the principal ways in which different people interpret the world

Cultural Developments within the curriculum: The school seeks to enhance the cultural development of children by way of:

- the formal and wider curriculum
- extra-curricular activities
- incorporating children's own home influences into discussions

## **8. Promoting British Values**

Apex Specialist Education actively promotes the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs.

This is achieved through the effective spiritual, moral and cultural development of our children, as part of a broad and balanced curriculum and extra-curricular activities, through our links with both the local community and the wider world. In promoting our children's Spiritual, Moral, Social and Cultural development (SMSC), we demonstrate our commitment to actively promoting fundamental British values in ways which are appropriate to our children' age and ability.

We will enable our children to 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 ethos and teaching of our school, which we will make parents aware of, will support the rule of English civil and criminal law and we will not teach anything that undermines it. In our teaching about religious law, we will take particular care to explore the relationship between state and religious law.

Our children will be made aware of the difference between the law of our land and religious law. The provision for SMSC and the promotion of Modern British Values will be implemented using the following methods:

- Pupil Voice
- Regular monitoring of the curricular and extra-curricular
- SMSC thought-provoking displays to encourage discussion surrounding SMSC and Modern British Values.
- School rules shared and displayed across the school.

- The use of reward systems and recognition boards to give children a sense of belonging and self-worth.
- Links to SMSC on displays across the school to celebrate children's work and achievements.
- Whole school/year group/class portfolios to celebrate work on SMSC (and PSHE) and any celebration of key events/days e.g. visitor experiences, trips, charity work or events.
- Whole-School assemblies linked to current topics, the wider world and the celebration of main cultural events.
- Promotion of Apex Specialist Education values (Democratic, Inclusive, Excelling, Collaborative).
- Restorative Practices within school.
- NSPCC sponsored events and other charity events.
- International Day/Weeks celebrating a variety of cultures.
- SMSC Day/Mentally Healthy Day/Wellbeing Day
- Additional responsibilities for children such as the School Council, Anti-Bullying Council, and Eco-Committee.
- Upholding the standards as a 'Anti-Bullying Alliance' school and college member.

Through our school's SMSC provision, we will;

- enable our children to develop their self-knowledge, self-esteem and self-confidence;
- enable our children to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage our children 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 our children to acquire a broad general knowledge of and respect for public institutions and services in England;
- further develop tolerance and harmony between our country's different cultural traditions by enabling our children to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and 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.

## **9. Links with the Wider Community**

- Visitors are welcomed into school

- Learners take part in activities such as Remembrance Day, Comic Relief, Sport Relief, visits to local businesses, enterprise weeks, school fairs etc.
- The development of strong home-school links are regarded as very important, enabling parents/carers and teachers to work in an effective partnership to support the learners.
- Learners will be taught to appreciate their local environment and to develop a sense of responsibility towards it through educational visits
- Liaison with local secondary schools to support the curriculum and transition process.

## 10. Monitoring and Evaluation

Apex Specialist Education will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout each of the schools. The Senior Leadership Team (SLT) will monitor SMSC alongside the promotion of Modern British Values.

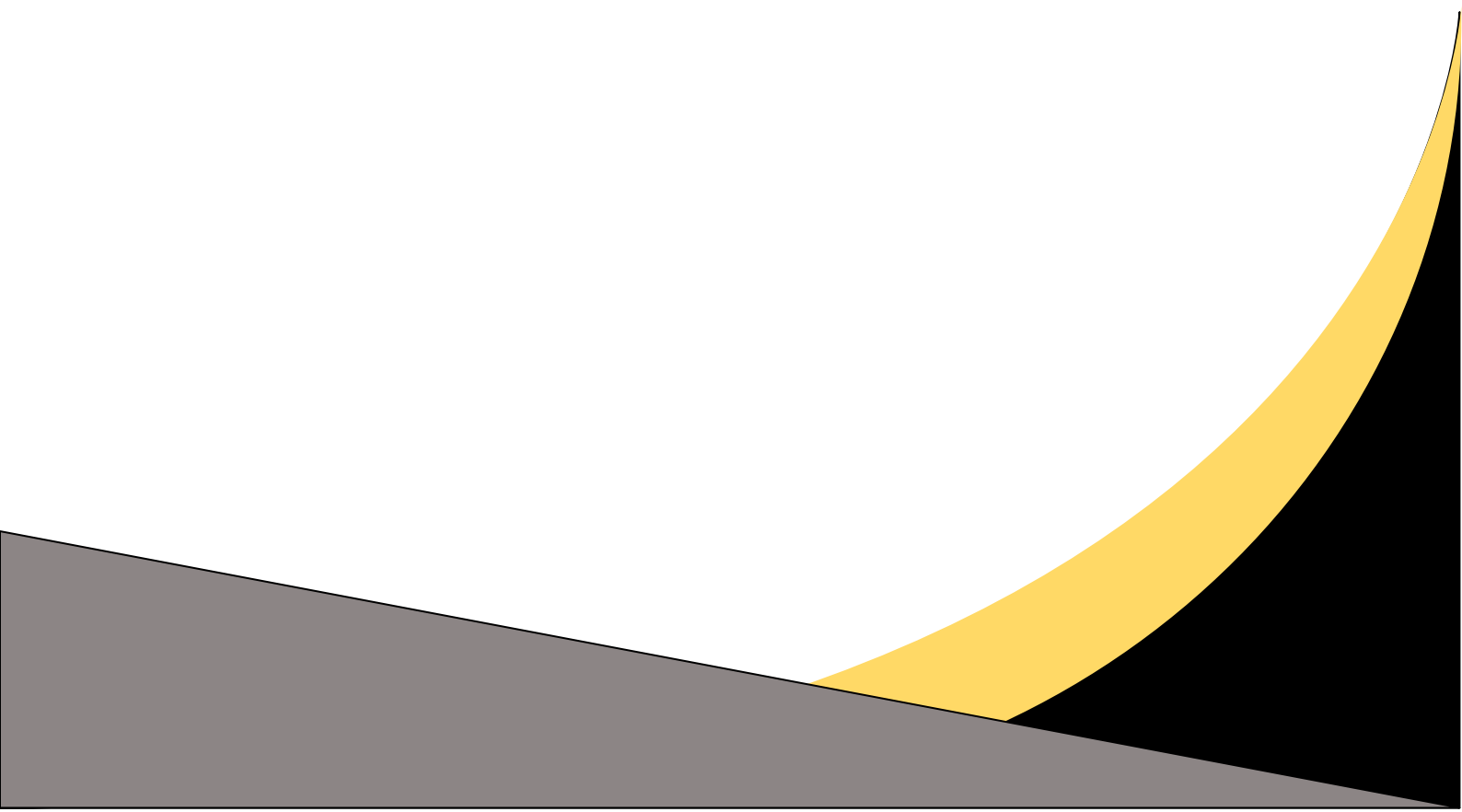
## 11. The UNCRC

The United Nations Convention on the Rights of the Child (UNCRC) has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status (see appendix 1)

At Apex Specialist Education we work with these rights to guide everything we do. The following rights are particularly pertinent to this policy: Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

- **Article 2** (without discrimination) The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.
- **Article 12** (respect for the views of the child) Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.
- **Article 28** (right to education) Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.
- **Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's

respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



# Appendix 1: UNCRC Poster



## UN Convention on the Rights of the Child



Children's  
COMMISSIONER



### Survival



You have a right to life, good food, water, and to grow up healthy

### Development



You have a right to an education and time to relax and play

### Participation



You have a right to say how you feel, be listened to, and taken seriously

### Protection



You have a right to be treated well and not be hurt by anyone

<p><b>1</b> Everyone under 18 has these rights</p>	<p><b>2</b> All children have these rights</p>	<p><b>3</b> Adults should do what's best for us</p>	<p><b>4</b> The Government should make sure my rights are respected</p>	<p><b>5</b> The Government should respect the right of my family to live and have their own rights</p>	<p><b>6</b> I should be respected as an individual</p>
<p><b>7</b> I have the right to express my views and to be heard in a democracy</p>	<p><b>8</b> I have a right to an identity</p>	<p><b>9</b> I have a right to live with a family who care for me</p>	<p><b>10</b> I have the right to live in peace and safety, to play and to be secure</p>	<p><b>11</b> I have the right not to be discriminated on the basis of my race, religion or disability</p>	<p><b>12</b> I have the right to be heard and taken seriously</p>
<p><b>13</b> I have the right to find out what others think about me</p>	<p><b>14</b> I have the right to have my views heard and to choose my religion, with my parents' guidance</p>	<p><b>15</b> I have the right to meet with friends and to join groups</p>	<p><b>16</b> I have the right to have some things private</p>	<p><b>17</b> I have the right to get information in a safe way, as long as it's safe</p>	<p><b>18</b> I have the right to be brought up by both parents if possible</p>
<p><b>19</b> I have the right to be protected from being hurt by bad people</p>	<p><b>20</b> I have the right to control my own life and help if I can't live with my own family</p>	<p><b>21</b> I have the right to have the best care if I am unwell</p>	<p><b>22</b> If I am a refugee, I have the same rights as children born in that country</p>	<p><b>23</b> If I have a disability, I have the right to special care and education</p>	<p><b>24</b> I have the right to good quality health care, to clean water and good food</p>
<p><b>25</b> If I cannot living with my family, people should help (childcare) I can visit and happy</p>	<p><b>26</b> My family should get the money they need to help look after me</p>	<p><b>27</b> I have the right to have a proper home, food and clothing</p>	<p><b>28</b> I have the right to an education</p>	<p><b>29</b> I have the right to an education which develops my personality, respects my parents' rights and the environment</p>	<p><b>30</b> I have a right to spend my own money and to choose my family's way of life</p>
<p><b>31</b> I have a right to work and play</p>	<p><b>32</b> I should not be made to do dangerous work</p>	<p><b>33</b> I should not be protected from dangerous things</p>	<p><b>34</b> Nobody should hurt me in ways that make me feel uncomfortable, scared or sad</p>	<p><b>35</b> I should not be abused, used or exploited</p>	<p><b>36</b> I have the right to be kept safe from things that could harm my development</p>
<p><b>37</b> I have the right not to be punished for what I do in the past</p>	<p><b>38</b> I can not be allowed to join the army until I am 15</p>	<p><b>39</b> I have the right to help if I have been hurt, neglected or badly treated</p>	<p><b>40</b> I have the right to legal help and to be treated fairly if I have been accused of breaking the law</p>	<p><b>41</b> Where our country treats us better than the law says we should know of the good world</p>	<p><b>42</b> Everyone should know about the UNCR</p>

## Appendix 2: SMSC Overview

This overview provides a brief summation of how we consider pupil-facing SMSC opportunities. The points on the table below, sit outside of our PSHE, RE and wider curriculum. These are initiatives which are implemented to bolster the learning within our curriculum. All year groups, have timetable sessions which focus on the areas listed below; specifically anti-bullying, school council, and eco-schools Green Flag Award.

Whole School	Assemblies	School Council	Anti-Bullying Council	Form Competitions	Keyworker Sessions	Charity Fundraising	Eco-Schools
Pupils should know	How we uphold and promote the pillars of our ethos: support, inspire, flourish, and succeed.	Who is on their School Council and how to contact them The value of their voice and their collective strength	How to access peer support in school and through trusted external support. The importance of a shared understanding around different identities that make up society and how to respect them. Talk about feelings and emotions	Which competitions are being run throughout the year and how they can get involved The benefits of taking part in the Form Competitions, such as developing key skills, making new friends and earning Form Points.	That they will be assigned a keyworker through induction, and have the opportunity to meet with them weekly. That there keyworker is there to support, challenge, and celebrate all aspects of school life in relation to the individual's journey.	Relevant charities for issues discussed via assemblies and forms.  How the charities intend to use their donations	What the Eco-Schools Green-Flag committee is and involves. How the programme will benefit their school and community. How to join and engage in the Eco-Schools programme.
Pupils should be able to	Recognise how the school values are demonstrated in school and in the wider world. Demonstrate the school values and celebrate each other when these values are demonstrated through our school awards.	Approach their School Council with any concerns or ideas Apply to be on the School Council.	Take responsibility for their actions in order to establish and maintain healthy relationships. Recognise their own feelings and those of others.	Join in a range of competitions Develop and demonstrate teamwork, resilience and a healthy competitive spirit	Access their keyworker regularly, and be supported to explore and reflect on matters important to them. Engage in keyworker sessions in a safe and nurturing environment.	Donate money, time or support to cause promoted within school Propose a charity to the school (via the student council) should they wish to organise a fundraiser	Engage in at least three initiatives which break large, global issues like climate change into more manageable and directed themes that prompt young people to consider environmental changes that they can make in their school and everyday lives.
Why are we doing this now? i.e. how does this benefit pupils beyond the school?	To promote belonging and togetherness which is created when gathered as a whole school.	To empower young people and their democratic voice and to promote their engagement with local and national issues	To support everyone in maintaining an inclusive environment built on respect and understanding To encourage mindfulness and self-reflection as tools for life.	To encourage a healthy competitive spirit and social skills, such as communication and teamwork	Encourage pupils to access support, and work through emerging needs. Also to receive regular feedback in a private and supportive manner.	To encourage young people to be active citizens and to support meaningful causes in society	Environmental issues such as climate change, biodiversity-loss, or plastic pollution are huge global issues and the thought of tackling them can be intimidating. This programme provides a means to challenge these issues in manageable and rewarding way; bettering the environment which our children will grow in.

### Appendix 3: Assembly Themes

Throughout each term there will be opportunities to cover a wide range of themes; these generally link to wider cultural and seasonal events. However, we will opt to dynamically review contemporary issues, and societal (and local) matters which could impact our school.

Assemblies prove an important tool for our SMSC strategy, and evidence of coverage within assemblies should always be reflected in dedicated files. The calendar on the next two pages details significant events which may be explored within assemblies throughout the year.

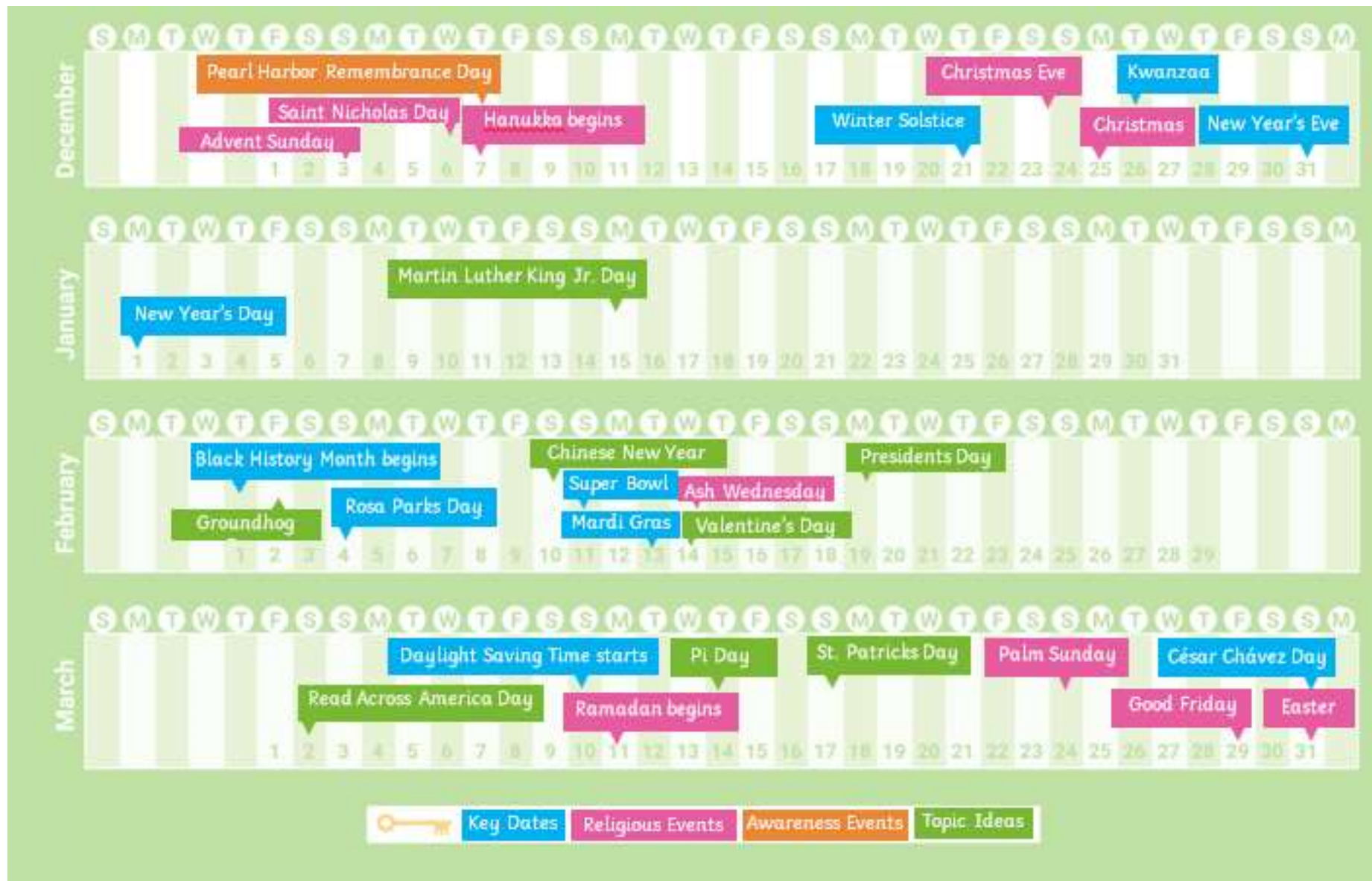
The exemplar assembly format would be:

- Ice breaker
- Topic discussion
- Rewards

Consult our topic calendar for a full list of events; these are some popular themes which may be the foci in assemblies throughout the year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• Yom Kippur</li> <li>• Settling back in to school</li> <li>• Anti-bullying</li> <li>• Eco-drive</li> <li>• School council</li> </ul>	<ul style="list-style-type: none"> <li>• Halloween</li> <li>• Bonfire night</li> <li>• Fire safety</li> <li>• Diwali</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Black history month</li> <li>• Chinese new year</li> <li>• Emerging needs</li> <li>• Respect</li> <li>• Exhibition (sports)</li> </ul>	<ul style="list-style-type: none"> <li>• Ramadan</li> <li>• Easter</li> <li>• School council</li> <li>• Anti-bullying</li> <li>• Eco-drive</li> </ul>	<ul style="list-style-type: none"> <li>• World book day</li> <li>• Community</li> <li>• Memorial day</li> <li>• Emerging needs</li> <li>• World events</li> </ul>	<ul style="list-style-type: none"> <li>• Eid</li> <li>• Keeping safe</li> <li>• Substance misuse</li> <li>• Musical exhibition</li> <li>• Summer briefing</li> <li>• Competition day</li> <li>• EOY Rewards</li> </ul>

## Appendix 4: 2023 – 2024 Cultural Calendar Part 1





**Appendix 4: 2023 – 2024 Cultural Calendar Part 2**

