



**THE ABBEY SCHOOL**  
A BUSINESS & ENTERPRISE ACADEMY

# **SMSC Education Policy**

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Reviewed on: May 2021

Review date: May 2022

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# SMSC & British Values

## What is SMSC?

SMSC stands for Spiritual, Moral, Social and Cultural education. These are not stand-alone ideas, but ones which are embedded into everything that we do at the Abbey School across every part of the curriculum. Examples are:

### **Spiritual:**

1. Reflecting on beliefs through RE lessons
2. Getting a sense of fascination about the world through Geography and Science
3. Using imagination and creativity in English and Maths
4. Reflecting on their experiences in PSHE and Assemblies

### **Moral:**

1. Looking at the law in Business Studies
2. Understanding consequences of actions in History
3. Giving views on ethical issues in Psychology

### **Social:**

1. Working together with others in PE and Media Studies
2. Volunteering to help others through Peer Mentoring
3. Exploring Modern Britain in Sociology

### **Cultural:**

1. Valuing cultural influences in Art and Technology
2. Understanding cultures beyond Britain through MFL
3. Responding to different musical influences through Performing Arts
4. Understanding different faith communities in RE

The examples are not exclusive and represent just a small taste of how, at The Abbey School, we educate every child through opening them to a vast array of opportunities throughout our curriculum.

SMSC educational opportunities are not just limited to the classroom. At The Abbey School, we offer every student educational experiences beyond the curriculum, in school, in the local community, and abroad. A small selection of these includes:

Art: Poppy celebration on 11 November

History: Trips to WW1 and WW2 battlefields in Northern Europe, as well as visits to Auschwitz.

Geography: Exploring local human impact on local communities around East Kent.

MFL: Visits to Christmas Markets in North France.

English: Visits to the theatre to see theatrical works of set texts.

Business: Talks from local business leaders. Trips to local businesses including the Sittingbourne paper mill.

PE & Sports: Competitive sports days as well as football tours of Spain

Science: Science week of activities through the University of Kent

Food Tech: Cultural cuisine workshops

Performing Arts: A range of productions incorporating Dance, Drama and Music, e.g. “Bugsy Malone”, “Beauty and the Beast” and “Dance showcase”.

### What do we mean by British Values?

British Values are what bind us together as a national community, no matter what our ethnic, cultural or religious background.

Every teacher has a duty to ensure they are *“not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs”* (School teachers’ pay and conditions document 2018 and guidance on school teachers’ pay and conditions).

Every school, therefore, has a duty to promote these core British Values through the work they do in SMSC (Promoting fundamental British values as part of SMSC in schools, Department of Education, October 2014). We make no exception to this here at The Abbey School, and indeed, take pride in making clear that we:

- 1 promote pupils’ spiritual, moral, social and cultural (SMSC) development;
- 2 promote fundamental British values;
- 3 Align British values with our school’s duty to promote SMSC.

Through our SMSC work, as mentioned above, we:

- 1 enable students to develop their self-knowledge, self-esteem and self-confidence;
- 2 enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- 3 encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those who are living and working in the locality of the school and to society more widely;
- 4 enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- 5 further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- 6 encourage RESPECT for other people and is central to our Vision and Values
- 7 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 this, The Abbey School actively promotes to every student, across the whole curriculum, the British values of:

- 1 an understanding of how citizens can influence decision-making through the democratic process, through things such as voting for house council representatives, or a study of British voting system in through the WPD curriculum;
- 2 an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety, which is experienced in lessons such as PSHE, History and RE;
- 3 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, ideas explored in Business Studies, Sports Science, Social Science, and RE amongst others;
- 4 an understanding that the freedom to choose and hold other faiths and beliefs is protected by law, which is directly studied by all students in the RE full and short course GCSE;
- 5 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, which is reflected in our behaviour policy, anti-discrimination policy, and SMSC policy, amongst others, as well as directly look at in the curriculum in subjects such as, but not exclusively, RE, History, and Social Science; and
- 6 an understanding of the importance of identifying and combatting discrimination, which again are looked specifically, but not exclusively, in RE, History, and Business Studies, as well as protected for all students through various school policies.

All of the above strategies fall in line with the students' right to an education which prepares them for their future in modern British society, and keeps them safe from all forms of radicalisation and extremism, as mentioned in the government's Prevent Strategy 2011 (<https://www.gov.uk/government/publications/prevent-strategy-2011>)

### The SMSC & British Values Abbey School Logo and Active Promotion



SMSC and British Values is not just what we do at the Abbey School, they are a fundamental core of *who we are*. We use the unique logo to highlight when SMSC and British Values are used to encourage our students to actively engage with British

Values and SMSC on a daily basis.

Therefore, we do not hide them but actively promote both SMSC and British Values in relevant *lesson*, as well as *whenever they happen around the school*.

Our two main strategies are:

- Placing our exclusive SMSC and British Values logo into every lesson, *where appropriate*, in order to bring to the students' attention a specific part of SMSC or a particular British value which we are promoting;
- Placing our SMSC and British Values news on the front of the school website to actively demonstrate how the whole school community, both inside and outside the classroom, upholds and takes pride in what we do.

## SMSC and British Values Teacher Flashcards

All teaching staff have been issued with colour-coordinated flashcards which:

1. Define the new SMSC descriptors, according to the Ofsted 2015 guidance
2. Explain how British Values are to be promoted through SMSC, according to the 2014 DofE guidance:
3. Give practical examples of how to use the school's unique SMSC and British Values logo to promote outstanding practice

These should be used in conjunction with lesson planning.

## Spiritual, Moral, Social & Cultural and British Values: Whole School

The Abbey School actively promotes Spiritual, Moral, Social & Cultural and British Values through the curriculum and through the additional provision, outside the school day, in clubs, recreational activities, educational visits, residential experiences and links with other schools nationally and internationally.

The SMSC and British Values development of students will broaden their knowledge and understanding, raise their self-esteem and hence, raise achievement. Promotion of these areas will also play a significant role in valuing and celebrating the diversity of the school population and local community in ensuring that Equal Opportunities and educational inclusion are realities within the school.

Our vision is of a school where all students reach their full academic and vocational potential and develop into considerate young adults who are in a position to pursue their aspirations and interests as responsible members of society.

Our Mission Statement is: 'Be the best you can be'

We are a community-focused extended school, providing excellent education to all regardless of their starting position. We are strict to ensure that all students have the same opportunities to learn, develop and achieve. Using Star, Steps and Shape our students are able to achieve the best they possibly can. The star system ensures every child gets an equal opportunity to learn, our steps system helps students understand the importance of respect and our shape system gives students the communication skills they will need for success beyond our walls.

Our students and staff use the **Star** system:

- Sit up straight and listen
- Track the speaker or the text
- Answer with hand straight up
- Respect through silence

Our students and staff use the **Steps** system:

- **S**ir or Miss, Every Time
- **T**hank You, Every Time
- **E**xcuse Me, Every Time
- **P**lease, Every Time
- **S**mile, Every Time

Our students and staff use the **Shape** system:

- Speak in Full **S**entences
- **H**ands away from face
- We **A**rticulate and don't mumble
- We **P**roject and speak clearly
- We look at people in the **E**ye

This system is mutually beneficial for both parties; students and staff. This framework allows students to appreciate SMSC and British values throughout their schooling. Our Strict but fair ethos enables all students to succeed in School giving them better post 16 opportunities.

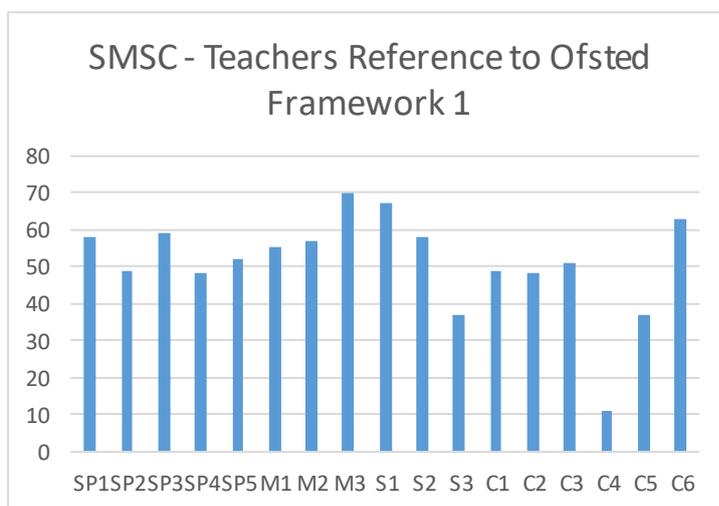
Monitoring the success of the provision of SMSC development takes place through:

- Analysis of assessment and examination results;
- Monitoring students' progress;
- Students' attitudes (via surveys from School Council and House Councils);
- Responses to parental surveys and staff surveys;
- External visits from advisors/consultants, LEA and OFSTED visits and visitors from other schools.
- Student Self-Assessment;
- Monitoring student progress – through the work of Assistant Headteachers, Key Stage Managers team/ HOL and subject leaders.
- Assessment of extra-curricular – through NOF surveys and student surveys;
- Collective Worship monitoring;
- Monitoring programme of lesson observations, tutor time and Life Skills;
- Schemes of work and assessment procedures in all subject areas;
- Governors visit reports;
- Monitoring of Every Child Matters agenda through Director of Inclusion, Assistant Headteachers and Senior Head of House.

## SMSC Report 2019 – 2020

In 2019, we carried out an SMSC audit with the aim of improving SMSC and British values. Below are the findings of the report.

### Strengths



Overall as a whole school, we are very confident within the moral and social aspects of SMSC education.

*“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”.*

Particular highlights include:

M3

This allows our students to become well-rounded individual who can

consider multiple views and make reasoned and logical judgements on ethical issues.

*“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”.*

S1

This enables students to appreciate different social circumstances and approach difficult topics with a mature sensitive attitude.

### Weaknesses

Despite the audit showings some excellent areas of strength, we have some gaps within SMSC that we need to address particularly within cultural development. For example, C4 was only referenced 11 times. This is a particular concern because C4 relates to democracy one of the Fundamental British values:

*“Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain”*

Furthermore, the audit only directly refers to S3 37 times. Whilst this is a higher, figure it in not in keeping with the other aspects of social development and therefore is a cause for concern.

*“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”.*



## Where is SMSC now?

The curriculum has been designed and mapped to enable teachers to give opportunities for SMSC and British values education. Students have time to reflect in each class to give a measured view, opinion, answer and gain a deeper understanding into the topic.

Students need out of class opportunities to develop their skills associated with SMSC. This can include but is not limited to:

- Sports events
- Extra curricula clubs
- Duke of Edinburgh award
- UK and Overseas trips
- School Council
- Student Voice
- Peer mentoring programme
- Performing Arts
- Art and Design
- Coaching programme

*“In order to serve young people well, schools need not only to provide them with a stable environment in which to develop positive behaviours, but, as far as possible, to also **introduce them to content and forms of thinking which will equip them to tackle complex problems with moral and cultural dimensions**”.*

*(Schools with a soul: a new approach to Spiritual, moral, social and cultural education Paterson, Lexmond, Hallgarten and Kerr 2014. P6)*

Another key part of our strategy is to use current affairs in the media. This enables us to eradicate misconceptions and develop our students' skills. During focus weeks, all students will focus on a specific topic. For example, we have already completed focus week on the General Election, Justice and Diversity. Students have assemblies on the topic and interact with age appropriate tutor time resources. Students can **explore** and **reflect** on their own and other people's thoughts and **feelings**. This helps them **empathise** and **sympathise** with others. Students can **challenge** and **question**, developing their criticality and **understanding** of the topic.

## How does this help our students?

Our students can develop their person inside and outside the classroom. Students will develop key skills, which will give them better opportunities when they have finished school.

Students will develop a better understanding of the fundamental British Values; Democracy, Rule of Law, Respect & Tolerance and Individual Liberty. More importantly, students will understand themselves, who they are, their own culture and place within British society.

Due to the personal nature of SMSC and British values, students engage more, with a shared sense of community. Our aim is to encourage our students to enjoy learning and become lifelong learners.

## What are our next steps?

- **The curriculum** - We should find and utilise curriculum links to give students a deeper understanding of issues of topics. We will run trails to see the impact on student awareness and understanding.
- **Focus weeks** - We will introduce more focus weeks to give students a richer understanding of the world around them and to develop key skills.
- **Students understanding of language** - We will work on students understanding of the language of SMSC and British values.
- **Peer support** – We aim to create a bigger role for the sixth form to have an impact on the lower school in terms of help, support and advice, with the intention of improving agency with our Sixth formers.

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**May 2021**