



# British Values and SMSC Policy

Version 4

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This policy will be reviewed on an annual basis, or earlier if changes are necessary. Springfield Training reserves the right to amend this policy, following consultation, where appropriate.

Date created:	June 2021
Date of last review:	April 2020
Date of next review:	May 2022

09.06.2021

## **1. What is the policy about?**

The main points of this policy are to make clear that Springfield Training promote learners' spiritual, moral, social and cultural (SMSC) development

## **2. Who is the policy for?**

All staff, learners and other stakeholders.

## **3. Policy statement**

### *Introduction*

Spiritual, moral, social and cultural education helps learners develop personal qualities which are valued in a civilised modern British society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Springfield Training we seek to teach these qualities across the curriculum to promote learners to fully contribute positively to life in modern Britain. It is linked closely to our organisational values and ethos.

### *Ethos of Fundamental British Values (BV) and SMSC at Springfield Training*

- Passionate, reflective and creative in and about learning
- A desire to treat everyone equally, with respect and tolerance
- Respecting and celebrating our differences
- A commitment to contributing positively to life in and outside of education
- A deep sense of purpose that things can change and transform
- A sense of perseverance to keep going to reach our goal

### *Definitions*

Springfield Training uses the following definitions of Fundamental British Values and Spiritual, Moral, Social and Cultural education:

*Spiritual-* Beliefs, religious or otherwise, which inform learners' perspective on life and their interest in and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning and willingness to reflect on their experiences. A desire and willingness to reflect on their own beliefs religious or otherwise.

*Moral-* Ability to recognise the difference between right and wrong and the learners' readiness to apply this understanding in their own lives. Understand the consequences of their actions as well as interest in investigating and offering reasoned views about moral and ethical issues. To have an understanding of the civil and criminal law of England and recognising the legal boundaries that apply to their own lives and actions.

*Social-* Use of a range of social skills in different contexts, including working and socialising with learners from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels. An understanding of what fundamental British values may be and an awareness of how they can make a positive contribution to life in modern Britain.

*Cultural-* Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities. Knowledge of British democratic systems, its history and its continuation to develop Britain.

#### *Fundamental British Values (FBV)*

Springfield Training promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting the values means challenging opinions or behaviours in education that are contrary to fundamental British values.

Springfield Training ethos, values and standards expect all staff, whether employed or associate, to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside education. This includes not undermining fundamental British values.

Through the provision of SMSC, Springfield Training is committed to:

- enable learners to develop their self-knowledge, self-esteem and self-confidence
- enable learners to distinguish right from wrong and to respect the civil and criminal law of England
- encourage learners 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 learners to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling learners 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

Fundamental British Values will allow learners at Springfield Training to have:

- 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 well-being and safety
- 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
- an understanding that the freedom to choose and hold other faiths and beliefs is protected by law
- 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
- an understanding of the importance of identifying and combatting discrimination

### *Aims of SMSC*

We share, support and strive to encourage and guide learners to:

- Be reflective about beliefs, values and more profound aspects of human experience, to enable them to use their imagination and creativity and develop curiosity in their learning
- Develop and apply an understanding of right and wrong in their academy life and life outside of education.
- Take part in a range of activities requiring social skills
- Develop an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability
- Gain a well-informed understanding of the options and challenges facing them as they move through education.
- Overcome barriers to learning
- Develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain
- Understand and appreciate the range of different cultures within education and further afield as an essential element of their preparation for life

*Examples of how the curriculum may contribute to Fundamental British Values and SMSC*

#### *English*

- Developing confidence and expertise in language, which is an important aspect of individual and social identity
- Enabling learners to understand and engage with the feelings and values embodied in society, film and television
- Developing learners' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film
- Helping learners to understand how language changes over time, the influence of spoken and written language and social attitudes to the use of language

#### *Maths*

- Spiritual development: through helping learners obtain an insight into the infinite and through explaining the underlying mathematical principles behind natural forms and patterns
- Moral development: helping to recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth
- Social development: through helping learners work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately
- Cultural development: through helping learners appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern-day mathematics

### I.T

- Preparing the learners for the challenges of living and learning in a technologically enriched, increasingly interconnected world
- Making clear the guidelines about the ethical use of the internet
- Acknowledging advances in technology and appreciation for human achievement

### *Added value beyond the curriculum*

Further understanding of SMSC can develop through the following:

- Group sessions/ tutorials focussing on SMSC topics
- Internal learner voice including learner forum/ learner surveys etc
- Newsletters and other publications
- Marketing and social networks

### *Monitoring and implementation of the policy*

- The education team promote the ethos that the implementation of the policy is the responsibility of all staff
- Provision for SMSC is monitored and reviewed regularly
- Regular discussion and staff training are identified through staff supervision and appraisal/ contribution review
- Staff share educational resources and practice and ensure British values and SMSC is embedded throughout the curriculum

### **4. Policy requirements?**

The CEO/ Managing Director and management team ensures the delivery of the Fundamental British Values and SMSC curriculum are evidenced and embedded throughout the curriculum and the quality assurance process.

