

SMSC and PROMOTING BRITISH VALUES POLICY

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<p><i>This policy is regularly monitored by the Principal and Senior Leadership Team to ensure that it is working as effectively as possible.</i></p>	
<p>Monitoring, Evaluation & Review</p> <p><i>The Principal and Senior Leadership Team will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout by the UTC community.</i></p>	

Contents

1. SMSC - GENERAL PRINCIPLES	2
2. KEY AIMS	2
2.5. Spiritual Development.....	3
2.6. Moral Development.....	3
2.7. Social Development	3
2.8. Cultural Development.....	3
3. ROLES AND RESPONSIBILITIES.....	3
4. PROGRAMME DELIVERY	4
5. MONITORING AND EVALUATION	4
6. PROMOTING BRITISH VALUES - GENERAL PRINCIPLES.....	4
6.4. Democracy.....	4
6.8. The Rule of Law	4
6.10. Individual Liberty.....	5
6.12. Mutual Respect.....	5
6.14. Tolerance of those of Different Faiths and Beliefs	5
APPENDIX 1: GUIDANCE FOR TEACHERS.....	6

1. SMSC - GENERAL PRINCIPLES

1.1. At Greater Peterborough UTC we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. SMSC makes a unique and substantial contribution towards our values of Respect, Readiness and Responsibility. Underpinning these values is the core belief that the personal development of young people is essential to their health, safety and achievements as individuals within society. We therefore aim to provide a Spiritual, Moral, Social and Cultural education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of different cultures.

2. KEY AIMS

- 2.1. To ensure students have a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- 2.2. To give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

- 2.3. To enable students to develop an understanding of their individual and group identity.
- 2.4. To enable students to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

2.5. **Spiritual Development**

- 2.5.1. We aim to provide learning opportunities that will enable students to:
- Build and sustain their self-esteem.
 - Develop their capacity for critical and independent thought.
 - Foster their emotional maturity and ability to express their feelings.
 - Experience moments of stillness and reflection.
 - Discuss their beliefs, feelings, values and responses to personal experiences openly, without fear of ridicule.
 - Reflect on, consider and celebrate the wonders and mysteries of life.

2.6. **Moral Development**

- 2.6.1. We aim to provide learning opportunities that will enable students to:
- Recognise the unique value of each individual.
 - Listen and respond appropriately to the views of others.
 - Gain the confidence to cope with setbacks and learn from mistakes.
 - Take initiative and act responsibly with consideration for others.
 - Distinguish between right and wrong.
 - Show respect for the environment.
 - Make informed and independent judgements.

2.7. **Social Development**

- 2.7.1. We aim to provide opportunities that enable students to:
- Develop an understanding of their individual and group identity.
 - Form and maintain worthwhile and satisfying relationships.
 - Understand their role within different communities.

2.8. **Cultural Development**

- 2.8.1. We aim to promote opportunities that will enable students to:
- Recognise the value and richness of cultural diversity in Britain, and how this has influenced individuals and society.
 - Develop an understanding of their social and cultural environment.
 - Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

3. **ROLES AND RESPONSIBILITIES**

- 3.1. Director of Support – responsible for overseeing the implementation of the programme and quality assurance.
- 3.2. PSHE teachers – responsible for delivering a broad and balanced PSHE curriculum to all Key Stage 4 students.
- 3.3. Student Managers – responsible for creating a pastoral calendar of events, and incorporating opportunities to develop SMSC skills during mentoring time.
- 3.4. Mentors – responsible for delivering the resources provided to them.
- 3.5. Teachers – responsible for finding opportunities to provide SMSC education in their lessons and recording that on Big Picture Trackers. For further guidance, see Appendix 1.
- 3.6. All staff – responsible for modelling high standards of SMSC, in line with the Staff Code of Conduct, and for reporting any concerns about students including possible radicalisation, to the DSL and Deputy DSLs.

4. **PROGRAMME DELIVERY**

4.1. The SMSC programme at Key Stage 4 will be delivered in the following ways:

- One hour a week of Personal, Social, Health and Economic education for all students in Year 9, Year 10 and Year 11.
- Weekly SMSC activities during Mentoring time.
- Opportunities embedded in curriculum lessons.
- Drop down and event days, including those run by sponsors.

4.2. The SMSC programme at Key Stage 5 will be delivered in the following ways:

- Weekly SMSC activities during Mentoring time.
- Opportunities embedded in curriculum lessons.
- Drop down and event days, including those run by sponsors.

5. **MONITORING AND EVALUATION**

5.1. Provision for SMSC is monitored and reviewed in the following ways:

- Observations of PSHE lessons.
- Observations of mentoring sessions.
- Observations of curriculum lessons.
- Audit of curriculum Big Picture Trackers.
- Annual review of the extended curriculum (visits/clubs etc).

6. **PROMOTING BRITISH VALUES - GENERAL PRINCIPLES**

6.1. Greater Peterborough UTC agrees with the Department for Education's five-part definition of British values:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect;
- Tolerance of those of different faiths and beliefs.

6.2. At Greater Peterborough UTC, students will encounter these principles throughout their time. In particular, our promotion and ethos of social, moral, spiritual and cultural understanding during all lessons, mentoring sessions and social times.

6.3. Listed below are some examples of how we promote these values in our UTC community:

6.4. **Democracy**

6.5. Student voice is highly valued at Greater Peterborough UTC. The Student Leadership Group plays an increasingly important role in decision making. Student Leaders meet regularly, have ownership of projects and events and are invited to attend Senior Leadership Team meetings on a half-termly basis to allow them to raise issues and suggest improvements.

6.6. All students are invited to participate in the Make your Mark ballot which decides the issues that will be discussed by the UK Youth Parliament.

6.7. Opportunities for student voice are also embedded within mentoring sessions.

6.8. **The Rule of Law**

6.9. Through our values of Respect, Responsibility and Readiness, Greater Peterborough UTC aims to promote the importance of the Rule of Law in all of our interactions with students. In practice, this means that students sign the Student Code of Conduct which sets out agreed ways of working. PSHE lessons, assemblies and mentoring sessions provide opportunities for students to learn about legislation, how the law protects them and others and professional codes of conduct.

Regular contact with our sponsors provides students with further opportunities to develop their real world understanding of policies, procedures and workplace regulations.

6.10. **Individual Liberty**

6.11. We invest a great deal of time in creating a positive culture in which students feel empowered to make choices that are right for them. This includes:

- A choice of technical and academic subjects.
- A choice of career destinations, with further academic study, further technical study and work respected equally as long as they are the right fit for the individual.
- The option to undertake extra work experience placements.
- The option to participate in an engaging and challenging range of enrichment opportunities which are designed to further personalise their learning.

6.12. **Mutual Respect**

6.13. Mutual respect is at the core of life at Greater Peterborough UTC. Students learn to treat everyone with respect: their peers, teachers and support staff, sponsors and visitors. The Students Code of Conduct sets out what is expected and our Promoting Positive Behaviour policy outlines how we work together to build positive and mutually respectful relationships.

6.14. **Tolerance of those of Different Faiths and Beliefs**

6.15. We offer a broad approach to tolerance at Greater Peterborough UTC, with students gaining knowledge and understanding of different religions through a programme of Religious Education. Through our curriculum (including PSHE lessons) and the routines of our daily UTC life, we strive to demonstrate tolerance and help our students to become knowledgeable and understanding citizens.

6.16. In addition, students take part in a range of activities throughout the year, to expose students to a wide range of viewpoints and beliefs.

APPENDIX 1: GUIDANCE FOR TEACHERS

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Curriculum areas should embed opportunities for students to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically, mentally, culturally and spiritually different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Class discussions are encouraged, as they give students opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.