



SMSC & BRITISH VALUES POLICY

Our Mission Statement

At Aspire North East Multi Academy Trust we recognise that for pupils to benefit from their time with us we must ensure that they have the best possible teaching and pastoral care. We believe the Trust should actively promote all pupil's spiritual, moral, social and cultural development by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teacher, other adults and the local community. We are dedicated to promoting values which ensure that our students develop a strong sense of social and moral responsibility. We prepare our students for life in Modern Britain by developing an understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. All staff work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at school and celebrate their achievements.

Spiritual Development

Spiritual development relates to the beliefs, feelings and emotions through which pupils acquire worthwhile insights into their own lives. It is about the development of a sense of identity, self-worth, meaning and purpose. All areas of the curriculum may contribute to spiritual development of a pupil's spirit.

At Aspire North East Multi Academy Trust, the pupils will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves.
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs.
- Explore the spiritual values of others through stories, drama, music, art and extended tutor time to name just a few.
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences.
- Allow them to understand, express, use and control feelings and emotions as well as encourage empathy in terms of relationships with others.

This is delivered through:

- An ASPIRE programme which develops self-esteem and knowledge ability to reflected on and develop individuals own spiritual values.
- A student support structure that is focused on learning and providing appropriate information advice and guidance for students as well as the opportunities to explore pathways of development.
- Educational enrichment trips, creative partnerships, employer encounters and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world.
- A reward system developing pupils' self-esteem through certificates, post cards home, praises and rewards at all levels.
- Displays of pupils' work bring a sense of pride in the work students produce and therefore a sense of expressing talents.
- A variety of drama and musical opportunities to show case talent

Moral Development

Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The Trust has a well-established behaviour policy and staff promote a supportive approach to the management of challenging behaviour.

The objectives of the code of conduct are to promote the concept of excellent behaviour by being:

- Kind and considerate
- Helpful to others and listen to what they have to say
- Quiet around the school and holding appropriate conversations
- Commitment to school and classroom rules
- Committed to a healthy, safe and environmentally friendly school
- Committed to looking neat and tidy with a pride in the uniform
- Equipped and ready for learning

This is delivered through:

- Clear models of good behaviour from staff and senior pupils and reinforcement of school classroom rules both inside and outside of lessons. This is reinforced by the key message of 'Ready, Respectful, Safe'.
- Themed tutor time and discussions based on moral issues
- Assembly themes on moral issues
- Local, national and global incidences, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour during deep learning across the school and demonstrates a flexible and innovative teaching programme.

Social Development

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as citizen. It also involves the development of the inter-personal skills necessary for successful relationships.

Students will be encouraged to:

- Maintain and develop relationships within the school working successfully with other students and adults in the school community
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities
- Actively participate in the school community and beyond into the wider community outside of school. Willingness to participate in a variety of communities and social settings, including 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 to those with different faiths and beliefs

This is delivered through:

- Interact with all staff in school and with external partners of the school in an appropriate manner

- Elected Student Council to feedback views, ideas and concerns to their tutor groups and to the senior leadership team
- Experience, in all aspects of school life, the development of key employability and transferable skills, through the Skills Builder Framework, in speaking, listening, problem solving, creativity, teamwork, leadership, aiming high and staying positive.
- Engagement in key reflective work where students have the ability to learn both with teachers' interaction and support, but increasingly with more independent study.
- Experience excellent careers advice; subject specific advice is given at certain milestones of pupils life at the school and a dedicated career advisor has regular visits in school to offer support on career/further or higher education planning.

Cultural Development

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of sharing experiences provided by television, travel and the internet. As well as understanding that cultures are always changing and coping with change.

Students will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills.
- Recognise that similarities and differences may exist between different societies and groups
- Experiment a range of cultural activities in terms of literature, music, technology, art and design, dance drama, sport and other media.
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider communities provides.

In Aspire North East Multi Academy Trust we encourage:

- Educational visits at home and abroad to experience other cultures and ways of life.
- Educational visits to places of interest such as: libraries, museums, galleries, theatres, places of worship and other educational establishments- schools, colleges and universities – in order to better understand other cultures and ways of life.
- Collective assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, music and art.
- Topic work across the school which explores 'culture' in all its various forms
- Access to the internet in order explore cultures and activates as extension learning

British Values

The Department for Education has introduced a statutory duty for schools to promote British Values from September 2014, and to ensure they are actively promoted and adhered to in schools.

The Aspire North East Multi Academy Trust is committed to serving its diverse community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

The Aspire North East Multi Academy Trust is dedicated to preparing students for their adult life beyond the curriculum and ensuring that it promotes and reinforces British values to all its students.

The government set out its definition of British values in the 2011 Prevent Strategy. The four key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those of different faiths and belief

Students will 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 wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while 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 (including none) or beliefs to oneself 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 combating discrimination

This will be delivered through:

- Including in suitable parts of the curriculum - as appropriate for the age of students - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- Ensuring all students within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the students. Student Council and Student Voice - allowing students' opinions to be heard through democracy and providing an opportunity for leadership
- Using opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide students with the opportunity to learn how to argue and defend points of view
- The role of extra-curricular activities, including any run directly by students, in promoting fundamental British values
- Services for student wellbeing, including the reflection space, a quiet, safe and welcoming space for students
- Student mentoring - allowing all students to have someone they can talk to about both their school work and wider lives
- Charity work across schools in the Trust
- Opportunities to consider the views of others and our school community
- A wide range of assemblies, activities and workshops, such as E-Safety, and including using a range of external speakers offering bespoke sessions e.g. The Police.

Roles of SMSC coordinator/Assistant Headteacher:

- To undertake audits and observations of department developments in SMSC provision
- To promote and facilitate enrichment events in school
- To organise themes for the termly focus in tutor group time
- Assembly talks with outside agencies
- To promote student voice opportunity
- To compile and update a portfolio (photographs and programmes) to record the school's support of SMSC

- To encourage staff and pupils to be involved in enriching activities inside and outside school spiritually, morally, socially and culturally engaging

Expectations

All stakeholders expected to support and be engaged in the implementation of this policy through every day engagement that they have with each other; in tutor time, assemblies and in the course of daily interaction (with each other) in their classes and outside the classrooms to promote and celebrate the equality and diversity of the school community.

Last review date: 18.09.25

Next review due by: Autumn 2027

Person Responsible: Assistant Headteacher: Student Progression – Southmoor Academy
Assistant Headteacher: Personal Development – Sandhill View Academy