

SMSC and British Values Policy





At John Whitgift Academy we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We not only recognise that this is our educational responsibility, but that it is our duty to create well-rounded young adults who will grow to be responsible and knowledgeable future citizens. We therefore aim to provide an education that provides students with opportunities to explore and develop their own beliefs and values, 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. We aim to ensure that we nurture students who can participate fully and positively in a democratic, modern Britain and understand and respect British Values.

Guidelines

All curriculum areas have a contribution to make to a student's spiritual, moral, social and cultural development and understanding of British Values and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families.

The academy community will be a place where students can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Students should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Students should understand the need for rules and the need to abide by rules for the good of everyone. Academy and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

All curriculum areas, the academy assembly planner and step-up-days will aim to add further depth and dialogue to the students' questions on society, morality, spirituality and cultural value. Students will have the opportunity to question and justify their beliefs, ethics and morals and those of others. All students will look at and be able to understand the overarching themes of:

- Health and Wellbeing
- Relationships
- Living in the Wider World
- Employability
- British Values and Democracy

Aims

to ensure that everyone connected with the academy is aware of our values and principles.

To ensure a consistent approach to the delivery of SMSC, through the curriculum and the general life of the academy.

To ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background.

To ensure that students know what is expected of them, in the academy and within our society, and why.

To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

To enable students to develop an understanding of their individual and group identity.

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.

To give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

SMSC

Spiritual Development

Students at John Whitgift Academy will display a good set of values; beliefs and principles, which help them every day and inform their perspective on life and their behaviour. They understand the beliefs of others, from their lessons in Religious Education, and by their peers and teachers modelling expected behaviour. Students, through the way they present themselves, have a respect for others and for themselves, there is a sense of empathy and students consistently show concern and compassion. This compassion is demonstrated in the charity fundraising activities that take place throughout the academy on an annual basis. Students have the courage and conviction to stand up for their beliefs where there has been intolerance from others, ensuring action takes place, examples of this are around the school and within all lessons.

Students have growing ambitions and self-confidence and are involved in many activities that challenge all forms of bullying, racism and other forms of discrimination. They are creative and expressive and have an understanding of their feelings and emotions and how such feelings impact upon themselves and others. Through teaching we promote and value students' questions and opinions, giving them time to reflect on their own thoughts, ideas and concerns.

Moral Development

Students display an understanding of the difference between right and wrong; this is evident on a daily basis at John Whitgift Academy through the students' actions. They are confident to act according to their own and our principles and speak to each other and staff if something is wrong and work together to find a solution.

The academy's code of conduct and 14 behaviour rules attempt to promote moral provision and best prepare all students for successfully joining British society as young adults (*see appendix 1*). Students are given many opportunities across the curriculum to take responsibility, to explore issues of truth and justice, right and wrong in an open and extremely safe learning environment as evidenced in lesson observations. Good behaviour is recognised through reward assemblies, positive behaviour prizes and rewards trips at the end of each academic year. Breaches of the code of conduct are dealt with in a fair and appropriate manner. Students recognise and respect the moral conduct of other cultures and are encouraged to take responsibility throughout the academy through care of the academy environment and respect for all people and property.

Social Development

Students become more socially aware as they move through the academy and this is evident by the way students relate to themselves and others in their peer group, tutor or with friends. Behaviour is sensitive and students share their opinions with others. Few conflicts develop in the academy, and when they do they are resolved and students reflect on their behaviour so as to move forward as positive members of our community. The students greatly benefit from the advice and guidance, which is given by external speakers and they respect the rights and responsibilities of others in the wider community and social setting.

Students participate in many different activities in the academy day and beyond and understand the concept of interdependence as demonstrated through the extra-curricular opportunities, which are offered. As an academy we fully endorse and have trained all members of staff in restorative practices and principals in order to ensure that all students and adults take full responsibility for their actions and seek to make amends through collaborative approaches when matters of social unrest occur. We promote racial, religious and other forms of equality within lessons, through our actions and visitors in the school. Honesty and respect for others are inherent in what we do and the students, through the work of the pastoral teams, tutors and student services, work to resolve any tensions. Students have the opportunity to contribute to democracy and the democratic process through participation in the academy council elections in all year groups and through mock elections.

Cultural Development

At John Whitgift Academy there is a provision for students to develop their cultural education. Many opportunities are provided for students to explore their own culture and values and to gain a clear understanding and appreciation of other culture's traditions and value set. This helps the students to challenge racism and discrimination whilst promoting and valuing equality. There are trips, visits, activities, visiting speakers, tutor times and assemblies which are organised to help ensure that this provision is of the highest quality. Students gain the ability to understand and explore cultural influences through many mediums including literature, sport, food technology, history, geography, music, dance, drama, RE and Art.

Teaching and Organisation – Across the curriculum

Development in SMSC and British Values will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimensions of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All members of our academy community have been inducted and trained and are fully aware of the national Prevent Strategy with the initiative itself having been incorporated

as a distinct theme into our Humanities curriculum. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions will give students opportunities to:

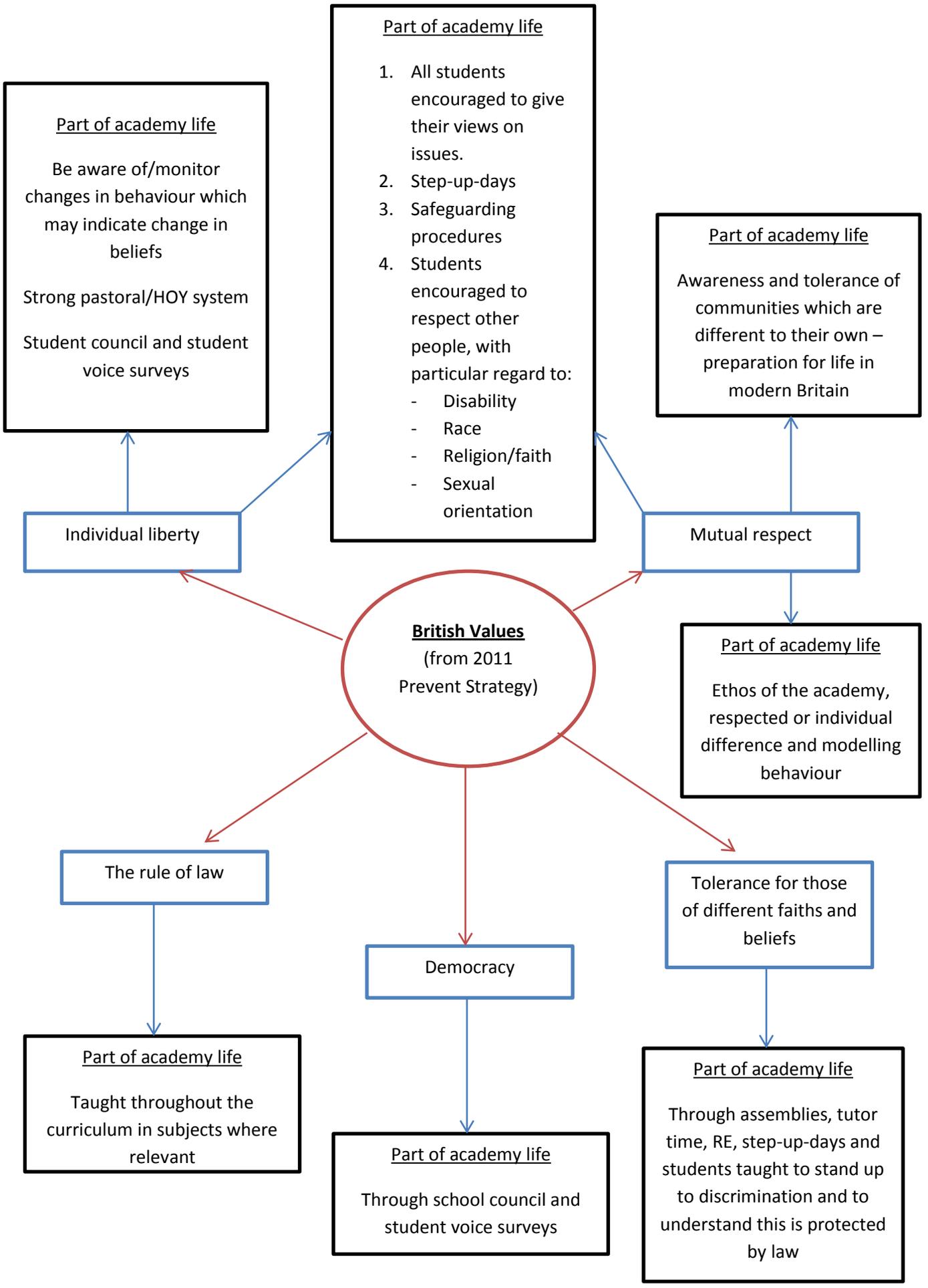
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show 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 and critical awareness

Many curriculum areas provide opportunities to:

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

British Values

See below



Appendix 1.

JWA Rules for Employability and in
becoming an active British citizen

In the classroom:

1. Arrive at lessons on time
2. Arrive at lessons fully equipped
3. Follow instructions first time, every time
4. Listen when others are talking
5. Keep hands, feet and unkind words to themselves
6. Complete all work to the best of their ability at all times
7. Put their hand up to attract the attention of the teacher

Around the academy:

1. Wear their JWA uniform correctly at all times and with pride
2. Arrive at JWA by 8.25am every day
3. Only consume food and drink in the dining rooms
4. Place all litter in the bins provided
5. Keep to the left side of corridors and stairs and open doors for others
6. Be polite, remain calm and say please and thank you
7. Remain correctly dressed throughout the day

