INTRODUCTION

At Graham School we recognise that spiritual, moral, social and cultural education begins with our obligations under the 2002 Education Act; the 2011 Children’s Act and 2010 Equalities Act to promote equality and safeguard the welfare of children. Furthermore, we also recognise that spiritual, moral, social and cultural education includes a duty to champion the principles of democracy and challenge prejudice and intolerance by promoting the values set out in the 2011 ‘Prevent Strategy’ and the 2014 DfE consultation.

These values are enshrined in six key principles:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Acceptance of those of different faiths and beliefs
- Responsibility

AIMS OF THE POLICY

- To ensure that everyone at Graham School is aware of our values.
- To ensure a consistent approach to SMSC issues.
- To understand the place of Character Strengths in developing students’ understanding of SMSC and British Values.
- To ensure that a student’s education is within a meaningful context and appropriate to their age, aptitude and background.
- To ensure that students know what is expected of them.
- To give each student a range of opportunities.
- To enable each student to develop an understanding of their own identity.
- To enable students to develop an understanding of their cultural and social environment and an appreciation of the many cultures in our society.
- To give each student an opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

Upholding Spiritual, Moral, Social and Cultural Values

Graham School aims to promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for opportunities, responsibilities and expectations in life.

SPIRITUAL

Explore beliefs and experience;
✓ respect faiths, feelings and values with social intelligence;
✓ enjoy learning about oneself, others and the surrounding world demonstrating curiosity;
✓ use imagination and creativity;
✓ be able to reflect with optimism and grit.

Students’ spiritual development is shown throughout subjects, trips, assemblies, tutor time and extra-curricular activities by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values with social intelligence.
- sense of enjoyment, zest, and curiosity in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences with optimism.

Students’ spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.

**MORAL**

✓ We recognise right and wrong and the role of self-control in making the right decisions;
✓ respect the law;
✓ understand consequences;
✓ investigate moral and ethical issues with social intelligence;
✓ offer reasoned views.

Students’ moral development is shown throughout subjects, trips, assemblies, tutor time and extra-curricular activities by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England through their self-control;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues with social intelligence.

Students’ moral development involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right.
SOCIAL

✓ We investigate moral issues;
✓ appreciate diverse viewpoints with social intelligence;
✓ participate, volunteer and cooperate demonstrating zest and optimism;
✓ resolve conflict with social intelligence;
✓ engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance demonstrating all of the Character Strengths.

Our students’ social development is shown throughout subjects, trips, assemblies, tutor time, student voice and extra-curricular activities by their:

- use of a range of social skills and social intelligence in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.
- willingness to participate and demonstrate zest in a variety of communities and social settings, including by 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 of those with different faiths and beliefs; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain with optimism and gratitude.

Students’ social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good; this is about the development of self-control and social intelligence.

CULTURAL

✓ We appreciate cultural influences;
✓ appreciate the role of Britain's parliamentary system;
✓ participate with zest in culture opportunities;
✓ understand, accept, respect and celebrate diversity.

Students’ cultural development is shown throughout subjects, trips, assemblies, student voice and extra-curricular activities by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others with curiosity and social intelligence.
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; as well as a willingness and desire to be involved in student voice activities and the School Council
- willingness and zest to participate in, and respond positively to artistic, sporting and cultural opportunities
- curiosity in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their acceptance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Students’ cultural development involves students acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others’ way of doing things and curiosity about differences.

CURRICULUM AREAS

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 planning and learning resources.

English contribution to students’ SMSC development through:-
- developing confidence and expertise in language, which is an important aspect of individual and social identity.
- enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television with social intelligence.
- developing students’ awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- helping students to engage in emotional literacy through differing genres.

Mathematics contribution to students’ SMSC development through: -
- supporting whole school policy on issues such as discipline and self-control.
- enabling students to acknowledge the important contribution made to mathematics by non-western cultures.

Science contributes to students’ SMSC development through: -
- encouraging students to reflect with curiosity on the wonder of the natural world.
- awareness of the ways that science and technology can affect society and the environment.
- consideration of the moral dilemmas that can result in scientific developments.
- showing respect and social intelligence when learning about differing opinions, on creation of man for example.
- raising awareness that scientific developments are the product of many different cultures.
ICT contribute to students’ SMSC development through: -
- making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- acknowledging advances in technology and optimism for human achievement.

History contribution to students’ SMSC development through: -
- looking at the establishment of multi-cultural Britain.
- enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism developing the students’ gratitude and social intelligence.
- showing an awareness of the moral implications of the actions of historical figures and the consequences.

Geography contributes students’ SMSC development through: -
- opportunities for reflection on the creation, earth’s origins, future and diversity are given.
- reflection on the fair distribution of the earth’s resources.
- studies of people and places give students the chance to reflect on the social and cultural characteristics of society with social intelligence.

MFL contributes to students’ SMSC development through: -
- students gain insights into the way of life, cultural traditions, moral and social developments of other people.
- students’ social skills are developed through communication exercises that require high levels of zest, curiosity and social intelligence.
- listening skills are improved though oral/aural work.

Religious Education contributes to students’ SMSC development through: -
- students learn about beliefs, values and the concept of spirituality.
- students reflect with curiosity on the significance of religious teaching in their own lives.
- students develop respect for the right of others to hold beliefs different from their own.
- students show an understanding of the influence of religion on society.
- students show an appreciation and understanding of different cultures, religions and traditions.

Art contributes to students’ SMSC development through: -
- giving students the chance to reflect on nature, their environment and surroundings.
- studying artists with spiritual or religious themes, issues raised by artists which concern ethical issues, i.e. war and violence.

Technology contributes to students’ SMSC development through: -
- students in DT being expected to explore the SMSC and environmental impacts of products and materials choice in the Controlled assessment.
- students understanding, we develop this analysis through earlier projects but more specifically the Docking station project for year 8 and 9.
- food and nutrition which looks at cultural diversity through food throughout the course.
PROMOTING FUNDAMENTAL BRITISH VALUES THROUGH CHARACTER

As a modern school, we promote the basic British Values with the support of the development of Character strengths that are connected to each of the strands below:

- **Democracy** *(zest; participation and enthusiasm to have a voice in making changes and improvements to students’ communities - this is also supported through The Smart School Council).*
- **The rule of law** *(developing self-control and an understanding that our actions have consequences)*
- **Individual liberty** *(students developing optimism and understanding that change can happen and that effort enables us to make changes and support individual liberty)*
- **Mutual respect** *(students demonstrate the curiosity to actively understand and respect others)*
- **Acceptance** *(students demonstrate social intelligence when learning about the different beliefs and faiths of others)*
- **Responsibility** *(students demonstrate their understanding of their responsibilities as a British citizen and are able to demonstrate grit in all aspects of this responsibility)*

This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain.

**Examples of the understanding and knowledge students are expected to learn include:**

- an understanding of how citizens can influence decision-making through the democratic process; this includes Student Voice and the Smart School Council
- an understanding that the freedom to hold other faiths or beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding and acceptance of the LGBT community
- an understanding of the importance of identifying and combating discrimination

**Examples of actions we take to promote British values are to:**

- include in suitable parts of the curriculum, in particular Life-skills and Drop Down Days, 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.
- ensure all students within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes through the Smart School Council, allowing all students to take part in class discussions and create Action Teams.
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- consider the role of extra-curricular activities, including any run directly by students, in promoting fundamental British values
- support the students’ House charities and the wider community, ensuring that students understanding their social responsibilities.