




# Social, Moral, Spiritual, Cultural Policy 2023

Chair of Governors signature :

Headteacher's signature : 

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Date of next review : September 2025

Person responsible for overseeing the implementation: Siobhan Loydall



At Bilton School we champion and firmly believe in a holistic education and curriculum that ensures that our students receive a comprehensive SMSC experience. This belief is in line with the whole school ethos of 'be the best you can be', our values are:

British Values: To underpin what it means to be a British Citizen in a modern and diverse Britain

Diversity: To ensure acceptance of all individuals regardless of: social and ethnic backgrounds, different genders and sexual orientation

Cultural Respect: To recognise and celebrate differences

Community: To ensure that despite our differences, we share a common perspective to engage in joint action to create a positive school community at Bilton School.

We recognise that the importance of students, spiritual, moral, social and cultural development plays a significant part not only in our student's ability to learn and achieve, but in their ability to relate fully to and have the ability to access the world they live in. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, whilst recognising that those of others may differ.

We provide our students with the opportunities to learn about different beliefs, have a spiritual awareness, encourage high standards of personal behaviour at Bilton School. We aim to encourage students to learn the importance of having a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We encourage and promote the sharing of these values through our Character and Culture, wider school curriculum and extra-curricular activities.

Worldwide Views & Beliefs plays an important role in human life so we have developed a rich and varied curriculum that meets the character and culture of Bilton School and its students. Each student is given the time to gain knowledge, show understanding and critically think about a variety of issues that affect our world today and how different people respond to these issues, depending on their own worldwide view and belief system. This enables our pupils to develop their own worldwide view, meaning they can take a full and informed part of our world in the 21st Century.

The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to a wide range of cultural, religious and philosophical beliefs during their time at Bilton School. We celebrate and mark different religious events throughout our wider school provisions: workshops, assemblies, talks, whole school activities and displays.

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for students and their families and stakeholders. We believe, students should be given every opportunity to 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 their rights and accept their responsibilities and the need to respect the rights of others. School expectations and values emphasis and promote responsible behaviour.

## Implementation of SMSC and British Values within the Character and Culture Curriculum

As part of the Character and Culture curriculum, students will be covering these subjects and national curriculums.

1. Gatsby Benchmarks. (A Stable Careers Programme)
2. Worldwide Views and Beliefs (SACRE 2017-22 – due to be renewed in 2024)
3. Citizenship programme of study (Key Stages 3 and 4, 2013 & 2014)
4. (RSHE) Relationships Education, Relationships and Sex Education (RSE) and Health Education. (2019 & 2021)

Each half term, students will study one of these 6 key themes across all key stages:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Careers	Values and Culture	Taking Care of Myself	Democratic Britain	Community issues	Relationship and Sex Education

Our bespoke Character and Culture curriculum has been carefully considered to ensure that all students have access to an inclusive, relevant and purposeful curriculum which allows them to evidence their own personal development and achievements throughout the key stages. The fundamental British Values, SMSC and character development is embedded into our personal development provisions. Students at Bilton School have access to the Character and Culture values within all subjects within the curriculum as well as within the wider school context.

We aim to ensure:

- That everyone connected with the school is aware of our values and principles.
- A consistent approach to the delivery of SMSC (Character and Culture) through our curriculum and the general life of the school.
- That a student's education is set within the context that is meaningful and appropriate to their age, ability and background.
- That students have a good understanding of their responsibilities and how to exercise them

Through classroom activities and dialogue in the wider curriculum we will give the students opportunities to:

- Share their achievements and successes with others
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- 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.

- All curriculum areas provide opportunities to:
- Listen and talk to each other.
- Develop an awareness of treating all as equals, accepting people are all different
- Agree and disagree.
- Experience good role models
- Work co-operatively and collaboratively.

At Bilton school we will provide opportunities to cultivate:

#### Spiritual Development

- Sustaining students' self-esteem in their learning experience.
- Develop student's capacity for critical thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

#### Moral Development

- 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 judgments.

#### Social Development

- Develop an understanding of their individual and group identity.
- Helping others in the school and wider community.

#### Cultural Development

- Recognise the value and richness of cultural diversity in Britain and around the world
- Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Encouraging the students to behave appropriately at break/lunch times.
- Taking responsibility e.g. Student Council Members, Mind Wellbeing Ambassadors, Peer Mentors
- Encouraging teamwork in all group activities.
- Encourage students to participate in extracurricular and personal development activities; such as; teams, clubs, societies, groups, competitions, projects and awards.
- Showing appreciation of the performances of other students regardless of ability. Meeting a range of people from a wide range of cultural backgrounds
- Participation in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days and national celebrations.

- Studying the ‘Arts’ from different cultures supported by visits from writers and artists and participating in workshops.
  - Studying the contributions to society that certain famous, historical and influential people have made.

#### Social Development: Links with our community

- Visitors are welcomed into our school.
- The school will support the work of a variety of charities
- The development of strong home-school communication routes is regarded as important, enabling parents and teachers to work in an effective partnership to support the students in becoming, ‘the best they can be.’
- Students will be taught to appreciate and take responsibility for their local environment.
- Students will be given opportunities to take Interests in, and understanding of, the way communities and societies function at a variety of levels including locally, nationally and internationally

#### Promoting SMSC and British Values

In the document “Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools - November 2014” the DfE state:

“Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values...”

#### The Ofsted framework 2022 includes:

The provider prepares learners for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

The Teachers’ Standards expect teachers, “to uphold public trust in their profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.”

Through our SMSC Policy, Bilton School will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students 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 students to acquire a broad general knowledge of and respect for public institutions and services in England
- Continue to encourage tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people

- Encourage respect for democracy and support the participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of students as a result of the School promoting fundamental British Values and SMSC:

- 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 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 in 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.

#### Performance Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

Monitoring teaching and learning through quality assurance of the Character and Culture Curriculum.

Regular discussions at staff and Trust meetings.

Audit of policies and Schemes of learning, including the school's approach to their curriculum.

Implementing, reviewing and responding to feedback from staff, students and the wider school community.

We firmly believe that the effective provision and delivery of our curriculum serves to accomplish all the aforementioned aspects of SMSC development and will purposefully ensure our students develop the skills they need to achieve in life, but moreover it will enable them to build on their own personal achievements and memorable experiences.