

Brookvale Groby Learning Campus

part of the Brookvale Groby Learning Trust



Spiritual, Moral, Social and Cultural Policy (SMSC) including Fundamental British Values 2024 - 2025

Reviewed: September 2024

Date of next review: September 2025

Introduction:

The Brookvale Groby Learning Campus (BGLC) Vision is premised on the statement “**Valuing Everyone, Achieving Excellence**”.

It is an expectation on our campus that all staff, in all aspects of campus life, will make a positive contribution to the Spiritual, Moral, Social and Cultural Development of our students, through our teaching and learning, and in everything that we do and say. We are role models for the students in our charge.

Defining spiritual, moral, social and cultural development:

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. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life’s fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being. Students’ spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences and learn from their mistakes.

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. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them. Students’ moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives;
- understanding of the consequences of their actions;
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Students’ social development involves students acquiring an understanding of the responsibilities and rights of being members of friendship groups, families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities. Students’ social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively;
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Students’ cultural development involves students acquiring an understanding of cultural traditions and 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. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture. Students’ cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

As part of our SMSC policy we will at all times promote fundamental British values. This means actively promoting the values, and challenging opinions or behaviours that are contrary to fundamental British values.

We will:

- 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;
- further 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; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Re-establish the campus values and character values via Learning Camp at the beginning of each year.

Aims of the policy:

- To ensure a consistent approach to SMSC issues across the campus and actively demonstrate fundamental British values in our approach towards education;
- To ensure that the students' SMSC education is age appropriate and relates to our Leicestershire and national context;
- To support our pastoral teams by ensuring that students understand what is expected of them both in the campus and also in the wider community;
- To give each student a range of opportunities both within and beyond the curriculum which develop their sense of understanding about the world and their place within it;
- To support our campus ethos of trust and individuality by supporting students to find their own identity;
- To enable young people to develop an understanding of their cultural and social environment and an appreciation of the many cultures in our locality and in society;
- To give each student an opportunity to explore age related social and moral issues and develop a sense of social and moral responsibility;
- To support students to understand what it is to be part of British society including what 'right' and 'wrong' means in British law;
- To ensure that all students are aspirant for themselves and are challenged to achieve their very best.

Across our campus we are committed to developing the following:

Students who can:

- identify, reflect on and explore experiences and distinguish between right and wrong;
- discuss moral issues, develop and talk about their own attitudes and values;
- take responsibility for their own decisions and develop an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- have an understanding of social responsibilities and of how citizens can influence decision-making through the democratic process;

- accept 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;
- celebrate a diversity of cultures through an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- understand the importance of identifying and combatting discrimination;
- Strive for excellence and to achieve at the very highest levels relative to their ability.

Spiritual Development at BGLC is specifically provided for in the following activities:

- Assemblies are attended by all students on a weekly basis across the 11-19 age range. Our assemblies are designed to make a positive contribution to spiritual development, to help students think about their own and others' beliefs, to think about their own and others' personal values and motivation, to develop
- students' understanding of other people and other places, to celebrate our successes, and to promote the ethos and pride in our school;
- Religious Education for all students in Key Stage 3 and 4;
- RE visits to places of worship in Leicester, such as the Sikh Gurdwara, Hindu Temple, Church and Synagogue;
- All staff members are encouraged to capitalise on those moments in lessons or in conversations with students when it would be appropriate to extend students' understanding of the Spiritual Dimension or encourage a sharing of ideas;
- Staff members are encouraged to share their personal faith with students as appropriate, in order to enable students to see what faith can mean in practice;
- The campus commitment to charity fundraising.

Moral Development at BGLC is specifically provided for in the following activities:

- A commitment to challenging attitudes and behaviours, such as racism, sexism, homophobia etc, that are based on prejudice;
- Promotion and insistence on our codes of behaviour across the campus, supported by our system of rewards and consequences encourages students to understand right from wrong;
- We have high expectations of young people at all times in order to support their growth and development;
- A development of trust as students become older i.e. the development of freedom and identity;
- Curriculum, teaching and learning policies that encourage students to ask probing questions to develop their understanding across a range of contexts;
- Assemblies. See above;
- Life Skills lessons 11-16 and Personal Development at Post 16;
- The promotion of active citizenship such as the expectation that students will be involved in charity work and through the Post 16 Leadership Team;
- Mock elections in order to experience democracy;
- Small group and individual work carried out by pastoral staff;
- Pastoral care and the role of Form Tutors;
- The support for developing student role models such as the Student Leaders (Campus Change Makers) and Big Brothers and Big Sisters (student mentoring programme).

Social Development at BGLC is specifically provided for in the following activities:

- Routinely challenging young people to be independent learners in order to achieve their very best and be aspirant and resilient;
- Life Skills lessons and activities Year 7-11;
- Transition activities and support for Year 6 into Year 7, and Year 11 into 12;
- Tutor group activities 11-19;
- Paired, small group and whole class activities in all lessons;

- Consideration of relationships and communities in lessons such as English, Geography, History and RE;
- Active citizenship activities such as Student Leadership programme, charity work, Sports Leaders etc;
- Student involvement in all staff appointments;
- Supportive activities for more vulnerable students such as Oasis – a lunchtime club for invited students at Key Stage 3. The Hub (Learning Support Area) is available to older students on the same basis;
- Links and activities with outside agencies and visitors;
- Visits abroad and day visits including the bi-annual World Challenge programme;
- Promotion of the rules across the campus;
- Extra-curricular activities.

Cultural Development at BGLC is specifically provided for in the following activities:

- 11-19 curriculum that celebrates diversity and promotes tolerance for cultural diversity;
- A campus commitment to the International Dimension including access to 3 languages across the 11-16 age range;
- A campus commitment to challenging racism and promoting race equality.
- Visits and residentials abroad;
- Assemblies. See above;
- Languages, RE, History, Geography, Music, Art and English lessons.

Links with the wider community to extend SMSC opportunities for our students:

- Partnership between home and school is at the heart of everything we do;
- Visitors are welcomed onto the campus;
- Visits to places of worship, cultural venues such as art galleries, theatres, cinemas and libraries are actively encouraged both nationally and internationally;
- Visits which challenge all students, including disadvantaged students, to aspire to be the best and achieve at the highest levels e.g. university visits;
- Visiting groups such as theatre or musical events are planned throughout the year;
- Creative experiences are both outward and inward facing;
- We collaborate with local environmental groups such as The Woodland Trust, (that is developing a section of the National Forest adjacent to our campus), in order to give our students real life experience of environmental projects;
- We collaborate with local schools in order to extend the SMSC opportunities available to our students, and to their pupils and students;
- Our community aspect means that our campus is open to many groups and sectors way beyond the school day;
- Links with schools beyond our local boundaries through Performing Arts visits to other counties.

Monitoring and evaluation of our SMSC provision:

- Provision for SMSC is monitored and evaluated by campus leaders and Trustees;
- SMSC is always considered and often reported on as part of lesson observations.

This policy must be seen in conjunction with other relevant policies such as:

- Teaching and Learning
- Curriculum
- Equality
- Behaviour
- Safeguarding