



Curriculum Statement
SMSC and Citizenship
(Incorporating British Values)



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Spiritual, Moral, Social and Cultural Education (SMSC)

Obligations under section 78 of the Education Act (2002) and section 1A of the Academies Act 2010 for academies requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural (SMSC), mental and physical development of pupils at the school and of society; and prepare pupils at school for the opportunities, responsibilities and experiences of later life.

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

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

Accountability

Ofsted publish their inspection framework and handbook, which set out how schools are assessed in relation to pupils' spiritual, moral, social and cultural development. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

Fundamental British Values

Promoting fundamental British values through SMSC:

Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

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. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

Citizenship

The national curriculum for citizenship (Statutory guidance 2013) aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

Shirebrook Academy approach to SMSC, Citizenship and British Values

Shirebrook Academy aims to be: “A community of inspiration, excellence and opportunities for all to grow”. The Academy Mission Statement highlights the importance of SMSC and Citizenship themes to the values of the school. Alongside good qualifications, the Academy aims to develop skills, positive mindsets, values and character traits including kindness and compassion, and an appreciation of the wider world to help students become fully rounded adults.

Personal Development and SMSC themes were identified as strengths of the school in the 2019 Ofsted Inspection report.

The Academy serves the town of Shirebrook and surrounding villages, a semi-rural area with higher than average levels of economic deprivation (<https://observatory.derbyshire.gov.uk/poverty-and-deprivation-imd/>). Crime rates in the Bolsover district are higher than the Derbyshire Average, but below national averages. The Bolsover district has higher than average hospital admissions for alcohol related incidents, and people accessing drug treatment programmes. This contextual information helps to inform priorities in planning the SMSC and Citizenship programme.

Methods of delivery

- Whole school ethos and expectations embed SMSC, British Values and Citizenship themes. For example Shirebrook Character Values, behaviour policy, the Five P’s (Present, Punctual, Prepared, Polite, Proud)
- Co-curricular offer including school council (Junior Leadership Team), leadership opportunities, volunteering. Mock elections are held to coincide with national and local plebiscites and real votes elect form, year group and Junior Leadership Team representatives, demonstrating the importance of participatory democracy.
- Taught Personal Development Curriculum which includes Citizenship and SMSC themes including British Values. See appendices below for specific examples, also the full Scheme of work for Personal Development is published on the Academy website. The PD programme comprises:
 - PD days – 5 days per year for the whole school to suspend normal timetable and focus on Personal Development themes. Lessons are delivered by form tutors in partnership with external delivery from outside agencies.
 - PD lessons – one lesson per week for Y7-10 delivered by form tutors.

(for example – Y9 British Values PD day with case studies exploring freedom of speech, democracy, rule of law. Y10 Crime and Punishment PD day including police presentations, mock trials, and discussion of topical news events linked to the criminal justice system)

- Almost every subject on the curriculum contributes to SMSC. Some subjects such as Humanities, English and the Arts it is integral to their content with opportunities to explore personal values, debate moral and ethical issues and reflect on their personal responses to society and culture. A map of curriculum connections to SMSC is on the website.
- Tutor time, Assemblies, and extra-curricular activities such as trips and theatre performances also contribute, supported by visiting speakers from the Police, Universities, Speakers 4 Schools.

All of these activities have been mapped against the expected outcomes for SMSC, British Values, mapping documents are updated annually. **See Appendices**. A separate document on the Academy website shows mapping of Citizenship themes across the curriculum.

Principles of delivery

SMSC and Citizenship should be accessible and relevant to all students, and take an inclusive approach in relation to religious beliefs, sexuality, gender, disability and race, to mirror the protected characteristics under the Equality Act 2010. Racism, sexism, misogyny, homophobia will not be tolerated anywhere in school, and the Personal Development programme helps students to conduct themselves positively and respectfully.

The co-curricular offer is open to all students, Disadvantaged and SEN students are encouraged to participate and levels of engagement are monitored. Where it is a barrier to participation, financial support is provided to disadvantaged students.

SMSC, Citizenship and British Values themes are all delivered via the PD programme, which is taught largely by form tutors with their tutor group. Form tutors are well placed to understand the needs of the students in their group, be sensitive to any issues that may be linked to personal development topics and to follow up any concerns raised. Tutors have a knowledge of the academic attainment of their tutees, their attendance and behaviour records, and can tailor their delivery of Personal Development topics accordingly. Tutors stay with their groups from Y7-11 which supports coherent delivery of the programme. Tutors are able to refer any concerns via safeguarding processes.

The programme is designed to equip students with a range of skills and empower them to make and implement their own decisions. Wherever possible students use skills of research, action planning, and presentation to enable students to continue their learning into adult life.

SMSC and Citizenship provision is continually reviewed and developed to reflect the changing needs of students, changes in DfE guidance, and evaluations from staff and students. Students regularly take part in student voice meetings and complete online surveys about the programme.

Management, review and evaluation

Personal Development is included in the Academy Monitoring and Review and Quality Assurance process. This provides feedback on leadership, planning and delivery of the programme.

CPD opportunities are provided to equip staff with the confidence and skills to deliver the programme (for example Prevent training), alongside planning time for PD days and lessons.

Student surveys are used on a regular basis to provide a student voice to check learning outcomes and inform development of the programme. Assessment in PSHE/RSE has a focus on reflection on learning, checking that learning outcomes have been achieved, and to evaluate impact of the programme. Evaluations conducted by external agencies are shared with school staff.

Heads of Year have an overview of teaching of PD for their year group and are able to support the delivery of PD topics where needed.

Review of the Scheme of Work takes place annually, based on changing legislation, local needs, and updated cross-curricular audits.

Stakeholders – Parents

We recognise that parental influence and support is key in helping students to develop personal values, prepare for adult life and achieve their potential. Information is provided to parents about SMSC and Citizenship via the Academy website, newsletter and social media, for example behaviour expectations and celebration of student involvement in co-curricular provision.

Parents are able to discuss concerns about any aspect of SMSC and citizenship through contact with staff or attendance at parent events.

Stakeholders - External Agencies

Wherever possible, links are made with outside agencies, either to support delivery of topics in specialist areas, to provide targeted support (such as counselling services) or to support planning and review of the PD programme. Agencies include health promotion, Police, Magistrates. Also where possible PD topics are delivered in the context of real life events – for example learning about the local community by participating in local council consultations.

Safeguarding

We recognise that some topics can be controversial or upsetting for some students, for example hate crime case studies. The Academy safeguarding policy is followed if any issues arise from the teaching of such topics. Staff respond to issues or disclosures both proactively in terms of educating students and reactively in terms of responding to immediate need e.g. referrals to Prevent. Academy staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed, for example when any disclosures about abuse are made. In some cases students may be referred to specialist agencies for support, for example victim support services.

References

- DfE - Promoting fundamental British values as part of SMSC in schools (November 2014)
- DfE - Citizenship programmes of study (Statutory guidance) (2013)
- OFSTED Handbook 2019
- Shirebrook Academy RSHE Policy
- Shirebrook Academy Safeguarding policy

Appendix 1 - Meeting SMSC outcomes (2021-22)

SMSC outcomes	Examples at Shirebrook Academy
<p>How we enable students to develop their self-knowledge, self-esteem and self-confidence;</p>	<ul style="list-style-type: none"> • This theme runs throughout Personal Development Lessons and Days, in particular days which focus on relationships (Y7, Y8, Y9, Y10) and Careers (Y8, 9, 10, 11). Work experience is compulsory for all students. • Humanities curriculum in Y7 develops independent learning and reflective practice. • Strong Arts curriculum including emphasis on music, drama and performance. • KS4 Ambassador programme and elected Junior Leadership Team which alongside the election of Head and Deputy Head Boy and Girl encourages students to take responsibility and ownership of the school. • Leadership roles provided via the Year Leadership Team, Sports Ambassadors, Arts Ambassadors and Anti-Bullying Ambassadors • Trained staff who work with students on Anxiety Gremlins’ and Anger Gremlins’ programmes
<p>How we enable students to distinguish right from wrong and to respect the civil and criminal law of England;</p>	<ul style="list-style-type: none"> • Y7 citizenship PD day – importance of laws in maintaining a community • Y8 Prison Me? No Way! PD Day – presentations and activities to develop understanding of laws and consequences • Y8/9/10 health PD days – look at legal aspects e.g. illegal drugs, consequences, discussion of common values • Y10 Crime day – mock trial, discussion of sentencing – support from visiting magistrates. • Y10 Personal Development units – ‘What is a Community?’ and ‘Government and Politics’ which are taught to all students in Year 10 • Assemblies provided by police
<p>How we 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;</p>	<ul style="list-style-type: none"> • Junior Leadership Team and Youth Council – work on charity fundraising, identifying needs in the wider community and finding solutions to issues within school • Wide range of anti-bullying initiatives led by the Anti-Bullying Ambassadors • Work experience including alternative work experience for those vulnerable students who need a more bespoke package • Junior Leadership Team given considerable responsibility and a budget • An Ambassador Scheme and students elected to Head Boy and Head Girl roles. • PE Sports Leaders and Arts Ambassadors roles • Extensive charity work which is student led such as MacMillan Coffee Morning, Save the Children Christmas Jumper day and Mental Health Awareness events. • Leadership roles in lessons and work on fair play and etiquette in PE. • Whole school community days.

	<ul style="list-style-type: none"> • Shirebrook Stars scheme to reward those that make a positive contribution to school life.
How we enable students to acquire a broad general knowledge of and respect for public institutions and services in England;	<ul style="list-style-type: none"> • Y9 government and Democracy PD day – lessons on House of Commons, democratic processes. Y9 visit to Houses of Parliament • Y10 enterprise PD day – linked to Bolsover District Council regeneration initiatives (for example designing an Enterprise centre for Shirebrook) • Promotion of support services e.g. NHS, voluntary organisations, helplines, etc. through all health related super learning days – wide range of visiting speakers • Work experience, College and University visits • Y7 and Y8 Careers PD days – look at range of organisations and occupations that make up a community. • Trip to Derby Open Centre as part of Humanities Y7 curriculum.
How we promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;	<ul style="list-style-type: none"> • Y7 Humanities curriculum – RE topic with a focus on tolerance and cultural understanding. Zebra Red workshop as part of the topic • Across PD topics - Discussion of values relating to relationships/politics/work – help students to develop respect for others opinions and backgrounds. • Languages week to promote languages and appreciation of other cultures. • Humanities Week builds towards Remembrance Day events. • Black History Month • Numerous trips e.g. Paris, Belgium, Poland (Holocaust Trip), London etc.
How we encourage respect for other people;	<ul style="list-style-type: none"> • Y7 'Zebra Red' presentation which features a former extremist speaking of his experiences and consequences he faced. • Y8/Y9 English unit 'Of Mice and Men' focuses on racism and sexism • Y9 RE Scheme of Work focuses on extremist views and radicalisation including protection methods. • Y10 British Values topic focuses on extremism and radicalisation. • Tutor time has one morning a week where tutors pick up on current news stories. • KS3 History curriculum including studies of slavery, colonialism and the holocaust • Y10/11 History SoW features learning around Nazi Germany and other historical extremist beliefs.
How we 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.	<ul style="list-style-type: none"> • School JLT (Junior Leadership Team) • Bolsover District Youth Council • Other student representation e.g. Sports leaders, Ambassadors • Student voice – regular feedback on all aspects of teaching and learning • Mock Elections

	<ul style="list-style-type: none"> • PD days and topics including debate, Government and politics
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Appendix 2 - Meeting fundamental British Values outcomes (2021-22)

Knowledge and understanding	Examples in the curriculum
an understanding of how citizens can influence decision-making through the democratic process;	<ul style="list-style-type: none"> • School JLT (Junior Leadership Team) • Bolsover District Youth Council • Other student representation e.g. Sports leaders, Ambassadors • Student voice – regular feedback on all aspects of teaching and learning • Mock Elections • PD days and topics including debate, Government and politics
an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;	<ul style="list-style-type: none"> • PD days related to Crime/Law • History, RE/Philosophy and Ethics curriculum • Assemblies delivered by outside agencies e.g. Police • School ethos – behaviour policy
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;	<ul style="list-style-type: none"> • History curriculum • PD days and topics relating to crime/punishment • Discussions linked to Mock Elections
an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;	<ul style="list-style-type: none"> • RE/Philosophy and Ethics curriculum • Themed weeks e.g. Anti Bullying week, Diversity Week • PD topics linked to hate crime
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;	<ul style="list-style-type: none"> • RE/Philosophy and Ethics curriculum • Themed weeks e.g. Anti Bullying week, Diversity Week • PD topics linked to hate crime
an understanding of the importance of identifying and combatting discrimination.	<ul style="list-style-type: none"> • RE/Philosophy and Ethics curriculum • Themed weeks e.g. Anti Bullying week, Diversity Week • PD topics linked to hate crime