



**Alcester**  
Academy

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TO BE THE BEST THAT WE CAN BE

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# SMSC Policy

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<b>Approved by:</b>	<b>Qu of Ed Sub-Committee</b>
<b>Reviewed by:</b>	<b>Qu of Ed Sub-Committee</b>
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<b>Contents:</b>	<b>Introduction; Aims; Definitions; How the curriculum contributes to SMSC &amp; the Promotion of British Values; Beyond the curriculum</b>

## **Introduction**

### **Alcester Academy contribution to promoting British Fundamental Values**

At Alcester Academy we recognise not only the importance of allowing students to flourish academically but we also embrace our wider role in preparing them for their adult life beyond the formal examined curriculum. Part of our role in that preparation is ensuring that we promote and reinforce British values to our students. At Alcester Academy these values are reinforced and embedded into the curriculum and the school community and are reinforced as part of the Personal Development and assembly programmes.

#### **Democracy:**

At Alcester Academy the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community through student voice, each year group has a student council and also through the work of the Student Leadership Team. Examples of this are the elections that are held for head boy and girl. Pupils also participate in the UK Youth Parliament elections. From a curricular point of view, the principle of democracy is further explored in History, Religious Studies, ethics and philosophy lessons and reinforced as part of Personal Development programme and assemblies.

#### **The rule of law:**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Through our Personal Development programme as well as in Religious Studies, lessons, pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

#### **Individual liberty:**

Within Alcester Academy students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for students to make safe, responsible choices and effectively manage risk. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely. Students can inform of incidents anonymously through our "Text Academy" system.

#### **Mutual respect:**

Respect is at the core of our school ethos and is modelled by students and staff alike. The school promotes respect for others, and this is reiterated through our classroom and learning environments. In line with our commitment to democracy students at Alcester Academy are always able to voice their opinions and we foster an environment where students feel safe to disagree with each other.

#### **Tolerance:**

Tolerance of those of different faiths and beliefs is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the school community. When protocol allows, we run a number of trips throughout the academic year from which our students gain valuable experience of other cultures and languages. Our Religious Studies curriculum provides a broad and balanced education on a range of faiths, religions and cultures.

The Academy have now appointed an Equality, Diversity and Inclusion (EDI) Lead with the responsibility to raise awareness and ensure EDI is a priority in all academy operations through working with staff to disseminate good practice, highlight opportunities and identify areas of concern. They will also work with students to plan and facilitate regular events (to foster high levels of awareness and celebration of British communities).

At Alcester Academy we believe that we should actively promote all students' SMSC development by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults and the local community.

Spiritual, moral, social and cultural (SMSC) education helps children develop personal qualities which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Alcester Academy we seek to teach these qualities across the curriculum and throughout academy life. It is linked closely to our academy aims and philosophy.

We aim to offer a curriculum that is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life
- Encourages pupils to respect specified fundamental British values
- Will not promote extremist views or partisan political views
- Offers pupils a balanced presentation of views when political issues are brought to their attention

#### **Aims of SMSC:**

At Alcester Academy we share, support and strive to achieve the following pupil aims for SMSC:

- being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- developing and applying an understanding of right and wrong in their school life and life outside school.
- taking part in a range of activities requiring social skills.
- developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.
- gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training.
- overcoming barriers to their learning.
- responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example developing an appreciation of theatre, music and literature.
- developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain.
- understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

Alcester Academy believes that in order to support the development of students into well-rounded members of society it is necessary to promote the following Alcester Academy school values through SMSC:

- Honesty and Integrity
- Tenacity and Perseverance
- Kindness and Compassion
- Curiosity and Creativity
- Respect and Tolerance.

These values are promoted through adults, whether teachers or non-teaching staff, modelling behaviours in order to provide strong role modelling of what is expected. In addition, the academy promotes these values through assemblies, tutor work and through the wider curriculum.

We equally acknowledge the need to promote British Values as outlined in guidance from the Department for Education (DfE).

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values (DfE Promoting fundamental British Values as part of SMSC in schools – November 2014)

- *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; and*
- *An understanding of the importance of identifying and combatting discrimination.*

Through our provision of SMSC we aim to help pupils develop the following British values:

- 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
- 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.

#### **Definitions:**

Alcester Academy uses the following definitions of Spiritual, Moral, Social and Cultural:

#### **SPIRITUAL**

Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in and respect of 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.

#### **MORAL**

Ability to recognise the difference between right and wrong and pupils' 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.

#### **SOCIAL**

Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic 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.

## **CULTURAL**

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 socioeconomic groups in the local, national and global communities.

### **How the curriculum contributes to SMSC and the promotion of fundamental British values:**

#### **The Contribution of English**

English contributes to our pupils SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

#### **The Contribution of Mathematics**

Mathematics contributes to our pupils SMSC development through:

- Helping students obtain an insight into the infinite, and through explaining the
- underlying mathematical principles behind natural forms and patterns.
- Helping students recognise how logical reasoning can be used to consider the
- consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Students working together productively on complex mathematical tasks and helping
- them see that the result is often better than any of them could achieve separately.
- Helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern-day mathematics.

#### **The Contribution of Science**

Science contributes to our pupils SMSC development through:

- Encouraging pupils to reflect 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 for differing opinions, on creation for example;
- Co-operation in practical activity;
- Raising awareness that scientific developments are the product of many different contributions and factors

### **The Contribution of Information Communication Technology**

ICT contributes to our pupils' SMSC development through:

- Preparing the pupils for the challenges of living and learning in a technologically-enriched, increasingly interconnected world;
- Making clear the guidelines about the ethical use of the internet;
- Acknowledging advances in technology and appreciation for human achievement.

### **The Contribution of History**

History contributes to our pupils' SMSC development through:

- Studying the development of British society and government from 1066 onwards
- Exploring and teaching emotional and controversial issues such as slavery, the Holocaust, imperialism and allowing students to reflect and discuss.
- Discussion of the reasons behind key historical events
- Learning about the history of a range of nations, societies and groups
- Showing an awareness of the moral implications of the actions of historical figures.

### **The Contribution of Geography**

Geography contributes to our pupils' SMSC development through:

- Opportunities for reflection are given on the creation, earth's origins, future and diversity;
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change;
- Studies of people and physical geography give our pupils the chance to reflect on the social and cultural characteristics of society.

### **The Contribution of Modern Foreign Languages**

MFL contributes to the pupils' SMSC development through:

People, their relationships and their interactions with others are an intrinsic part of what we teach, and the cultural immersion of learning a language cannot be avoided. Modern Foreign Languages contributes to our students' SMSC development through:

- Encourage students to discover, discuss and debate unfamiliar lifestyles, global events, problems and changes.
- SMSC is not confined to the MFL classroom – we hope that the study of languages will positively affect our students' lives and their understanding of the world around them.

### **The Contribution of Art**

Art contributes to our pupils' SMSC development through:

- Looking at the art work of other cultures;
- Discussing the differences and similarities between different cultures, listening to the ideas and differing viewpoints, opinions and ideals, promoting and celebrating the differences;
- Exploring the diversity of materials and the ways in which art can influence our surroundings and emotional well-being;
- Reflecting on the wonder of the enormous wealth of artists, designers, craftspeople, photographers and cultures both archaic and contemporary;
- Cooperation in practical activities;
- Consideration for others' thoughts, feelings and abilities. Looking after the environment and leaving it tidy for others to enjoy.

### **The Contribution of Design and Technology**

Design and Technology contributes to pupils' SMSC development through:

- Self-regulation to ensure that students accept responsibility for their behaviour and

- the safety of others.
- Understand the wider impacts on the environment when designing and making new products.

### **Food and Nutrition**

Food and Nutrition contributes to our pupils' SMSC development through:

- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production in third world countries.

### **The Contribution of Music**

Music contributes to our pupils' SMSC development through:

- Teaching that encourages students to be open to the music of other cultures.
- Looking at the way music can change moods and behaviour.

### **The Contribution of Physical Education**

Physical Education contributes to our pupils SMSC development through:

- Exploring, creativity through producing Gymnastic routines.
- Creating and developing own attacking and defensive set plays and tactics.
- Reflecting and critiquing their own and others performances.
- Using discovery style to allow students to have their own thoughts, ideas and concerns.
- Units of work focusing on Team building.
- Motivation, determination and character building.
- Promoting fair play and teamwork in lessons.
- Encouraging good sportsmanship throughout.
- Respecting equipment both when using it and when storing it.
- Following instructions and decisions made by officials. Abiding by the rules, in all sporting situations.
- Respecting their facilities and the environment they are active in.
- Listening to teacher and peer feedback on particular sporting skills.
- Promoting trust with peers through team building activities.
- Using students as sports leaders.
- Creating a sense of community in lessons and clubs.
- Celebrating sporting success both in and out of school.
- Use of sports leaders running clubs and activities
- Encouraging the attendance to extracurricular activities.
- Promoting teamwork throughout lessons supporting one another to develop their skills in a cooperative situation.
- Using international examples of different athletes and their achievements.
- Cultural engagement through elite performers both at school and in their own sporting environment.

### **The Contribution of Religious Studies**

In this subject, pupils will develop their ability to:

- Explore the rights and responsibilities of individuals within the wider social setting, including aspects of British Law and Liberty, Government and Democracy.

- Reflect on their own contribution to society.
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities.
- Develop their own moral code and respect others' needs, interests and feelings.
- Recognise and understand their own cultural assumptions and values.
- Understand the influences which have shaped their own cultural heritage in order to appreciate and respect British Values.
- Develop a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- Develop a sense of empathy, tolerance and understanding.

### **Performing Arts**

Performing Arts contribute to students' SMSC development through:

- Discussing and reflecting upon a range of personal experiences (own performances) and observed experiences (trips, concerts and peer performances)
- Raising discussion which concern ethical issues such as; hierarchy within society, A
- Raising issues of Morality through play scripts and stimulus.
- Exploring different cultures through the history of Drama.
- Looking at the way Drama performances can change moods or atmospheres.
- Promotion of co-operation with others (listening to others views, ideas and helping others) through group drama pieces.

### **Beyond the Curriculum**

We deliver SMSC through a variety of ways beyond the curriculum:

- Assemblies have a Spiritual, Moral, Social or Cultural theme (every pupil attends an assembly every week)
- Super Learning Days build on themes of importance for each year group throughout the year with specific focus to SMSC and PSHE (Personal, Social, Health & Economic) themes.
- Each week a theme for the week is issued and is discussed during tutor time and assemblies
- PSHE is delivered by Tutors to Years 8-11 during Tutor time
- x1 hour lesson per week of Personal Development is delivered to Year 7 as part of the curriculum.
- Through extra-curricular e.g., Music and Physical Education.
- School productions
- School leadership opportunities and Head Boy / Head Girl election processes.
- Student council
- Youth parliament elections
- Student voice activities
- Opportunity to participate in a Mock Trial activity (Year 9)
- Literacy activities and discussions during tutor time



Signed: \_\_\_\_\_ Chair of Sub  
**Mrs S Wright**

Signed: \_\_\_\_\_ Headteacher  
**Mrs S Mellors**

Date: \_\_\_\_\_

(ratified by the Full Governing Body on 18<sup>th</sup> March 2025)