

# SMSC and Fundamental British Values Policy

Ormiston Meridian Academy  
Ormiston Academies Trust

Revision level	Revision date	Description of changes	
Prepared: ..... <i>Signature</i>	Approved: ..... <i>Signature</i>	Released: ..... <i>Signature</i>	

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# Ormiston Meridian Academy

Ormiston Academies Trust

## SMSC and Fundamental British Values

### Policy Version Control

Policy type	Internal and statutory
Policy prepared by (name and department)	Gavin Davies Co-ordinator of Careers, PSHE and SMSC
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## **Summary**

Spiritual, moral, social and cultural education helps students develop personal qualities, which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence and self-respect. It is taught across the curriculum and throughout academy life. Fundamental British values (FBV) are also an integral part of the ethos at Ormiston Meridian Academy (OMA), it is built into lessons and activities both overtly and discreetly. At OMA we take the development of students' personal qualities very seriously and forms who we are as an institution. In addition to this OMA takes the reporting of current issues very seriously, to ensure that the academy is prepared a pre determined Major Incident Plan has been created to ensure the key information is given to students with 24 hours of the incident happening (see appendix 1 and 2).

## **Aims**

To enable students to develop their personal qualities and become:

- Responsible for themselves, accepting an appropriate measure of responsibility;
- Confident and competent both academically and socially;
- Able to distinguish between right and wrong;
- Able to articulate their own attitudes and values;
- Able to understand and be sensitive to the beliefs, values and ways of life of others, responding appropriately to injustice and prejudice;
- Caring, considerate and compassionate;
- Skilled in working collaboratively and independently;
- Able to reflect on their learning and plan for future development;
- Able to respond positively to challenges and problems.

All staff, including Support Staff, are involved in spiritual, moral, social and cultural education. These qualities should be evident in the way that students and adults interact throughout the academy, in accordance with many other existing qualities.

## **Spiritual Development**

### Definition

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a student's 'spirit'. Some people may call it the development of a student's 'soul'; others as the development of 'personality' or 'character'.

## **There are many aspects of spiritual development**

### **Beliefs**

- An awareness and understanding of their own and others' beliefs
- A respect for themselves and for others

### **A sense of awe, wonder and mystery**

- Being inspired by the natural world, mystery, or human achievement
- Feelings of transcendence
- A respect for insight as well as knowledge and reason

### **The search for meaning and purpose**

- Asking “why me?” at times of hardship or suffering
- Responding to challenging experiences of life such as beauty, purpose, suffering and death

### **Self-knowledge**

- An awareness of oneness in terms of thoughts, feelings, emotions, responsibilities and experiences
- A growing understanding and acceptance of individual identity and development of self-respect

### **Relationships**

- A sense of empathy with others, concern and compassion and an ability to build up relationships with others

### **Creativity**

- Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts

- Exercising the imagination, inspiration, intuition and insight

### **Feelings and emotions**

- An understanding of feelings and emotions and their likely impact
- A growing awareness of when it is important to control emotions and feelings

### **Steps to spiritual development might include:**

- Recognising the existence of others as independent from oneself
- Becoming aware of and reflecting on experience
- Understanding and evaluating a range of possible responses and interpretations
- Developing personal views and insights gained with increasing degrees of perception to one's own life

At OMA we aim to encourage Spiritual Development through:

The values and attitudes the school identifies, upholds and fosters;

The contribution made by the whole curriculum;

Religious education, acts of collective worship and other assemblies;

Extra-curricular activity, together with the general ethos and climate of the school.

## **Moral Development**

### **Definition**

Moral development is about the building, by students, of a framework of moral values which regulates their personal behaviour. It is also about the development of students' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is about developing an opinion about the different views.

Our intention is that the students of OMA will be working towards:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures;
- A confidence to act consistently in accordance with their own principles;

- An ability to think through the consequences of their own and others' actions;
- A willingness to express their views on ethical issues and personal values;
- An ability to make responsible and reasoned judgements on moral dilemmas;
- A commitment to personal values in areas which are considered right by some and wrong by others;
- A considerate style of life;
- A respect for others' needs, interests and feelings, as well as their own;
- A desire to explore their own and others' views;
- An understanding of the need to review and reassess their values, codes and principles in the light of experience;
- An understanding of rights and responsibility within the communities and society in which they live.

At OMA:

- We address moral issues through assemblies, form time (see appendix 3 for example) and PSHE.
- We have a Behaviour for Learning Policy contributed to by staff and students.
- We deal promptly with any discrimination and injustice, involving students in decision-making where appropriate.
- We have a home-school agreement, agreed with parents and students.
- We promote a safe learning environment in which students can express their views and opinions.
- We model through relationships and interactions, the principles we wish to promote.
- We encourage students to take responsibility for their actions.
- We acknowledge and praise good behaviour.

## **Social Development**

### **Definition**

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society, society's institutions, structures

and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

Our intention is that the students of OMA will be working towards:

- An ability to adjust to a range of social contexts by appropriate and sensitive behaviour.
- Working successfully as a member of a group or team.
- An ability to share views and opinions with others and work towards a consensus.
- Showing respect for people, living things, property and the environment.
- Appreciation of others' rights and responsibilities.
- An understanding of the structures of society, e.g. the organisation of the family, the school, etc.

At OMA:

- We foster a sense of community with common, inclusive values.
- We provide opportunities for students to work in a variety of social groupings, within the class and sometimes across the school.
- We provide positive whole school experiences, e.g. academy productions, Awards assemblies, residential opportunities and off timetable enrichment days.
- We encourage students to develop valuable personal qualities, e.g. thoughtfulness, honesty and respect by modelling these behaviours and through PSHE.
- We help students to resolve tensions and conflicts.
- We have student voice meetings.
- We encourage students to support nominated charities through academy events.

## **Cultural Development**

## Definition

Cultural development is about students understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe (as well as fully understanding Brexit) and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting students' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

Our intention is that the students of OMA will be working towards:

- An ability to recognise and understand their own cultures and values;
- An ability to appreciate cultural diversity and to respect other peoples' values and beliefs;
- Having an openness to participate in artistic and cultural events, recognising and understanding images/icons, which have significance and meaning in a culture.

At OMA:

- We celebrate students particular gifts and talents, regardless of culture;
- We work with outside agencies to support the needs of students as appropriate;
- We raise students awareness of other cultures through assemblies, and Departmental Schemes of Work and specific SMSC sessions during form time;
- We report incidents of racism and prejudice appropriately.

## Equal Opportunities

All members of the academy are committed to the Equal Opportunities Policy. Discrimination based on race, gender, colour, religion, faith, physical appearance or disability is unacceptable to us and dealt with swiftly on a case by case basis.

## **Fundamental British Values at OMA**

OMA approaches the promotion of FBV in line with the Government's PREVENT theme of the anti-terrorist strategy CONTEST. These British Values are; democracy;



individual liberty; the rule of law; mutual respect; tolerance of those with different faiths and belief.

Each is defined below and placed in a school context through the use of examples. It is, without question, everyone's duty to ensure they **do not** undermine these FBV as detailed in the current Teacher Standards Part Two: Personal and Professional Conduct.

Every curriculum area within the Academy has a detailed overview of how they promote FBV in their lessons. Details of these are available upon request. FBV is discussed in both an overt and discreet manor across the academy.

## **Democracy**

**Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.**

At OMA we promote the importance of democracy through such things as:

- The free and fair process for student positions of responsibility (e.g. Prefects and peer mentors)
- Students being encouraged to consider alternative pathways in lessons
- Student Voice on key school decisions

## **Individual Liberty**

**Individual liberty suggests the free exercise of rights generally seen as outside Government control.**

At OMA we promote the importance of individual liberty through such things as:

- The increased liberty afforded to students as they move up through the years
- The profusion of extra-curricular activities and clubs, including career planning/readiness in year 10
- Students encouraged to voice views in a formative manner
- Students offered autonomy over choices regarding academic pathways  
Elements of choice in the Academy canteen with healthy boundaries

## **Rule of Law**

**All people and institutions are subject to and are accountable to law that is fairly applied and enforced.**

At OMA we promote the importance of the rule of law through such things as:

- There are shared Academy 'non-negotiables' for staff and students

- Marking and feedback, as well as homework, policies set clear boundaries that are explained clearly to students
- Accountability is stressed to all stakeholders including staff (teacher's standards and performance management), students (non-negotiables) and Governors

## **Mutual Respect**

**The proper regard for individual's dignity, which is reciprocated.**

At OMA we promote the importance of mutual respect through such things as:

- The Academies shared vision
- The publishing and enforcement of a smart dress code for all students
- Clear guidance on expectations of good behaviour in and around the Academy
- Wellbeing promotes mutual respect through the skills developed in lessons, assemblies and the repetition of related content during PSHE sessions once a fortnight) and in the personal development programme
- The SMSC programme is evidenced throughout form time activities, assemblies and curriculum areas where appropriate

## **Tolerance of those with Different Faiths and Beliefs**

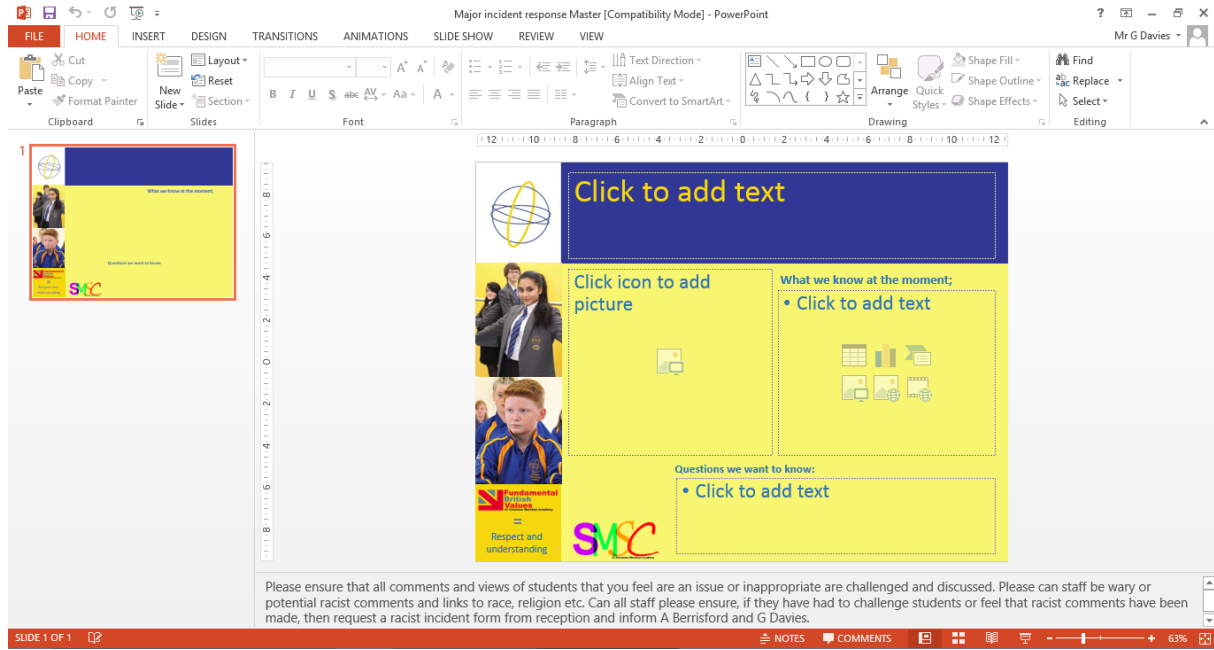
**A fair, objective and permissive attitude to those whose faith and beliefs may differ from one's own.**

At OMA we promote the importance of tolerance of those with different faiths and beliefs through such things as:

- 'Game on' project facilitating an understanding and tolerance of different faiths
- Having an EAL coordinator working with students from a range of different ethnic backgrounds
- Whole academy celebrations often have an underlying multi-cultural theme
- The school supports and recognises the importance of Eid and the religious observance of the Muslim students
- Tolerance of others views and beliefs is discussed during SMSC form time sessions.

## Appendix 1

### Major incident PowerPoint



The screenshot shows a PowerPoint presentation in 'Compatibility Mode'. The title bar reads 'Major incident response Master [Compatibility Mode] - PowerPoint'. The ribbon includes FILE, HOME, INSERT, DESIGN, TRANSITIONS, ANIMATIONS, SLIDE SHOW, REVIEW, and VIEW. The main slide area contains a slide with a blue header and yellow body. The slide content includes:

- Header: 'Click to add text' (in a blue box)
- Body:
  - Left side: 'Click icon to add picture' (with a picture icon)
  - Right side: 'What we know at the moment:' followed by 'Click to add text' (with a list icon)
  - Bottom: 'Questions we want to know:' followed by 'Click to add text' (with a list icon)
- Footer: A disclaimer text: 'Please ensure that all comments and views of students that you feel are an issue or inappropriate are challenged and discussed. Please can staff be wary or potential racist comments and links to race, religion etc. Can all staff please ensure, if they have had to challenge students or feel that racist comments have been made, then request a racist incident form from reception and inform A Berrisford and G Davies.'

The status bar at the bottom shows 'SLIDE 1 OF 1', 'NOTES', 'COMMENTS', and a zoom level of 63%.

## Appendix 2

### Major incident response guidance for staff

#### **Major Incident Guidance for Staff**

Students may talk about the events in class or at other appropriate times during the academy day. Where appropriate, discuss the issues with students. You may find the guidance below useful:

- **Ensure all information given to students is factually correct and that you *do not give any biased information*. If in doubt, refer students to the information that was sent out relating to the incident (sent out within 24 hours of a major incident).**
- Where possible staff may need to ensure that they don't portray their personal feelings. However, if staff are required to discuss their personal views, they ***must make it clear to students by using statements such as 'in my personal opinion' or 'personally I think'***. These views however, **must not** cause additional stress or upset to students.
- At all times any issues or opinions from students that you are concerned with or feel need to be addressed or discussed further need to be reported following the usual safeguarding and reporting procedures.
- Emphasise that when things like this happen in the world it can cause us to feel frightened and it can also raise lots of questions in our minds. Although we don't yet know all the details as to what happened, we may know that people have died and have been injured. We may also know that many people will be mourning the loss of loved ones. Others who were present at any of the incidents will be feeling shocked and at the same time relieved that they are alive.
- Even in times of confusion and pain, good can still appear. There may have been stories in the news about people who bravely helped others in need; stories about local people opening up their homes to welcome people who were scared or injured; stories about the emergency services who, as always, risked their lives to help and rescue people. In bad times it is always helpful to look at the good.
- Something else very positive in situations like this is to see how nations put aside their differences and join together to stand up against wrong. Consider what people have done following the incident?
- Remind the students that most people want to live in peace in the world. Sometimes we feel that we can do little to help create world peace. However, whenever we seek to understand other people and seek to live in peace with those around us, we are helping to bring peace to the world.

## **Talking with Students - When the Talking Gets Tough**

### **Don't assume that students don't know about it.**

They probably know more than you think. The reality of today's world is that news travels far and wide. Staff and students learn about disasters and tragedies shortly after they occur, and live video footage with close-ups and interviews are part of the report. Students and youth are exposed to the events as soon as they watch TV or interact with others who are consumers of the news. Not talking about it does not protect students. These incidents can be used as discussion points to develop students knowledge and understanding about the world they live in.

### **Be available and "askable."**

Let students know that it is okay to talk about the unpleasant events.

Listen to what they think and feel. By listening, you can find out if they have misunderstandings, and you can learn more about the support that they need. You do not need to explain more than they are ready to hear, but be willing to answer their questions.

### **Reassure young people and help them feel safe.**

When tragic events occur, students may be afraid that the same will happen to them. Younger and less mature students may feel distressed about what has happened. It is important to let them know that they are not at risk. Try to be realistic as you reassure them; you can try to support them and protect them, but you cannot keep all bad things from happening to students.

### **Support students concern for people they do not know.**

Students are often afraid not only for themselves, but also for people they do not even know. They learn that many people are getting hurt or are experiencing pain in some way. They worry about those people and their wellbeing. It is heart-warming and satisfying to observe this level of caring in students; this behaviour should be encouraged.

## Appendix 3

### Example of form time activity.

The image displays three sequential screenshots of a PowerPoint presentation titled "Week5\_Morals - PowerPoint" by Mr G Davies. Each screenshot shows a slide from a presentation, with a slide thumbnail pane on the left and a navigation bar at the bottom.

**Slide 1: SMSC Activity**  
 Monday, 06 November 2017  
 Gun Laws  
 Following the recent tragedy in Las Vegas do you think it is a good that guns are illegal in the United Kingdom?  
 According to some reports the gun man had in excess of 40 automatic weapons in his possession, all of which in the state of Nevada are perfectly legal.  
 A blue arrow points to the text: "Form staff please draw students attention to the fact that we are talking about Attitudes, Morals and Values".

**Slide 2: Name this thing**  
 Monday, 06 November 2017  
 Last weeks answer: Google  
 Using the clues, can you guess the place? The answer will be revealed next week.  
 1. I've been in hundreds of films  
 2. It took one year and 45 days to build me  
 3. My construction started in 1930  
 4. I live on Fifth Avenue  
 5. I am over 100 storeys high  
 6. I was once the worlds tallest building  
 7. I am home to two observation decks on two floors  
 8. I've hosted hundreds of marriages  
 9. My tower lights can put on a spectacular show  
 10. I'm names after my home state's nickname  
 10 Clues

**Slide 3: YOU HAVE A BRAIN IN YOUR HEAD YOU HAVE FEET IN YOUR SHOES. YOU CAN STEER YOURSELF IN ANY DIRECTION YOU CHOOSE.**  
 Monday, 06 November 2017  
 Please have this showing as students are leaving your form room.  
 Growth Mindsets