

HAMSTEAD HALL ACADEMY

SMSC and FBV POLICY



SMSC - Spiritual, Moral, Social and Cultural Values

FBV - Fundamental British Values

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SMSC and FBV at Hamstead Hall Academy

1. The Policy

There is no statutory requirement to include a SMSC and FBV in Schools but we felt it was important to give all parents the opportunity to fully understand the provision that we offer to their children.

2. What are SMSC and FBV?

SMSC 1 Spiritual: Exploring beliefs and experiences; respecting values; discovering oneself and the surrounding world; using imagination and creativity; reflection. The 'spirit' of compassion, hope, courage, determination, sharing or open-mindedness.

SMSC 2 Moral: Recognising right and wrong; understanding consequences; investigating moral and ethical issues; offering reasoned views.

SMSC 3 Social: Using social skills in different contexts; working well with others; resolving conflicts; understanding how communities work. Giving pupils opportunities to explore social situations and context they may encounter in the Academy or outside.

SMSC 4 Cultural: Appreciating cultural influences; participating in cultural opportunities; understanding, accepting, respecting and celebrating diversity. Preparation for participation in Britain's wider cultural life, whatever a pupil's own background.

BV1 Democracy: Equal right for all to be heard; reflection and the importance of fairness. Government, politics and democratic processes.

BV2 The Rule of Law: Understanding and exploring different examples of rules and codes of human life; comparing religious and state laws considering the value of the rule of law, its aims and purpose. British law, legal system, crime and punishment in the UK.

BV3 Mutual Respect: Respectful attitudes between those of different faiths, beliefs and world views; the attitude to diversity; community cohesion and social harmony. Every individual has dignity.

BV4 Individual Liberty: Identity and belonging; developing and expressing opinions and critical thinking; the balance between rights and restraints; social political and economic rights and privileges.

BV5 Tolerance of different Faiths and Beliefs: Fairness; each person has a right to 'be themselves'. Tolerance is a starting point and intolerance must be challenged, the attitude to diversity.

Topics that are taught in HHA that are specific to the PSHE programme of study related to the SMSC and FBV Agendas are in the Appendix.

3. How are the principles of SMSC & FBV evident at HHA?

- a) The five core Academy values of Pride, Persistence, Patience, Preparation and Progress are underpinned by the conviction that developing an understanding of SMSC and British Values will enable our pupils to become well rounded and valuable members of society.
- b) The importance of spiritual, moral, social and cultural learning, encompassing an understanding of British Values and the need to prevent extremism, is evident throughout the curriculum, the ethos of HHA and every aspect of school life.
- c) All pupils will flourish and develop into well-rounded people who show compassion for others and act responsibly and encompass our Academy motto, 'Success for all through Hard work and Harmony'.
- d) Learning, in all curriculum areas, offers opportunities to raise, discuss and develop tolerance and understanding of the wide variety of viewpoints in our local and national community.
- e) The choice of key Academy values has been driven by aspirations of social justice, the belief in the importance of equality and the desire to create opportunities for pupils to enable them to become well-rounded and successful individuals in their chosen field.

4. How are SMSC & FBV promoted at HHA?

- a) Positive and supportive treatment of other staff, pupils, parents and visitors
- b) Themed weeks in extended form time and assembly
- c) Curriculum e.g. RE lessons, BITE, Art, Geography, English, Drama and Citizenship lessons
- d) PSHE Drop down days and lessons e.g. child slavery, respect and tolerance, terrorism and extremism
- e) Nature/ style/ activity of learning e.g. groupwork, discussion, effective Q&A, use of peer/ self-assessment and reflection time in lessons/ homework
- f) Classroom environment e.g. inclusive, mutual respect, willingness of pupils to engage in calm and purposeful discussion.
- g) Celebrating and learning about religious festivals in RE lessons and assemblies
- h) Raising and exploring controversial issues e.g. alternative views including extremism
- i) Responding to and exploring events in the news e.g. recent terrorist attack, health concerns
- j) Extra-curricular activities e.g. DofE, Drama club, music lessons, variety of trips
- k) Behaviour and bullying systems
- l) Work experience and UCAS lessons
- m) Staff model attitude and behaviours expected of pupils
- n) Assessment and feedback: praise and constructive comments for development and progress
- o) Police sessions on knife crime and gangs
- p) Breakfast Club, Homework Club
- q) Mental Health Support Group for pupils in the Academy
- r) Prince's Trust project
- s) Tutor time activities focused on the 5 fundamental British Values
- t) Student and Staff Governors
- u) Sensory room for students with SEN

5. How does SMSC improve learning and other outcomes at HHA?

- a) Positive and supportive treatment of other pupils, staff, parents and visitors
- b) Pupil leadership opportunities
- c) Calm and friendly out of lesson environment e.g. canteen, astro, playgrounds
- d) Inclusive and supportive environment encourages pupils' contributions to discussions and willingness to ask for support
- e) Respect for themselves and others
- f) Participation in and contribution to charitable events e.g. envision, cancer awareness, care packages for the homeless, Christmas hampers, Next Generation Awards
- g) Participation in and enthusiasm for extra-curricular activities e.g. school productions, sports teams, envision, Young People's Parliament
- h) High aspirations and determination to succeed
- i) Pupil voice
- j) Option choices
- k) Creative individuals
- l) Firm friendships
- m) Self-confidence and awareness
- n) Ability to adapt to change e.g. modified behaviour system, drop-down day changes, curriculum impact and inclusion in every programme of study across the Academy
- o) Compassionate and tolerant pupils e.g. support for enhanced provision pupils in lessons
- p) High number of pupils participating in activities beyond normal Academy lessons
- q) Honest response in self-assessment

6. How is the Impact measured of SMSC & FBV at HHA?

- a) Staff reflection e.g. after lessons, in PSHE meetings and in staff surveys
- b) Discussion with pupils in key curriculum areas
- c) Feedback from pupils e.g. at school council, end of drop-down days on Google Classroom, pupil feedback interviews conducted by the Leader of PSHE and Citizenship
- d) Pupil voice - reflection at the end of their responsibilities e.g. school council, ambassador
- e) Pupil question/ comment box
- f) Observations and feedback from parents, the local community, visitors to the Academy and hosts when pupils visit elsewhere

7. Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through a strict monitoring procedure annually, measuring the programme's impact. This policy will be reviewed by SLT biannually.

Tutor time activities will be monitored by the Leader of PSHE, the Assistant Headteacher and the Pastoral team leaders to ensure they are being delivered sensitively and effectively by all staff.

8. Linked Policies

- PSHE and Citizenship Policy
- RSHE Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Behaviour Policy

