



**THE CHERWELL SCHOOL**  
OPPORTUNITY, RESPONSIBILITY, EXCELLENCE

# **Spiritual, Moral, Social and Cultural Development and British Values**

Person responsible for policy: Deputy Headteacher: Student Experience & Wellbeing

Revised: January 2019

Review Date: January 2022

Governor Committee: SIC

## The Cherwell School Spiritual, Moral, Social and Cultural Development and British Values

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### **The role of SMSC in the curriculum at The Cherwell School**

The Cherwell School believes that the development of young people to succeed and flourish in British society depends upon the successful development not only of their academic potential and thinking skills, but in the development of their character, self-awareness, spiritual identity, values and beliefs in relation to those around them. For this reason, The Cherwell School aims to promote SMSC development through both the curriculum and the wider aspects of school life.

In 2015, the Government published advice that schools should actively promote fundamental British values defined as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The Cherwell School is confident that the promotion of these values is an integral part of our existing SMSC programme.

### **Defining SMSC outcomes:**

The Cherwell School defines successful provision of SMSC education using the following criteria:

**Spiritual Development:** Students have an awareness of themselves and their values, and are keen to discover their place in the surrounding world. They can explore beliefs and experiences with respect, and will be able to pause and reflect on these. Students can use their creative imagination wisely.

**Moral Development:** Students will recognise right and wrong and understand the importance of consequences. They can investigate moral and ethical issues and offer reasoned views on these.

**Social Development:** Students social skills are developed as such that they can work well with others, no matter their differences, resolve conflicts maturely and respect the fact that a community functions well when each member feels confident in their own identity.

**Cultural Development:** Students appreciate and enjoy cultural influences and are willing to participate in different cultural opportunities. They can understand and accept the importance of diversity, respect and celebrate it.

### **Evidence of SMSC development:**

Evidence of successful provision will be found in these main areas. The examples of evidence given below are not intended as restrictive: every interaction and experience a student has in our school should enhance their growth and development in what is defined as SMSC.

Our rewards system is linked directly to our established Skills for Life and so we are able to track which skills are being demonstrated and which may need to be developed further.

- School Ethos
- The Cherwell School Aims

- Cherwell's Skills for Life
- Role models in Leadership and across the staff
- Relationships and pastoral support to all groups of students
- Behaviour for Learning Policy

### **School Activities:**

Activities both in and out of the classroom provide opportunities to develop SMSC aspects as well as British values. These values have always been at the heart of our inclusive ethos and are fully supported by our school aims. We teach students about fundamental British values through Social Wellbeing and Citizenship lessons as well as through assemblies.

Other examples here:

- Community links and activities
- Lessons that inspire
- Visits and visitors.
- Work Experience
- Whole school activities and celebrations
- Assemblies
- Tutorials
- Clubs and Societies
- Opportunities for student leadership

### **Curriculum content:**

All curriculum areas teach aspects of SMSC. It is anticipated that a large amount of evidence will be collected from these curriculum areas in particular:

- PSHE
- RS
- Citizenship
- Philosophy and Ethics
- Careers Education
- PE
- Geography
- History
- Sociology and Psychology,
- Economics, Government and Politics

### **Through our provision of SMSC we aim to encourage and guide pupils to:**

Be reflective about beliefs, values and more profound aspects of human experience, to enable them to use their imagination and creativity and develop curiosity in their learning.

Develop and apply an understanding of right and wrong in their school life as well as life outside school.

Take part in a range of activities requiring social skills



Develop an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability.

Gain a well-informed understanding of the options and challenges facing them as they move through school and on to the next stage of their education and training.

Overcome barriers to learning.

Respond positively to a range of artistic, sporting and other cultural opportunities, including for example developing an appreciation of theatre, music and literature.

Develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.

Challenge opinions or behaviours that are contrary to fundamental British values.

**By promoting fundamental British values, we expect our students to gain:**

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 combating discrimination.