

## Spiritual, Moral, Social and Cultural (SMSC) including promoting British Values

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural development of their students. Through ensuring students' SMSC development, Seaford Head also demonstrates we are actively promoting fundamental British Values.

Students at Seaford Head are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

There is an expectation that students should understand that while different people may hold different views about what is "right" and "wrong", all people living in England are subject to its law. Seaford Head's ethos and teaching, supports the rule of English civil and criminal law and we do not teach anything that undermines it.

### **Through the provision of SMSC Seaford Head School:**

- enables students to develop their self-knowledge, self-esteem and self-confidence;
- enables students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourages 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;
- enables students to acquire a broad general knowledge of and respect for public institutions and services in England;
- encourages further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourages respect for other people; and
- encourages 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.

**The information below describes the understanding and knowledge expected of students as a result of Seaford Head School promoting fundamental British values:**

- 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.

At Seaford Head School we realise that it is not necessary for individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for individuals to promote discrimination against people or groups on the basis of their belief, opinion or background.

**At Seaford Head School we provide the following:**

- we include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries (through citizenship, RS and History);
- we ensure that all students within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils (student leadership groups and student council);
- we hold elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view (young mayor.....);
- we use teaching resources from a wide variety of sources to help students understand a range of faiths, and
- we consider the role of extra-curricular activity, in promoting fundamental British values.

## British Values

### Promoting British Values at Seaford Head

The Department for Education state that there is a need ***“to create and enforce a clear and rigorous expectation on all schools to 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.”***

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014.

At Seaford Head these values are reinforced regularly and in the following ways:

#### **Democracy**

Democracy is embedded at the school. Students are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Students also have the opportunity to air their opinions and ideas through our School Council, through their curriculum where an SMSC audit has evidenced this and through their tutor time where they undertake their PSHE program.

The elections of the School Council members are based solely on student votes, reflecting our British electoral system and demonstrating democracy in action. The School Council work not only to solve issues that the students raise but also have input into their curriculum and the standards of the school. Seaford Head has also run mock elections in line with the General Election with students representing the four major parties. The school also supports the democratic election process of the Young Mayor and the East Sussex Big Vote in supporting students becoming a cabinet member and potentially a member of the Youth Parliament.

#### **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. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police help to reinforce this message.

### **Individual Liberty**

Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young people to make choices safely, through provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our PSHE lessons. Whether it is through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, students are given the freedom to make choices.

### **Mutual Respect**

Mutual respect is at the heart of our values. Children learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect. The students know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. We also show our respect for the armed forces and the service they give our country during our remembrance service along with raising money for the Royal British Legion.

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

Our core value of Respect ensures tolerance of those who have different faiths and beliefs where we place a great emphasis on promoting diversity. Our RS and PSHE/Citizenship teaching reinforces this along with information provided during assemblies. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Through this our students are able to gain an enhanced understanding of their place in a culturally diverse society.

