



SMSC Policy

Introduction

At Avon Valley we are committed to the development and nurturing of the individual student. While pursuing the goal of academic excellence, we acknowledge the paramount importance of each young person in our care. We seek to offer an education that underpins our British Values, where students learn to distinguish right from wrong and where they have opportunities through which they can develop a system of spiritual beliefs and a moral code, as well as developing appropriately personally, socially, and culturally. We aim to:

- lead students towards becoming confident and positive contributors to their community.
- enable students to gain insights into the origins and practices of our culture and those of the wider community.
- take steps to ensure that students appreciate racial and cultural diversity and avoid and resist racism.
- appreciate the importance of religious belief to those who hold them.

Background and aims of the SMSC programme

At Avon Valley, our aim is to ensure that all students will regularly be provided with opportunities to reflect on British Values (1) and spiritual, moral, social and cultural matters (2) to develop their self-esteem and confidence. We will promote the historical and current values that underpin the national identity known as 'being British'.

Management, planning and delivery of the SMSC programme

All National Curriculum subjects plainly provide opportunities to promote students' spiritual, moral, social and cultural development as well as their British Values. Explicit opportunities to promote students' development in these areas is provided through assemblies, in tutor time activities, pastoral & guidance lessons, ethics, citizenship and our framework for PSHEe.

(1) See APPENDIX 1 – British Values at AVC

(2) See APPENDIX 2 – SMSC as understood by AVC

Assemblies are scheduled for each year group on a weekly basis during their Tutor time at the beginning of the day:

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| Monday | Year 11 |
| • Tuesday | Year 10 |
| • Wednesday | Year 9 |
| • Thursday | Year 8 |
| • Friday | Year 7 |

Assemblies and Tutor Programme are similar to any other part of the curriculum in terms of planning, delivery, resourcing and evaluation. Content and methodology in the delivery of these sessions is be varied, relevant and purposeful. Each week there is a theme for assemblies, published at the beginning of the term. Tutors are expected to reinforce this during their own reflections in tutor time. The themes chosen are broad to allow all those involved to participate in a meaningful way.

Staff training and support

- Weekly Subject meetings
- Termly Tutor meetings
- Trainings Days/Full staff meetings as appropriate
- Prevent training delivered to all staff on 2nd September 2015

Monitoring and evaluation

- Learning walks during lessons and tutor time
- Subject meetings
- CLTs feed-back in their regular reporting cycle to the Executive.
- Tutors liaise with KS3 and KS4 Learning and Progress coordinators and the Assistant Principal within their regular meeting cycle.
- Individual concerns to the Assistant Principal as they arise.

APPENDIX 1

Our promotion of British values in school

The government set out their definition of British values in the 2011 Prevent Strategy. These were reinforced in September 2014 due to recent events. These new regulations will sit alongside the requirements of the Equalities Act, which also applies to all types of school.

Schools will be expected to focus on, and be able to show, how our work with pupils is effective in embedding fundamental British values.

Promoting British values at Avon Valley College

We agree with the Department for Education's five-part definition of British values:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

At the College students will encounter these principles throughout everyday school life.

We are in the process of mapping the curriculum in detail across the whole school. Listed below are some examples of how we promote these values in our school community:

Democracy

Student voice is significant in regards to life at the College. Our student elected student forum plays a strong role in our school. They are elected by their class peers and are involved in making the College a better place to learn.

Student questionnaires (i.e. Safety at AVC) and meetings (i.e. Quality Assurance student feedback) are also conducted throughout the year. We know that the formation of the student forum and the active participation of our pupils will sow the seeds for a better understanding of democracy in the future.

The Rule of Law

Our students will encounter rules and laws throughout their entire lives. We want our students to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to.

This understanding of the importance of rules will be consistently reinforced through assemblies and our curriculum. We allow opportunity to debate and discuss the reasons for laws so that students can recognise the importance of these for their own protection. Throughout the year we welcome visits from members of the wider community including police, army, local charities, local employers and many more. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our students.

Individual Liberty

We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. In lessons, we encourage the students to work independently. We offer a range of afterschool activities which pupils have the freedom to choose from, based on their interests. Also through E-Safety and PSHEe we educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely.

Mutual respect

Mutual respect is at the core of our school life. Students learn to treat each other and staff with great respect. This is evident when walking around the College and in the classrooms. As part of our assembly programme we cover the 'Three Rs' – rights, respect and responsibilities to all year groups every academic year.

Tolerance of those of different faiths and beliefs

At the College we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

APPENDIX 2

Students' **spiritual development** involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

Students' **moral development** involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Students' **social development** involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Students' **cultural development** involves students acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Appendix 3

Avon Valley College – SMSC grid

AREA	APPLICATION
Spiritual development	<ul style="list-style-type: none"> • Knowing yourself • Achievement • Aspirations • The world around me • Life skills • Every Child Matters • Faith and beliefs • 3 Rs • Meaning of life
Moral development	<ul style="list-style-type: none"> • Faith and beliefs • Right & wrong • Moral conflict • Consequences • Risk • Every Child Matters/Rights of the Child • Democracy • Racism • Discrimination • 3 Rs
Social development	<ul style="list-style-type: none"> • Rights and responsibilities • 3 Rs • Volunteering and participating • Charity events • AVC/local/national communities • Inter tutor competitions/Sports Day • Tutor group activities • Extra-curricular activities • Sense of belonging • Democracy • Tutor reps/College Forum
Cultural development	<ul style="list-style-type: none"> • Traditions • Respecting all cultures • Understanding differences and diversity • Tolerance • Equality

	<ul style="list-style-type: none">• Significant religious festivals• 3 Rs
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Appendix 4

Avon Valley College – British Values grid

VALUE	LINKS TO AVC VALUES	APPLICATION
Democracy	<ul style="list-style-type: none"> • Respect • Tolerance • Understanding 	<ul style="list-style-type: none"> • College Forum • Volunteering • Prefects • Charity events • Rights of the Child • Every Child Matters
The rule of law	<ul style="list-style-type: none"> • Respect • Co-operation • Courage 	<ul style="list-style-type: none"> • Code of Conduct • Expectations • Behaviour policy • Awards and Rewards (incl. stamps) • Newsletter (celebrating success) • Trust • Morality • Right & Wrong • PCSO
Individual liberty	<ul style="list-style-type: none"> • Respect • Courage 	<ul style="list-style-type: none"> • Rights of the Child • Human Rights • 3 Rs • Morality • Right & Wrong • E safety • Safety questionnaires • LGBT
Mutual respect	<ul style="list-style-type: none"> • Respect • Friendship • Co-operation 	<ul style="list-style-type: none"> • Expectations • Behaviour and Conduct • Behaviour policy • Equality policy • Rights of the Child • Every Child Matters • 3 Rs • Understanding differences • Relationships • LGTB
Tolerance of different	<ul style="list-style-type: none"> • Respect 	<ul style="list-style-type: none"> • Behaviour policy

faith and beliefs	<ul style="list-style-type: none">• Tolerance/Understanding	<ul style="list-style-type: none">• Equality policy• Tolerance (faiths and beliefs)• Significant religious festival
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