



NATIONAL  
CHURCH OF ENGLAND  
ACADEMY

## SMSC and British Values Policy

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<b>This review:</b> November 2024	<b>Next review:</b> November 2025	<b>Statutory/non:</b> Statutory	<b>Lead:</b> K Wall – Assistant Headteacher
<b>Associated documents:</b> NCEA – Curriculum Policy NCEA – Collective Worship Policy			
<b>Links to:</b>			

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## 1. How this policy reflects our vision ‘Life in all its fullness’ (John 10:10)

The National Church of England Academy’s mission statement is ‘Life in all its fullness’ (John 10:10) and as a result we place great importance on developing the whole student, not just focusing on academic excellence. Therefore, we aim to promote SMSC throughout all aspects of academy life. This goes hand in hand with our Christian Distinctiveness lived out through our ARCH values.

## 2. Defining SMSC

We use the definitions set out in the OFSTED framework (2024) to define SMSC throughout the academy.

Provision for the spiritual development of students includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people’s faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Provision for the moral development of students includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Provision for the social development of students includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Provision for the cultural development of students includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things shared in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### 3. Promoting British values:

The National Academy recognises the importance of not only the academic progress of our students but also the role we play in preparing them for 'life in all its fullness' (John 10:10). As such, part of our role in that preparation is ensuring we promote and reinforce British values.

The government set out its definition in the 2011 Prevent Strategy. The five British values are:

1. Democracy
2. The rule of the law
3. Individual liberty
4. Mutual respect
5. Tolerance of those of different faiths and beliefs

The examples that follow show some, although not all, the ways the National Academy seeks to embed British values.

### 3.1 Democracy:

Democracy is explored through subjects such as personal development, history and religious studies. The principle of democracy is also consistently reinforced through our democratic processes for example through the House and School Council – student voice.

### 3.2 The rule of law:

Our students are taught the rules and expectations of the school. They are taught the value and reasons behind the laws that govern and protect us and the responsibility that this invokes together with the consequences when laws are broken.

### 3.3 Individual liberty:

As a school, we educate and provide boundaries for students to make choices safely, through the provision of a safe environment and an empowering education. Students are encouraged to know their rights, responsibilities and personal freedoms through our personal development lessons and are given advice on how to exercise these safely, for example E-safety which is explored through personal development and IT lessons.

### 3.4 Mutual respect:

Respect is one of our core values at the National Academy. By respecting others we can help to create a better society. The school promotes respect through our classroom and learning environments as well as through tutor time and collective worship. Mutual respect is embraced throughout the curriculum, for example the concept of 'fair play' in PE.

### 3.5 Tolerance of those of different faiths and beliefs:

Our vision is to ensure that all members of the National community experience 'life in all its fullness'. As a Church of England academy, we believe that everyone is a child of God. Our role as an academy is to create a place of learning where each person is uniquely valued and the academy community is welcoming for those of all faiths and none. This is demonstrated through the religious studies curriculum, which all students study up to key stage 5, which explores a range of religions and worldviews.

## 4. The delivery of SMSC

### 4.1 In the classroom

SMSC is developed across the curriculum. This is expected to be a routine part of lessons and is tracked using the SMSC database. A planning sheet is provided to help teachers to explicitly promote SMSC within their classrooms. SMSC is embedded into schemes of work.

In addition, SMSC is developed throughout the Religious Studies and Personal Development schemes of work:

- RS KS3 - A variety of topics are covered where students explicitly look at different faiths and all students complete a self-supported study called 'ultimate questions' in year 9 where they are encouraged to look at their own view plus two different faith views about a philosophical question of their choice. The programme of study also includes understanding how values are important to other faith traditions.
- RS KS4 and 5 – Students look at a variety of viewpoints to enable them to respond to the evaluation questions.
- PD KS3 and 4 - Students study topics such as the world of work, stress, personal wellbeing, conflict, race and culture, crime and consequence, democracy, and media and the news.

A reflective approach to AfL is also used throughout the academy

### 4.2 Outside of the classroom

SMSC is developed through:

- Academy Vision
- Extra-curricular activities
- Educational visits
- Enrichment Day
- Enrichment sessions for Post 16
- Tutor Package, including Thought for the Day
- ARCH values
- Community Projects
- Displays to promote SMSC
- Themes for the week
- Student support structure
- CEIAG

In addition, the following support the individual strands of SMSC.

### 4.3 Spiritual

- Acts of Worship – these are based around Christian values, themes and events
- Thought for the Day
- Encounter services
- End of term services
- Big Questions Week
- Chaplaincy Team work within the academy

### 4.4 Moral

- The use of restorative practice
- A clear behaviour ladder used by all staff
- Head Students
- Reward System

### 4.5 Social

- Charity work across the academy
- Work with the community
- Work to combat social injustice

### 4.6 Cultural

- Educational visits to other countries.
- Educational visits to places of interest such as museums, theatres and other educational establishments.
- Extra-curricular opportunities within PACE (Physical and Creative Education)

## 5. Opportunities to develop spiritually

As a Church of England Academy, our approach to spirituality outlines our shared definition of spirituality. This can be found on our website. Subjects have used our whole school approach to develop their own subject / faculty approach which is displayed in faculty areas and used to support student understanding of spirituality across the curriculum.

Year group approaches to spirituality are in place to enable students to identify opportunities for spiritual development across the year.

## 6. Monitoring and Evaluation

SMSC throughout the academy is tracked using the SMSC database. The monitoring and evaluation of SMSC will be subject to the established QA practices operating within the academy. SMSC in the curriculum is developed through HOF meetings and faculty meetings. SMSC within lessons is a focus during lesson observations.

## 7. Review

The SMSC policy will be reviewed annually.