



Rawmarsh Community School A Sports College

# BRITISH VALUES POLICY

**RAWMARSH COMMUNITY SCHOOL**

Monkwood Road, Rawmarsh, Rotherham, S62 7GA

 01709 710672  [rcsmail@rawmarsh.org](mailto:rcsmail@rawmarsh.org)  [rawmarsh.org](http://rawmarsh.org)

**HEADTEACHER:** Mr M Turton



## BRITISH VALUES 2023-2024

### Promoting British Values (Spiritual, Moral, Social & Cultural) Policy

#### Contents:

1. What is Spiritual, Moral, Social & Cultural (SMSC) and British Values?
2. How is SMSC and British Values embedded and provided?
3. How is SMSC and British Values monitored and evaluated?

#### 1. What is SMSC and British Values?

- SMSC refers to the spiritual, moral, social and cultural development of our students. In addition to subjects on the curriculum, the school works to promote and develop SMSC throughout the students' wider experience of school.
- The **Spiritual** development of students is demonstrated by their ability to reflect upon their own beliefs, feelings and values, and the beliefs of others.
- The **Moral** development of students is demonstrated by their ability to recognize the difference between right and wrong. Rawmarsh School teaches students to take responsibility for their actions and understand the consequences of their behaviour and actions.
- The **Social** development of students is taught through nurturing a range of social skills in different situations, including working with other students from a variety of backgrounds, a willingness to volunteer, conflict resolution and an understanding of important democratic values, law, freedom, respect and tolerance. Students are also presented with the opportunities to speak formally in front of their peers within school therefore developing their ability to think critically and practice crucial debate skills.
- **Cultural** development is promoted by encouraging students to understand and appreciate a wide range of cultural influences that have shaped our shared history both in the UK, and within the local Rawmarsh community. Students are taught about the UK's system of government, the importance of celebrating and respecting diversity and getting involved in a range of artistic, musical, sporting and cultural opportunities.
- We have a duty to 'actively 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. These fundamental values underpin the SMSC provision throughout school.
- The school aims to ensure that all students become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.

#### 2. How are SMSC and British Values embedded and provided?

- Within the curriculum, SMSC is mainly taught within PSHE which encompasses Personal, Social & Health Education (PSHE) and Religious Education (RE). In these subject areas

students are taught about a range of current issues affecting our society today, as well as topics including relationships, diversity, democratic values, Human Rights, and staying safe.

- The school's PSHE curriculum combines Citizenship and Personal, Social and Health Education (PSHE). It includes the statutory RSE and Health Education policy elements. This broad programme of study aims to ensure that all students are given opportunities to develop healthy and informed attitudes in terms of their own personal development, their relationships with other people, and the community in which they live.
  - All students in Year 7 and Year 8 have one timetabled lesson every other week which is on a rotation with Music. Students in this year also have 2 half-terms of PSHE lessons on a rotation with RE. RE has a lesson every week, with 2 half-terms dedicated to PSHE.
  - Within Year 9, students have 1 lesson a week and 1 lesson of RE on a 2-week timetable.
  - Within 10 and 11 pupils also receive 1 lesson a week on a 4-week rotation.
  - There are drop-down events each year with some of them focusing on British Values such as the Active Citizenship Drop Down Day.
- This curriculum also aims to teach students about British and democratic values, including political and government studies, the rights and responsibilities of citizens and Human Rights.
- SMSC is also addressed by numerous other subjects including Creative Arts, English, Technology, Science, Social Science, History, Geography, PE and Languages. As a school, SMSC is enhanced through extra-curricular and whole-school events, including school productions, sports teams, trips, charity fundraising events and through the pastoral system (in which positive behaviour, good attendance and social learning is encouraged and rewarded).
- Examples of how and when SMSC is addressed through the curriculum is stated on the school website and reviewed regularly.
- British values provision is taught mainly through the PSHE, RE and pastoral plan, and includes an understanding of how citizens can influence decision-making through the democratic process; an understanding that the freedom to hold other faiths and beliefs is protected in law; an acceptance that 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.
- Religious Studies has been introduced as a stand-alone subject in Key Stage 3. This provision aims to teach students about religious traditions, beliefs and practices, and to understand that they are a response to fundamental questions of human existence. Students are given the opportunity to reflect on and make decisions about a personal response to questions of meaning and value.

- Through Student Voice, the school aims to ensure that all students have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as school council reps, whose members are voted for by the students. We also have a student council made up from the form reps who meet regularly. Two students will also represent Rawmarsh Community School at a Trust council.
- Assemblies and visiting speakers provide opportunities for students to participate in collective reflection. Although not specifically religious, students are encouraged to consider and reflect on the values of the school and local community, and to celebrate the success of others. The themes of assemblies link to the curriculum and topics delivered in PSHE.
- The Rawmarsh Pledge encourages students to explore and embrace fundamental British values and broaden their horizons beyond the community in which they live. All pledge tasks reinforce the school's four clear curriculum intents and prepare students for life in modern Britain.
- The Rawmarsh Way encapsulates British Values as it encourages students to understand the value of mutual respect, individual liberty and the rule of law. Pupils are taught and reminded of the value of school rules and the reason behind such laws that govern and protect us within society; visits from local councilors, police, and the fire service help to reinforce this message.
- Tutor time activities are planned by Personal Development leads, Heads of Year and delivered by tutor's compliments SMSC values. Students are also given opportunities to engage to a variety of opinions and viewpoints in tutor time to hone their critical thinking and debate skills. Whole school initiatives around fundraising (e.g. the Sponsored Walk and non-uniform days) reinforce the importance of students understanding and valuing volunteering and community work.

### **3. How is SMSC and British Values monitored and evaluated?**

- The PSHE curriculum is subject to regular lesson observations and quality assurance, including work scrutiny, as part of the school's Monitoring, Evaluating and Review procedures for school improvement.
- Students' knowledge is assessed at the end of each unit within PSHE, and this information is shared with parents via the school's reporting system along with other subjects.
- Through the PREVENT Agenda, teachers have received safeguarding training and information about the nature of extremism and radicalization. Through Continuing Professional Development (CPD), colleagues have received training on assessing the risk of children being drawn into terrorism and ensuring that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimize terrorism.

- Prior to units dealing with extremism, religion, and racism teachers receive guidance and information about how to teach students about the risks surrounding social media, extremist groups, the law and the dangers of online grooming. As with Sex & Relationships Education (SRE), staff are reminded about the school's safeguarding procedures relating to any disclosures from students or behaviour and/or comments which cause concern.
- Students, whatever their faith, race or nationality, need to feel that SMSC and British Values education is relevant to them and sensitive to their needs and background. Teachers need to be able to deal honestly and sensitively with racism, answer appropriate questions and offer support. There should be no direct promotion of any particular religion.
- Any subsequent racist bullying is dealt with in accordance with the school's Behaviour Policy. The school is clear that bullying in whatever form – be it racial, as a result of a student's appearance, or for any other reason, creates unacceptable emotional distress and harm. This may include referring a student to the local Police liaison community officer.
- Parents have the right to withdraw their children from all or part of the religious elements of SMSC. Parents who wish to withdraw their child from the religious aspects of SMSC should contact the Headteacher. In such cases, the school will make alternative arrangements for their child during these lessons.

**Guidance taken from:**

Equality Act 2010

Department for Education Guidance November 2014

School Inspection Handbook and Ofsted Inspection Framework, September 2015

Prevent Strategy 2011, 2015