

## **Biddenham International School & Sports College**

### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY**

#### **Spiritual, Moral, Social and Cultural Development (SMSC)**

We provide a broad, balanced and innovative curriculum across all year groups, the core curriculum includes English Language, English Literature, Mathematics, Religious Studies, core Physical Education, Science and PSHE, alongside a broad range of option subjects.

We believe that all students should have access to a wide range of option subjects and that they can select subjects which provide them with the best chance of success and enjoyment of learning.

Students' personal and social development is also supported during their tutor time, through which we deliver a comprehensive Personal, Social, Citizenship, Health and Economic Education (PSHCEE, known in school just as PSHE) and Sex and Relationships Education (SRE) programmes.

We also run a comprehensive range of enrichment activities for all year groups, which enhance our curriculum provision further.

#### **Preparation for life in Modern Britain**

We believe it is our duty as an educational establishment to not only support students in gaining the skills required to pass examinations, but also to develop them into well-rounded global citizens, who have the skills and adaptability to continue with further study and then into the world of work.

Our curriculum offers a wide range of opportunities to support students' development of their own beliefs, to encourage them to make sound moral judgements and to be exposed to different viewpoints, religions and cultures in order for them to be prepared for life in a Modern Britain.

This is referred to as students' Spiritual, Moral, Social and Cultural development (SMSC).

#### **Promoting British Values at Biddenham International School**

Biddenham International School is a multi-ethnic, diverse community who are committed to serving the local, national and international community. We recognise the multicultural, multi faith and ever-changing landscape of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within any environment are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. Our school fosters a strong sense of belonging both to the school community and as citizens of Britain with the responsibilities that citizenship brings.

The school has policies in place regarding Equalities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. We seek to engender a strong sense of belonging amongst our school community.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 'Prevent Strategy' - the values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We take every opportunity to promote these values across our curriculum, through tutor time, and during PSHE. We are proud of our rich and diverse ethos.

We are committed to staff training and updating our knowledge and understanding. Our staff are expected to complete 'Embracing Diversity' training and have certification to demonstrate this.

We are a welcoming and supportive school, who are committed to our students' wider development. Our school Mission Statement 'Opening Minds - Transforming Lives' and our core principles and values 'Friendship and Compassion, Inspiration, Determination, Enjoyment and Success' articulates this, whilst underpinning preparing students for life in Modern Britain as they become outstanding citizens of our Global community.

### **SMSC Questions for Lesson Planning and Observations**

When all lessons are observed or planned by teachers, SMSC is a vital component of the lesson. Here are some of the questions used in observations and in the planning of lessons by staff:

#### **C: Cultural**

- Is there an understanding or appreciation of the wide range of cultural influences which have shaped their own heritage?
- Is there a willingness to participate in, and respond to diverse approaches to individual subject areas and cultural opportunities?
- Is there a respect for cultural diversity?
- Is there an interest in exploring cultural diversity?
- Is diversity celebrated, locally, nationally and internationally?

#### **S: Social**

- Are students able to socialise with different groups of students within the classroom (i.e. group work with mixed ability/ethnicity/socioeconomic groups)?
- Is there a willingness to participate with others in the lesson through cooperation?
- Are different views or conflicting ideas resolved effectively?
- Is there an interest in, and understanding of, the way communities and societies function at a variety of levels?

#### **M: Moral**

- Is there an ability to recognise the difference between right and wrong?
- Can they apply right and wrong to their own lives?
- Can they see a link between actions and consequences?
- Are students interested in investigating moral or ethical issues and offering reasoned points of views?

#### **S: Spirituality**

- Does any form of reflection take place?
- Are bigger questions asked?
- Are student questions treasured?
- Are there elements of a shared search for meaning?

- Are there experiences of awe and wonder?
- Is there a sense of fascination in learning about themselves/others and the world around them?
- Is there imagination and creativity in the planning?

### **Biddenham SMSC Criteria**

Abbreviation for planning	SMSC Criteria
C1	CULTURAL: Exploring, understanding and respecting diversity
C2	CULTURAL: Participating and responding to cultural activities
C3	CULTURAL: Preparing for life in modern Britain
C4	CULTURAL: Understanding and appreciating personal influences
M1	MORAL: Developing and expressing personal views or values
M2	MORAL: Investigating moral values and ethical issues
M3	MORAL: Moral codes and models of moral virtue
M4	MORAL: Recognising right and wrong and applying it
M5	MORAL: Understanding the consequences of actions
S1	SOCIAL: Developing personal qualities and using social skills
S2	SOCIAL: Participating, cooperating and resolving conflicts
S3	SOCIAL: Understanding how communities and societies function
Sp1	SPIRITUAL: Developing personal values and beliefs
Sp2	SPIRITUAL: Experiencing fascination, awe and wonder
Sp3	SPIRITUAL: Exploring the values and beliefs of others
Sp4	SPIRITUAL: Understanding human feelings and emotions
Sp5	SPIRITUAL: Using imagination and creativity in learning

Date of Next Review: **July 2026**