



SMSC AND BRITISH VALUES

Spiritual, Moral, Social and Cultural (SMSC) enrichment

At Rachel Madocks School we recognise that the personal development of our pupils and students plays a significant part in our ethos of "valued for being me" and this is highlighted in our Cultural Capital document.

As such, the spiritual, moral, social and cultural (SMSC) enrichment of our students is at the heart of the school's ethos. We believe that our pupils and students learn best when:

- They are happy and secure.
- Their individuality is respected.
- Their differences are celebrated.
- Their difficulties are understood.
- They are challenged.
- They take responsibility.
- Their interests are extended.
- Their talents are developed.

Through the curriculum and other activities we aim to provide an education that provides pupils and students with opportunities that enable them to explore, experience and develop their own:

- Values and beliefs.
- Spiritual awareness.
- Personal behaviour.
- Understanding of their social and cultural roots.
- Appreciation of the diversity and richness of other cultures.

Promoting British Values at Rachel Madocks

At Rachel Madocks School we aim to provide all pupils and students with an environment that allows them to:

- Achieve ambitious goals and live life to the full.
- Understand the world they live in and the important part they play in their school, local and wider community.
- Develop an understanding of what it means to be British and the extent British values are similar and/or different to the values and laws of other countries.
- Promote pupils' and students' social, moral, spiritual and cultural development.

At Rachel Madocks School, in line with the individual pupils' and students' capacity to understand the concepts and ideas, we work together to promote pupils' and students' understanding of what "being British" means and 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.



The school aims to promote democracy by:

- Providing pupils and students with a broad general knowledge and/or awareness of, and promote respect for, public institutions and services.
- Teaching pupils and students about how they can influence decision-making through the democratic process through school council, wellbeing champions and the Rights Respecting School articles.
- Including in the curriculum activities that relate to the British values.
- Encouraging pupils and students to become involved in decision-making processes and ensure they are listened to in school.
- Holding 'mock elections' so pupils and students can choose their representatives where appropriate for school council.
- Helping pupils and students to express/communicate their views.
- Teaching pupils and students how public services operate and how to keep safe.
- Modelling strategies around behaviour and how to treat others.

The school aims to promote rule of law by:

- Ensuring that school rules and expectations are clear and fair.
- Helping pupils and students to distinguish right from wrong.
- Helping pupils and students to understand that living under the rule of law protects individuals where appropriate.
- Including visits as part of the curriculum offer, for example visits by the emergency services
- Developing restorative justice approaches to resolve conflicts through reinforcing positive behaviours.

The school aims to promote individual liberty by:

- Supporting pupils and students to develop their self-knowledge, self-esteem and self-confidence.
- Encouraging pupils and students to take responsibility for their behaviour, as well as knowing their rights.
- Modelling freedom of speech through pupil and student participation, while ensuring protection of vulnerable pupils and students and promoting critical analysis of evidence.
- Challenging stereotypes or inappropriate language.
- Implementing an anti-bullying culture.

The school aims to promote respect and tolerance by:

- Promoting respect for individual differences.
- Helping pupils and students to acquire an understanding or experience of their own and other cultures and ways of life.
- Challenging prejudicial or discriminatory behaviour.
- Organising visits to places of worship.
- Developing links with faith communities.
- Discussing differences between people where appropriate, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked after children or young carers through the PSHE/SRE or RE activities/curriculum.