

POLICY TITLE:	Spiritual, Moral, Social and Cultural Development and Community Cohesion
Policy Number:	ECS 34
Applies to:	Schools & Colleges: England, Wales, Scotland
Version Number:	02
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Outcome:	All students within Priory Group schools and colleges are supported very effectively to foster their spiritual, moral, social and cultural development. Students will be taught about life within modern Britain and community cohesion will be promoted. Staff will follow local procedures and guidelines to ensure best practice.
Cross Reference:	ECS04 Positive Behaviour Support ECS31 Curriculum ECS32 Teaching and Learning ECS26 Equality of Opportunity OP08.1 Responding to Suspected Radicalisation
EQUALITY AND DIVERSITY STATEMENT	
Priory Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email LegalandComplianceHelpdesk@priorygroup.com

Spiritual, Moral, Social and Cultural Development and Community Cohesion

1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Education and Children's Services facility will have local procedures in place where necessary, which explain how this policy is applied and put into practice at site level.
- 1.2 Template **ECS LP:34** is provided for this purpose and includes a key content checklist.
- 1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable.

2 PRINCIPLES

- 2.1 Priory Group schools and colleges seek to:
 - (a) 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
 - (b) Educate students who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds
 - (c) successfully foster students' self-awareness and understanding of the world around them
 - (d) support students, to the best of their ability, to develop a set of values, principles and beliefs, which may or may not be religious, to inform their perspective on life and their behaviour
 - (e) encourage students to develop an understanding and respect for other people's feelings, values and beliefs
 - (f) enable students to understand and apply the principles that help distinguish right from wrong
 - (g) support students to understand and fulfil the responsibilities of living in a community
 - (h) enable students to appreciate their own and other people's cultures
 - (i) encourage all young people to explore new interests to broaden their life experiences and to expand their personal and social skills
 - (j) encourage pupils to respect fundamental British values of democracy, the rule of law, individual liberty and mutual respect,
 - (k) ensure partisan political views are not promoted in the teaching of any subject in the school or college
 - (l) Encourage a sense of community both in school/college and the wider community.

3 SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

- 3.1 Spiritual development involves the growth of a sense of self, of students' understanding of their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.
- 3.2 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.
- 3.3 Students' social development involves them 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.
- 3.4 Cultural development involves students acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. Students acquire an awareness and respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences.

3.5 Students are given a variety of opportunities within the school/college day and the waking curriculum as appropriate to develop each of the aspects outlined above.

4 COMMUNITY COHESION

4.1 Each school /college provides a high standard of teaching and curriculum provision that supports high standards of attainment, promotes common British values and builds students' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds.

4.2 Each school/college ensures:

- (a) a programme of curriculum-based activities whereby students' understanding of community and diversity is enriched through visits and meetings with members of different communities, plus support for students who come from backgrounds that are under-represented within the college or school's student population
- (b) an effective voice and involvement of students in the governance and organisation of the school/college in a way that teaches them to participate in and make a difference in school/college, in their local community and beyond
- (c) staff informed about the prevent agenda and have strong multi-agency links in place to ensure the safety of the whole school/college community.

5 PROMOTING BRITISH VALUES

5.1 The Department for Education state that there is a need "to create and enforce a clear and rigorous expectation on all schools and colleges to 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."

5.1.1 The government set out its definition of British values in the 2011 Prevent Strategy In addition, guidance was published by the DfE in November 2014 and states that as part of SMSC provision schools and colleges should:

- (a) enable students to develop their self-knowledge, self-esteem and self-confidence
- (b) enable students to distinguish right from wrong and to respect the civil and criminal law of England
- (c) encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school/college and to society more widely
- (d) enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- (e) further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- (f) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
- (g) encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

5.1.2 The guidance also gives specific examples of the understanding and knowledge that is expected of students.

- (a) an understanding of how citizens can influence decision-making through the democratic process
- (b) an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- (c) an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- (d) an understanding that the freedom to choose and hold other faiths and beliefs is

protected in law

- (e) an acceptance that other 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
- (f) an understanding of the importance of identifying and combatting discrimination.

5.1.3 Priory Group holds a firm commitment to developing and upholding British Values.

5.2 **Democracy**

5.2.1 Children and young people are taught in a variety of ways including tutor time and in subject specific content about the importance of democracy. We provide opportunities to be involved in democracy in action for example through the election of school and college council elections.

5.2.2 Children and young people are provided with opportunities to debate and exercise democracy in decision making at appropriate forums within the school or college community.

5.2.3 Mutual respect and tolerance: Different faiths and beliefs

5.2.4 Respect, openness and honesty are part of our core values. Children and young people are enabled to understand that it is expected and imperative that respect is shown to everyone, whatever their differences

5.3 **Legal Frameworks**

5.3.1 The importance of the laws and legal framework of the country are communicated through tutor time and specific subject content, and children and young people are supported to develop an understanding of their responsibilities in this area. Children and young people are taught the value and reasons behind our rules, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Each site has forged links with their local Community Police Office team support and develop children and young people in their understanding of the law, and also to understand how positive relationships support communities.

5.3.2 Promotion of the concept of 'fair play', following and developing rules, celebrating and rewarding success, accepting the natural consequences of 'unfair play' or 'rule breaking' and participating in activities that promote co-operation with others and inclusion for all, form an integral part of the curriculum.

5.4 **Individual Liberty and making choices**

5.4.1 Children and Young people are actively encouraged to make informed choices, knowing that they are in a safe and supportive environment. Priory Group actively educates and provides boundaries for children and young people to make choices safely, through provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely.

5.5 **Integrated curriculum approach**

Priory Group delivers an integrated cross curricular approach to the delivery of SMSC, including British Values

- (a) via current affairs – discussion sessions in tutor time centred on a topic in the news such as Extremism
- (b) via leadership – actively voting in school/college council elections to elect posts of responsibility
- (c) via Religious Education – predominantly Christian but exploring beliefs and values of other faiths including multicultural celebrations.
- (d) In subjects where we map how other subjects deliver knowledge and understanding of

- key concepts that link to British Values
(e) via assemblies – on a theme that links to British Values, for example, Human Rights and Freedom

6 REFERENCES

- 6.1 DfE (2015) Residential Special Schools: National minimum standards
DfE (2014) Promoting fundamental British values as part of SMSC in schools
The Education (Independent School Standards) (England) Regulations 2010 as amended 2012
The Equality Act 2010
DfE (2019) The Independent School Standards Guidance for Independent Schools

Associated Forms:

Local Procedure template [ECS LP:34 SMSC](#)