



Spiritual, Moral, Social And Cultural Policy (Incorporating the promotion of fundamental British Values)

Date of Approval: 01 June 2021

Signed:

A handwritten signature in black ink, appearing to read "Ruth Minhall".

Ruth Minhall

Position:

Head of Service

Last reviewed: June 2021

Next review: June 2022

1. A Statement of Aims and Values

At Tuition Extra, we recognise that spiritual, moral, social and cultural education begins with the obligations that we have under the 2002 Education Act; The 2011 Children's Act, The Children and Families Act and SEN Code of Practice (0-25) Equalities Act (2010) to promote equality and safeguard the welfare of the children and young people for whom we have a duty. Additionally, we recognise that spiritual, moral, social and cultural education includes a duty to champion the principles of democracy and challenge prejudice and intolerance, and actively adhere to the Prevent Duty 2015 and the precursor Prevent Strategy (2011)

Within these aims, we integrate and promote **Fundamental British Values** through the five strands of:

- Democracy
- Individual Liberty
- The Rule of Law
- Mutual Respect
- Tolerance of those of different faiths and beliefs

SMSC is defined in-depth by OFSTED via the 'School Inspection Handbook' 2016, and as such, we approach the development of SMSC in a way which is meaningful and practicable to all of our students, given the wide range of real world and educational experiences they have had.

Spiritual development will, for example, be demonstrated by the ability of our pupils to be reflective about their own beliefs (religious or otherwise) that inform their perspective on life and their interest and respect for different people's faiths, feelings and values.

2. Our Ethos

We encourage the development of the key strands of SMSC through the learning experiences that children and young people will have while they are receiving education at Tuition Extra as they are central to the development and undertaking of our service aims and objectives which are to:

- Work together to enable all our pupils to reach their highest levels of personal achievement and take pride in themselves.
- Provide quality support for all pupils.
- Meet pupils' individual needs and to give them the skills to improve their life chances
- Provide the opportunity for all pupils to gain qualifications for their future.

As a partnership between pupils, parents/carers and staff and the wider community we embed the ethos of a caring, friendly and encouraging environment whilst being consistent in our expectations, and offering a safe environment for both young people and staff so that the focus can be placed upon the education and social development for all young people.

Evidencing and Supporting Themes

SMSC Theme for Development	Opportunities, Activities and behaviours that Support this.
<p>Spiritual</p> <ul style="list-style-type: none"> - Reflection on own beliefs and interest and respect for the faith, feelings and values of others. - A sense of 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. 	<p>Opportunities provided through tuition. It may include external visitors coming into service to share experiences with our students. In addition, it is evidenced and supported across the curriculum. We encourage and challenge students within the learning they receive to further understand and develop rational and balanced views about a range of beliefs.</p>
<p>Moral</p> <ul style="list-style-type: none"> - The ability to recognise the difference between right and wrong, and to be able to use this understanding in their own lives, and as such be able to recognise legal boundaries in English Law (Civil and Criminal) - Understand the consequence of their behaviour and actions. - Show interest in investigating and offering reasoned views about moral and ethical issues and appreciate the viewpoints of others on these issues. 	<p>In our context, moral development refers to pupils:</p> <ul style="list-style-type: none"> ▪ knowledge ▪ understanding ▪ intentions ▪ attitudes ▪ behaviour <p>And a sense of what is “right and wrong”. This involves making clear to our students the values that we subscribe to as an institution and as a community.</p> <p>This is supported by:</p> <ul style="list-style-type: none"> ▪ Code of Conduct ▪ Anti-bullying policy ▪ Equal opportunities ▪ Quality of relationships ▪ Standards of behaviour ▪ Quality of leadership ▪ The values the TUITION EXTRA sets and exhibits through its structures ▪ Curriculum and teaching
<p>Social</p> <ul style="list-style-type: none"> - Use a range of social skills in different contexts, for example, 	<p>This is supported by:</p> <ul style="list-style-type: none"> ▪ Cooperation and partnership

<p>working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.</p> <ul style="list-style-type: none"> - Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflict. - Acceptance and engagement with fundamental British Values* and demonstrating skills and attitudes that will allow them to contribute fully in and contribute positively to life in modern Britain. 	<ul style="list-style-type: none"> ▪ Tuition organisation and management ▪ Leadership and responsibility ▪ Extra-curricular activity ▪ The development of citizenship ▪ Students working together ▪ Students working with tutors ▪ Students working with other adults and the wider community <p>This is an integral part of the ethos of TUTION EXTRA, and one of the core areas in respect of development for our students.</p>
<p>Cultural</p> <ul style="list-style-type: none"> - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and others - understanding and appreciation of the range of different cultures within the service and further afield as an essential element of their preparation for life in Britain - 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. 	<p>This will include, but is not exclusive to:</p> <ul style="list-style-type: none"> ▪ An explanation of the influences that have shaped our culture ▪ The extension of our cultural horizons, through the influences of other cultures therefore extending cultural horizons beyond the immediate and the local. ▪ Past cultural features which influence and shape the present ▪ A study of the present values and customs of our nation and of other nations cultures and societies ▪ Developing our students' respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups. <p>And will be developed and evidenced in all curriculum areas.</p>

All parents and the student body at large will be informed of our aims and values.

Clearly in all the above, the ETHOS and CLIMATE of TUTION EXTRA makes an important contribution. We would like to think that the ethos of the TUTION EXTRA reflects our values and aims. In all the above we believe that the following also play an important contribution,

- the pastoral system
- the emphasis on student care
- the code of behaviour
- target setting and review
- the anti-bullying policy
- enrichment activities
- the range of teaching and learning styles

4. **Learning Experiences**

We attempt, across the curriculum, to encourage our students to:

- Discuss matters of personal concern
- Develop relationships with adults and peers
- Develop a sense of belonging to a community
- Be challenged by exploring beliefs and values while deepening their own faith or beliefs
- Discuss religious and philosophical questions.
- Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives
- Experience what is aesthetically challenging
- Experience silence and reflection

5. **Review and Monitoring**

In relation to our work an audit of practice is continually undertaken. Staff development activities have been led by Senior Management and good practice has been shared. The provision of Spiritual, Moral and Cultural development is monitored by the Senior Management Team, together with subject groups. We have not identified performance indicators, but rather colleagues are asked to provide specific examples of student experiences.