**SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT EDUCATION, RELIGIOUS EDUCATION (RE) & BRITISH VALUES (BV) POLICY**

1. **Introduction**

The Boxing Academy regards the spiritual, moral, social and cultural aspect of education as a core entitlement for all learners. It is provided in all formal and informal settings and permeates every aspect of the school.

Learners at the Boxing Academy have unique and individual needs that must be addressed within our wider practice of promoting SMSC development. We therefore offer a flexible approach which takes account of personal, local and national developments to enable learners to fully develop as significant and whole members of the community and wider society by:

* Promoting learners’ spiritual, moral, social, cultural and physical development in order to assist them in becoming confident, productive and responsible citizens.
* Developing independence and life skills through experiences and programmes such as food, residential and work experience.
* Preparing learners for the opportunities responsibilities and experiences of adult life.

1. **Defining spiritual, moral, social and cultural development:**

**2.1 Spiritual development**

The spiritual development of learners is shown by their:

• Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values

• Sense of enjoyment and 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.

**2.2 Moral development**

The moral development of learners is shown by their:

• Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England

• Understanding of the consequences of their behaviour and actions

• Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Moral development is the building of a framework of values which regulates personal behaviour. At the Boxing Academy we seek to ensure that learners have an ability to distinguish right from wrong and we promote moral values through:

* providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
* promoting a range of measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria;
* giving the learners a variety of opportunities, across the curriculum, to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
* rewarding the expression of moral insights and good behaviour;
* making an issue of breaches of agreed moral codes where they arise;
* modelling these principles through the quality of relationships and interactions.

Pod leaders are the key pastoral and development force in the life of individual learners and through them we have an established and embedded ethos that underpins our school aims and a positive behaviour policy where good behaviour is modelled, promoted, rewarded and celebrated.

**2.3 Social development**

The social development of learners is shown by their:

• Use of a range of social skills in different contexts, including working and socialising with learners from different religious, ethnic and socio-economic backgrounds

• Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

• Acceptance and engagement with 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 learners develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**2.4 Cultural development**

The cultural development of learners is shown by their:

• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

• Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern 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, 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

1. **Promoting British Values**

The DfE have identified a need “to create and enforce a clear and rigorous expectation on all schools 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.” The Boxing Academy has referenced the document “Promoting fundamental British values as part of SMSC in schools” in developing our policy.

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

The Boxing Academy believes that teaching of British Values aims to create an inclusive and tolerant environment that challenges extremist views and promotes students’ abilities to think critically about information presented to them, and this supports the school’s Tackling Extremism and Prevent policy.

At the Boxing Academy, SMSC is delivered mainly through the Personal Development and British Values classes and the GCSE RE curriculum. Through the provision of SMSC, we intend to:

• enable students to develop their self-knowledge, self-esteem and self-confidence;

• enable students to distinguish right from wrong and to respect the civil and criminal law of England;

• 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 and to society more widely;

• enable students to acquire a broad general knowledge of and respect for public institutions and services in England;

• further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;

• encourage respect for other people; and

• 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.

The course at the Boxing Academy is designed to deliver the following outcomes:

• an understanding of how citizens can influence decision-making through the democratic process;

• an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

• 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;

• an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;

• 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

• an understanding of the importance of identifying and combatting discrimination.

**Monitoring and review**

This policy will be reviewed annually and also developed in response to changing guidance. The review consultation process will and involve teachers, members of SLT and the Board of Governors.

This policy should be read in conjunction with the policies on Safeguarding, Health and Safety, Curriculum and PSHE.

Delivery through the curriculum, particularly in PSHE and RE will be monitored as a part of the normal procedures for monitoring and evaluating the curriculum delivery.