



Bolton Impact Trust SMSC Statement including Fundamental British Values

Reviewed By	Rebecca Leonard – Director Of Academy Operations
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Content

Introduction	2
Aims.....	2
Definitions.....	2
Implementation.....	4
Fundamental British Values.....	5
Monitoring.....	6

Introduction

The Bolton Impact Trust has a strong commitment to the personal and social development of all of our pupils. We **BELIEVE** everyone can achieve, we **INSPIRE** a love of learning and we **TRANSFORM** potential into long lasting success. We believe the spiritual, moral, social and cultural experiences we create are crucial components of our trust values of **Believe, Inspire and Transform**.

Aims

We aim to:

- Ensure each of our academies develop a curriculum that promotes the spiritual, moral, social and cultural development of all of our pupils including Fundamental British Values
- Actively promote the spiritual, moral, social and cultural development of our pupils by creating opportunities to engage with a range of different activities and experiences
- Ensure staff feel supported to develop the spiritual, moral, social and cultural development of pupils through high quality CPD and opportunities to network with others both inside and outside of the trust
- Ensure spiritual, moral, social and cultural development is reflected in whole school planning
- Ensure spiritual, moral, social and cultural development is monitored and reviewed by leaders and is a priority across the trust

Definitions

The Bolton Impact Trust uses the following criteria to define SMSC:

Spiritual development:

Aspect
Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
Knowledge of, and respect for, different people's faiths, feelings and value
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

Moral development:

Aspect
Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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 ability to understand and appreciate the viewpoints of others on these issues

Social development:

Aspect
Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic background
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 of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural development:

Aspect
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 in the school and further afield as an essential element of their preparation for life in modern Britain
Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Implementation

At the Bolton Impact Trust the social, moral, spiritual and cultural development of pupils is woven into our curriculums at both phase 1 (social and emotional curriculum) and phase 2 (academic and vocational curriculum). Examples of how we achieve this are outlined below.

- Ensuring a culture exists across all of our academies that promotes respect, tolerance and equality and staff who role model these behaviours.
- The use of a range of texts within academic subjects that allow pupils to explore diversity and equality, faith and religion and British values.
- Oracy activities built into curriculum planning that allow pupils to explore their own beliefs, reflect on their experiences and listen to the views of others.
- A vocational and arts curriculum that allows pupils to be creative and use their imagination by having opportunities to take part in activities such as construction, land based studies, hair and beauty, art, music and sport.
- A robust PSHE curriculum developed around concepts such as choices and influences, autonomy and advocacy and independence and aspirations that gives pupils the opportunities to explore ideas, be reflective and offer and appreciate viewpoints.

- Opportunities to take part in volunteer work and fundraising activities and develop skills in teamwork, cooperation and compromise.
- Structured enrichment programmes that consist of a range of cultural visits such as places of worships, theatre trips, museums and key monuments and landmarks.
- Opportunities to explore the difference between right and wrong and learn about civil and criminal law through the PSHE curriculum and guest speakers.
- Enrichment activities to allow pupils to learn about the world around them with a particular focus on Bolton to develop their identity and encourage them to have a fascination about learning about themselves, their communities and the wider world.
- Strong rewards and consequences systems that allow pupils to reflect on what is right and wrong and apply this to their own lives and develop a better understanding of the consequences of their own behaviour.
- Key workers that support pupils to explore and reflect on their actions and behaviours and what is right and wrong.
- Involvement in pupil parliament and pupil voice activities to promotes leadership opportunities and develop essential communication, organisation and debating skills and helps pupils learn about our democratic systems.

Fundamental British Values

As part of our commitment to pupils’ social, moral, spiritual and cultural development we ensure children develop a strong understanding of the five Fundamental British Values. These values are embedded to ensure we underpin what it is to be a citizen in a modern and diverse Great Britain where we value our community and celebrate diversity. This ensures our pupils understand the importance of respect and leave school fully prepared for life in modern Britain.

Below are some examples of how our academies embed Fundamental British Values into the curriculum

Fundamental British Value	Method
Democracy	<ul style="list-style-type: none"> • Pupil Parliament activities • Pupil voice activities concerning curriculum, pupils’ safety and resources • Pupil Surveys • Exploring the democratic system in PSHE and through texts across the curriculum • A culture based on respect and listening to the views of others
The rule of law	<ul style="list-style-type: none"> • Embedded rewards and consequence systems • The teaching of Laws through the PSHE curriculum • Enrichment visits • External Speakers
Individual liberty	<ul style="list-style-type: none"> • Strong pastoral systems • Safe environments which encourage pupils to make choices safely • Strong policies to support a culture that does not tolerate bullying, prejudiced or discriminatory behaviours

	<ul style="list-style-type: none"> • Opportunities for oracy activities built into the curriculum to allow pupils the time to express their ideas safely • Developing skills in resilience and empathy through our phase 1 curriculum
Mutual respect	<ul style="list-style-type: none"> • Enrichment visits to develop pupils understanding of those that are different to us e.g. places of worship • Guest speakers who share personal experiences of discriminatory behaviours to develop empathy, understanding and respect • Strong Trust values Believe, Inspire and Transform that embody the importance pupils respecting themselves and others • Staff who model mutual respect • Activities built into the curriculum for pupils to develop skills in listening, turn taking and overall mutual respect • Working with our local communities on a variety of projects such as gardening, or visits to care homes
Tolerance of those of different faiths and beliefs	<ul style="list-style-type: none"> • Opportunities for pupils to study different faiths, beliefs and cultures in a safe environment through subjects such as PSHE, RE and English • Faith and cultural enrichment visits • A culture that challenges extremist views • A culture that values and promotes diversity and equality through embedded policies, CPD and curriculum planning

Monitoring

- Provision for SMSC will be monitored and reviewed by the governors, teachers, academy leadership teams and the trust central leadership teams
- Discussions about SMSC provision will take place at teaching and learning meetings, enrichment planning meetings and in the trust hubs where appropriate
- SMSC links will be highlighted in schemes of work
- The implementation of this policy is the responsibility of all staff