

SMSC, including our understanding of British value, is developed throughout our Citizenship, tutorial and assembly programme and supported by our school's PRIDE values.

Through the range of activities offered we aim to promote British Values which enable our pupils to develop their:

- self-knowledge, self-esteem and self-confidence;
- their acceptance of responsibility for their behaviour;
- their understanding of how they can contribute positively to the lives of others.
- respect for their own and other cultures;
- respect for other people.
- respect for democracy and support for participation in the democratic process.

These are the skills and attitudes we believe will allow our pupils to participate fully in and contribute positively to life in modern Britain.

We support the spiritual development of our pupils by:

Enabling them to develop the 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. For example our Rewind Course encourages students to challenge racial prejudice and stereotypes.

We encourage a sense of enjoyment and fascination in learning about themselves, others and the world around them. For example in our Year 7 programme students begin the year looking at themselves, their personality and how they interact with others.

We encourage them to use their imagination and creativity in their learning. For example in our Year 8 programme students are encouraged to reflect on themselves and family life.

We support the moral development of our pupils by:

Enabling them to develop their ability to recognise the differences between right and wrong, and to apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England. For example students in Year 8 study the police and justice system as well as participating in the 'Prison Me No Way' day.

Encouraging the students to develop their understanding of the consequences of their behaviour and actions. For example, through our tutorial emotional literacy programme and our work on drugs in assembly, lessons and whole school activity days where we stress the importance of choice and understanding the consequence of their actions.

Developing an 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. For example in Key Stage 4 a key focus has been to encourage the students to reflect on current issues around radicalisation, its causes and how to prevent it happening. We also study issues around prejudice and tolerance in year 8 and 9.

We support the social development of our pupils to enable them to develop their:

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. For example our students have supported local projects such as 'The Friends of Black Carr Woods' initiative as well as acting Ambassadors for the Anne Frank Project.

Students develop their 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. This is demonstrated through tutorial, assemblies and Citizenship lessons. For example tutorial work and assemblies have encouraged our understanding of democratic values by reflecting on the recent European elections and the referendum on Scottish independence.

We support the cultural development of our pupils to enable them to develop their:

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. For example in Year 8 students reflect on cultural diversity.

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. For example in Key Stage 4 the Rewind project encourages our understanding of cultural influences and challenges racial discrimination and stereotypes.

Our students knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain is studied both through tutorial and Citizenship. Different types of governments are studied at Key stage 3. We also take every opportunity to encourage student involvement in national events such as the 2015 General Election.

Through citizenship and tutorial we have studied different types of democracy, the importance of democracy and addressed key issues raised during recent European elections and the vote for Scottish devolution

Through tutorial we will take opportunities to participate in and respond positively to artistic, sporting and cultural opportunities such as the Olympic games.

We encourage tolerance towards different religious, ethnic and socio-economic groups in the local, national and global communities. In year 8 our students look specifically at tolerance. In Key Stage 4 issues around immigration and equal opportunities are studied as part of our work on community action.

Tolerance is at the heart of many of our topics. This includes lessons on prejudice and tolerance in year 8, the Rewind anti-racist project in Year 9 and immigration and stereotypes in Key stage 4.