

## Shirebrook Academy's approach to SMSC, Citizenship and British Values

Shirebrook Academy aims to be: "A community of inspiration, excellence and opportunities for all to grow". The Academy Mission Statement highlights the importance of SMSC and Citizenship themes to the values of the school. Alongside good qualifications, the Academy aims to develop skills, positive mindsets, values and character traits including kindness and compassion, and an appreciation of the wider world to help students become fully rounded adults.

Personal Development and SMSC themes were identified as strengths of the school in the 2019 Ofsted Inspection report.

The Academy serves the town of Shirebrook and surrounding villages, a semi-rural area with higher than average levels of economic deprivation (<https://observatory.derbyshire.gov.uk/poverty-and-deprivation-imd/>). Crime rates in the Bolsover district are higher than the Derbyshire Average, but below national averages. The Bolsover district has higher than average hospital admissions for alcohol related incidents, and people accessing drug treatment programmes. This contextual information helps to inform priorities in planning the SMSC and Citizenship programme.

### Methods of delivery

- Whole school ethos and expectations embed SMSC, British Values and Citizenship themes. For example Shirebrook Values reward system, behaviour policy, the Five P's (Present, Punctual, Prepared, Polite, Proud) and Character Education.
- Co-curricular offer including school council (Junior Leadership Team), leadership opportunities, volunteering. Mock elections are held to coincide with national and local plebiscites and real votes elect form, year group and Junior Leadership Team representatives, demonstrating the importance of participatory democracy.
- Taught Personal Development Curriculum which includes Citizenship and SMSC themes. The Scheme of work for Personal Development is published on the Academy website. The PD programme comprises:
  - PD days – 5 days per year for the whole school to suspend normal timetable and focus on Personal Development themes. Lessons are delivered by form tutors in partnership with external delivery from outside agencies.
  - PD lessons – one lesson per week for Y7-10 delivered by form tutors.
- Almost every subject on the curriculum contributes to SMSC. In some subjects such as Humanities, English and the Arts it is integral to their content with opportunities to explore personal values, debate moral and ethical issues and reflect on their personal responses to society and culture.
- Tutor time, Assemblies, and extra-curricular activities such as trips and theatre performances also contribute, supported by visiting speakers from the Police, Universities, Speakers 4 Schools.

All of these activities have been mapped against the expected outcomes for SMSC, British Values and Citizenship, mapping documents are updated annually.

### Meeting SMSC outcomes (2020-21)

SMSC outcomes	Examples at Shirebrook Academy
How we enable students to develop their self-knowledge, self-esteem and self-confidence;	<ul style="list-style-type: none"> <li>• This theme runs throughout Personal Development Lessons and Days, in particular days which focus on relationships (Y7, Y8, Y9, Y10) and Careers (Y8, 9, 10, 11). Work experience is compulsory for all students.</li> <li>• GRIT curriculum in Y7 develops independent learning and reflective practice.</li> <li>• Strong Arts curriculum including emphasis on music, drama and performance.</li> <li>• KS4 Ambassador programme and elected Junior Leadership Team which alongside the election of Head and Deputy Head Boy and Girl encourages students to take responsibility and ownership of the school.</li> <li>• Leadership roles provided via the Year Leadership Team, Sports Ambassadors, Arts Ambassadors and Anti-Bullying Ambassadors</li> <li>• Trained staff who work with students on Anxiety Gremlins' and Anger Gremlins' programmes</li> </ul>
How we enable students to distinguish right from wrong and to respect the civil and criminal law of England;	<ul style="list-style-type: none"> <li>• Y7 citizenship day – importance of laws in maintaining a community</li> <li>• Y8 Prison Me? No Way! Day – presentations and activities to develop understanding of laws and consequences</li> <li>• Y8/9/10 health days – look at legal aspects e.g. illegal drugs, consequences, discussion of common values</li> <li>• Y10 Crime day – mock trial, discussion of sentencing – support from visiting magistrates.</li> <li>• Y10 Personal Development units – 'What is a Community?' and 'Government and Politics' which are taught to all students in Year 10</li> </ul>
How we 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;	<ul style="list-style-type: none"> <li>• GRIT and Junior Leadership Team – work on charity fundraising, identifying needs in the wider community and finding solutions to issues within school</li> <li>• Environmental Ambassadors – work on improving the school environment</li> <li>• Wide range of anti-bullying initiatives led by the Anti-Bullying Ambassadors</li> <li>• Work experience including alternative work experience for those vulnerable students who need a more bespoke package</li> <li>• Junior Leadership Team given considerable responsibility and a budget</li> <li>• An Ambassador Scheme and students elected to Head Boy and Head Girl roles.</li> <li>• PE Sports Leaders and Arts Ambassadors roles</li> <li>• Extensive charity work which is student led such as MacMillan Coffee Morning, Save the Children Christmas Jumper day and Mental Health Awareness events.</li> <li>• Leadership roles in lessons and work on fair play and etiquette in PE.</li> <li>• Whole school community days.</li> <li>• Shirebrook Stars scheme to reward those that make a positive contribution to school life.</li> </ul>
How we enable students to acquire a broad general knowledge of and respect for public institutions and services in England;	<ul style="list-style-type: none"> <li>• Y9 government and Democracy day – lessons on House of Commons, democratic processes. Y9 visit to Houses of Parliament</li> <li>• Y9 enterprise day – linked to Bolsover District Council regeneration initiatives (for example designing an Enterprise centre for Shirebrook)</li> <li>• Promotion of support services e.g. NHS, voluntary organisations, helplines, etc. through all health related super learning days – wide range of visiting speakers</li> <li>• Work experience, College and University visits</li> <li>• Y7 and Y8 Careers days – look at range of organisations and occupations that make up a community.</li> <li>• GRIT work in Year 7 a Citizenship and Community within Britain.</li> <li>• Trip to Derby Open Centre.</li> </ul>

How we promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;	<ul style="list-style-type: none"> <li>• GRIT Y7 – significant amount of work on other cultures, including trip to Derby Open Centre</li> <li>• PD work on community and self</li> <li>• Discussion of values relating to relationships/politics/work – help students to develop respect for others opinions and backgrounds.</li> <li>• Languages week to promote languages and appreciation of other cultures.</li> <li>• Humanities Week builds towards Remembrance Day events.</li> <li>• Numerous trips e.g. Paris, Belgium, Poland (Holocaust Trip), London etc.</li> </ul>
How we encourage respect for other people;	<ul style="list-style-type: none"> <li>• Y7 and Y9 'Zebra Red' presentation which features a former extremist speaking of his experiences and consequences he faced.</li> <li>• Y8/Y9 English unit 'Of Mice and Men' focuses on racism and sexism</li> <li>• Y9 RE Scheme of Work focuses on extremist views and radicalisation including protection methods.</li> <li>• Y9 British Values day focuses on extremism and radicalisation.</li> <li>• Tutor time has one morning a week where tutors pick up on current issues and British Values.</li> <li>• KS3 History curriculum including studies of slavery, colonialism and the holocaust</li> <li>• Y10/11 History SoW features learning around Nazi Germany and other historical extremist beliefs.</li> </ul>
How we 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.	<p>School JLT (Junior Leadership Team)          Bolsover District Youth Council          Other student representation e.g. Sports leaders, Ambassadors          Student voice – regular feedback on all aspects of teaching and learning          Mock Elections          PD days and topics including debate, Government and politics</p>

**Meeting fundamental British Values outcomes (2020-21)**

<b>Knowledge and understanding</b>	<b>Examples at Shirebrook Academy</b>
an understanding of how citizens can influence decision-making through the democratic process;	<p>School JLT (Junior Leadership Team)          Bolsover District Youth Council          Other student representation e.g. Sports leaders, Ambassadors          Student voice – regular feedback on all aspects of teaching and learning          Mock Elections          PD days and topics including debate, Government and politics</p>
an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;	<p>PD days related to Crime/Law          History, RE/Philosophy and Ethics curriculum          Assemblies delivered by outside agencies e.g. Police          School ethos – behaviour policy</p>
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;	<p>History curriculum          PD days and topics relating to crime/punishment          Discussions linked to Mock Elections</p>
an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;	<p>RE/Philosophy and Ethics curriculum          Themed weeks e.g. Anti Bullying week, Diversity Week          PD topics linked to hate crime</p>
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;	<p>RE/Philosophy and Ethics curriculum          Themed weeks e.g. Anti Bullying week, Diversity Week          PD topics linked to hate crime</p>
an understanding of the importance of identifying and combatting discrimination.	<p>RE/Philosophy and Ethics curriculum          Themed weeks e.g. Anti Bullying week, Diversity Week          PD topics linked to hate crime</p>