

**Spiritual, moral, social and cultural development, including British values, within a STEM context at the NSETC:**

Science, technology, engineering and maths, as well as business and enterprise are the threads which run through the North Somerset Enterprise & Technology College. These focus areas provide a multitude of opportunities for students to develop their moral, spiritual, social and cultural awareness, as well as to explore and understand British values.

Spiritual education in science involves the search for meaning and purpose in natural and physical phenomena. Beyond calculations and measurements are wonder and awe at the scale of living things, including humans, and their inter-relation with the materials of the universe. Curiosity and a desire to better understand humanity through rational explanation drives science and maths studies, resulting in learners who challenge and question, who test hypotheses methodically, and who come to conclusions based on well-researched evidence. Science and technology naturally give rise to ethical considerations and at the NSETC we encourage students to consider the moral issues surrounding topics such as sustainable energy and research into genetic enhancements, as well as the social responsibility involved in developing STEM for both philanthropic and commercial reasons. Problem solving skills and teamwork are fundamental to mathematics and science, through creative thinking, discussion, explaining and presenting ideas. Self and peer reviewing are very important to enable students to have an accurate grasp of where they are and how they need to improve, and while engineering students use maths on a regular basis, they are also concerned with the practical outcomes of their ideas and the potential impact on society. Statistical analysis of data through the year groups enables students to understand results and representations of data and to better critically evaluate all kinds of quantitative data they come across in a range of subjects, not least in newspapers and output from political parties and pressure groups. For health and social care students, an appreciation of the individual, particularly within public and private institutions, is paramount, as is a basis of self-respect and sound self-esteem in

practitioners in order to foster the same qualities in service users across a range of cultural and social settings.

Business, economics and enterprise lessons and enrichment sessions have a strong focus on the moral aspects of these disciplines. Students are encouraged to consider the moral implications of business strategies and the impact on the shareholder, customer, environment, and the economy. Our students develop their ability to present their viewpoints with conviction, grounding their arguments in evidence, and placing them in the context of local and national economic and social considerations. There is a strong emphasis on integrity and students are encouraged to reflect on their own contribution to society and their potential economic value to the UK. Legislation is a key aspect of the business and economics courses and students consider the legal and moral consequences of acting outside of the law in business. The Young Enterprise module within business shows determination and courage in developing their innovative product, and working together as a team to make it a successful business venture. They adapt their business plans in response to constructive criticism as they move through the programme and they are forced to justify their decisions and to evaluate the contribution they can make to the local economy. Personal values are challenged and, in turn, strengthened in all aspects of business and enterprise within the NSETC alongside a sense of moral responsibility and an understanding of different social structures and cultures and their relation to making sound business decisions.

Many NSETC students undertake work placements in relation to their course. For example, all health and social care students regularly work within hospital, social care, and under-5s settings and in all of these they work from a basis of respect for other cultures and belief systems, and an understanding of the importance of empathising with the service user in order to best meet their needs. Students find that their own values and moral principles are challenged and they develop courage and resilience in meeting these challenges head on and then later reflecting on their behaviours and responses in order to improve their future practice. Work placements provide students with an

excellent opportunity to develop team working skills and to understand the contribution with they and others can make to society and the economy. In almost every work placement students are required to understand and uphold relevant legislation and working procedures and they begin to develop a better understanding of how public and private organisations operate within a democratic society.

All NSETC students throughout the two key stages have the opportunity to hear from a range of speakers on topics such as exercising democratic rights, celebrating diversity, increasing opportunities for equality in the workplace and everyday life, and recognising and countering extremist and radical viewpoints. Students are encouraged to make their own lives the starting point for the exploration of current issues which cause them to question commonly held views, defend their own opinions, consider other arguments, recognise their social responsibilities and reflect on what it is to be British.