

5a Spiritual, Moral, Social and Cultural Policy including Fundamental British Values (FBV)

This policy covers Junior School and EYFS

Definition

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Introduction

- We believe that Spiritual, Moral, Social & Cultural (SMSC) development is the heart of education: helping pupils grow and develop as people so they will engage fully in learning and develop into young people who actively and positively contribute to society.
- We recognise that effective promotion of SMSC development means that our pupils are better able to achieve their full potential because they are better prepared for the opportunities, responsibilities and experiences of adult life, more respectful towards differences in gender, ethnicity, belief, sexual orientation, age, more inspired toward a love of learning, better able to think independently and more responsible and considerate towards others.
- We are proud of the ways SMSC is promoted through all the subjects of the curriculum, and through the Christian ethos of the school where the development of positive attitudes and values and the shared celebration of progress, success and diversity is central to everything we do.
- We cherish the strong Christian foundations of our school. We are a High Performance Learning school, a place of learning, but above all a community that brings together current and former pupils and parents, and current and former members of staff. Our mission in education is underpinned by a humanity that wants every child to realise their personal and unique potential, through development of their talents. We will achieve this vision through



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providing a high quality rounded education. Education is viewed as development of the whole pupil, SMSC is integral to this education.

Legal framework

- We welcome our duties under the Education Reform Act 1988 to support pupils' spiritual, moral, social and culture (SMSC) development and in this way to contribute to the spiritual, moral, social and cultural development of society as a whole.
- We recognise that SMSC includes, but is by no means limited to, promoting the values which underlie public life in the UK, and also in many other countries, as outlined in documents issued by the Department for Education in autumn 2014 about 'Fundamental British values'.
- Our curriculum meets the requirements of section 78 of the Education Act 2002 and promotes the spiritual, moral, social and cultural (SMSC) development of our pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion, and under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We recognise that these duties reflect the international human rights standards expressed in the UN Universal Declaration on Human Rights, the UN Convention on the Rights of the Child, and the UN Convention on the Rights of People with Disabilities.

Fundamental British Values FBV

The FBV underlying public life in the United Kingdom have been summarised as democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. Although values underlying public life are broadly the same in all democratic countries, each country has its own traditions, customs, symbols, narratives and history.

Implementation of SMSC and FBV at SLC Junior School

Through Christian collective worship, non-faith celebration events, form time, enrichment activities, educational visits, fundraising and events we have developed a strong ethos providing relevant activities which strongly add to a pupils' cultural capital and empathy. To follow are the varied ways in which we ensure a rich SMSC and FBV offering:

- High Performance Learning vision enables pupils to develop their self-knowledge, self-esteem and self-confidence 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.

- High Performance Learning encourages collaborative tasks which further tolerance and harmony between pupils.
- We celebrate different cultural traditions so pupils acquire an appreciation of and respect for their own and other cultures.
- Through role plays, scenarios and dilemmas we enable our pupils to distinguish right from wrong and to respect the civil and criminal law and public institutions of England.
- Our Good Behaviour policy encourages our pupils to accept responsibility for their own behaviour and informs them how best to celebrate their friend's success is a very important attribute to develop.
- We actively encourage respect for other people through staff role modelling good respect for all within our community and challenging any moments, even if minor where pupils need to behave more respectfully of staff or other children.
- We teach democracy and use national and international elections as an opportunity to role play being an electoral candidate in assemblies and participating in an opportunity to vote. These mock elections provide pupils with the opportunity to learn how to argue and defend points of view. This is furthered by the election of school council representatives via a class voting system.
- During our SHEEP lessons we give pupils an appreciation of how living under the rule of law protects individual citizens and is essential for their wellbeing and safety. We achieve this by relating the concept to more easily understood themes, such as what would happen if there were no rules at the swimming pool or at the beach. In this way, we explain the authority of the Government, police, armed services, life guard service and so on.
- The School Council, Form times and Boarding House Sunday meetings ensure that all pupils have a voice that is listened to. We also have a medical team on site who are mental health first aiders and two school counsellors.
- In Religious Studies and SHEEP lessons we use teaching resources from a wide variety of sources to help pupils understand a range of faiths we are also active in creating resources that represent people of difference race and cultures.
- The programme of Monday, Thursday and Friday assemblies teaches 'Diversity' by presenting a range of 'Heroes' (many from the Little People book series) who have achieved greatness and include those with disabilities, those of a range of ethnic backgrounds and those who have been brave in the face of adversity. We select national, international and local 'Heroes', from Jonathan Bryant, to a local visually impaired sailor to Wilma Rudolf.
- When possible and appropriate, visitors are invited into school to talk about their faith or culture, recently examples include a Sikh parent, Muslim parent and Jewish member of staff all explaining their religion in RS lessons.
- Pupils at SLC JS are encouraged and supported to be able to run their own charity events which promotes fundamental British values by encouraging respect and empathy for other people,



recent examples include the Borders event for 'Scotties Little Solders' the Year 6 Macmillan Cancer Care enrichment day and donations to Oasis the women's refuge, all led by the pupils.

- Through discussion and debate in lessons such as RS, SHEEP, English, History and Geography, we are able to build the confidence in children so that they can recognise and challenge stereotypes and discrimination. Pupils are taught to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils understand that while different people may hold different views, about what is 'right' and 'wrong', all people living in England are subject to its law. Our ethos and teaching, supports the rule of English civil and criminal law. We foster exploration and discussion of Britishness in an inclusive way, which embraces diversity and acknowledges the multiple ways of connecting with British society.
- Our Good Behaviour Policy and School Expectations gives us a platform to enable all members of our community to challenge opinions or behaviours in school if they are contrary to fundamental British values.
- Our school rules are that we are 'Safe, Ready and Respectful' these three snappy words support children and staff working together with the same aims at all times.

Diverse Community

At SLC we are fortunate to be part a community which includes a wide range of nationalities which extends into the Senior School. Our school has a diverse range of pupils and the opportunities to learn from one another are encouraged. We help our pupils to hold their various loyalties and affiliations in balance, and to critique and appreciate them accordingly.

Our Staff Code of Conduct ensures that our staff team maintain high standards of ethics and behaviour, within and outside school. Whilst there are differences between political parties, between the views expressed by newspaper and social media our task is to develop attitudes of open-mindedness and skills in critical thinking and not to promote a specific opinion on an issue about which society is currently divided.

Evidence of FBV and SMSC

All staff are encouraged to note the activities that are happening across our school. These are to be documented on a bespoke designed Catherine Wheel of SMSC. The idea is that SMSC swirls around our school, sparkling with new ideas and ways to support the childrens' spiritual, moral, social and cultural understanding, tolerance, empathy and well being. The vast range of activities creates a highly supportive and cohesive learning community. The Catherine Wheels can be found in the Prep and Pre-Prep staffrooms, it is a living document and is constantly evolving. These activities will be documented as an appendix to this policy, see data chart. The Catherine Wheel will document all the relevant trips and guest speakers that contribute to the SMSC education of pupils.

Roles and responsibilities

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The HJS and DHJS are responsible for:

- Implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Pupil surveys to ensure tolerance and wellbeing including with displays and resources.
- Reviewing the SHEEP/RS/TLS/History/Geography curriculum for coverage of FBV.
- Monitoring and reviewing the incident log and action any areas of concern.
- Ensuring a range of visitors are invited as part of a broad extra-curricular provision.
- Following awareness for particular festivals and days , for example: antibullying day, safer internet day, religious and cultural festivals and teaching of the democratic process around elections.
- Oversee feedback from the pupil elected school council and respond to their concerns and wishes.
- Oversee pupil roles and responsibilities for all Year 6 pupils.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom.
- To document the many varied activities that occur throughout the school on the SMSC Catherine Wheels.
- Deal with any prejudice-related incidents that may occur referring to our anti- bullying and Good Behaviour policy if necessary.
- Plan and deliver curricula and lessons that reflect these principles.
- Keep up-to-date with legislation relevant to their work.

This policy should be read alongside the following policies:

- SMSC / Relationship Education / PSHEE these are a trio of policies to be presented together
- Good Behaviour Policy
- Safeguarding Policy and the Mobile phone policy
- Mental Health and Wellbeing Policy
- Antibullying Policy
- SEND
- Equal Opportunities Policy
- Visitor Policy
- Staff Code of Conduct

- Acceptable Use
- Curriculum Policies

Monitoring Reporting and Evaluation of the SMSC Policy

Parents will be sent copies of the trio of policies, Relationship Education, PSHEE and SMSC on an annual basis and meetings between SLT and parents to discuss the content are encouraged. The policy must deliver on the Regulatory Requirements in such a manner that parents support and understand the content.

The policy will be reviewed and revised annually by the Head of the Junior School and the College Policy Working Group. It will then be taken forwards as part of the Governors' policy review schedule. However, any new legislation would necessarily bring these dates forward.

REVISION / REVIEW HISTORY

Version No.	Revision Date	Summary of change	Approved by	Updated by
1.1	03/02/2020	Relevant policies added and more responsibilities for HJS.		ER
1.2	2/10/2020	More detail regarding FBV and examples of how SMSC and FBV link with HPL and with our curriculum	Governors EWC Oct 2020	ER
1.3	14/9/2021	Audit and review of Policy. Addition of new school rules.	PWG	ER