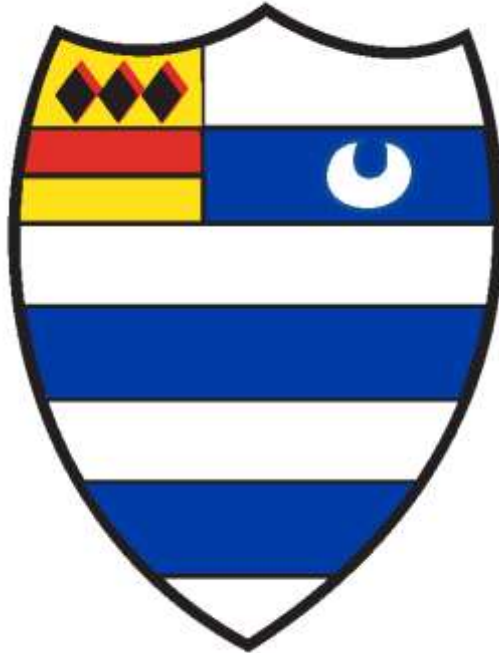


# Stanford Junior and Infant School



## **SMSC (Spiritual, Moral, Social, Cultural) Policy**

***“Living Together,  
Learning Together”***

**Policy Written & Reviewed by SLT:  
Approved by Governors:  
Date of Next Review:**

**July 2019  
October 2019  
July 2022**

**Stanford School**  
**SMSC (Spiritual, Moral, Social and Cultural)**

**Member of staff responsible:** Mrs Kirsty Marsden

**Aims and objectives**

**Spiritual, Moral, Social and Cultural education (SMSC)** enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

The aims of **Spiritual, Moral, Social and Cultural education** are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

**British Values**

Stanford School promotes the fundamental British values of **Democracy, Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of those with different Faiths and Beliefs.**

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Through the provision of SMSC, we:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- 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;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- 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.

The list below describes the understanding and knowledge expected of pupils as a result of promoting fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- 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;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- 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; and
- an understanding of the importance of identifying and combatting discrimination.

### **Teaching and learning styles**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events: such as class assemblies, Christmas Fairs, enterprise schemes, Activity Day.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts.

We offer children the opportunity to hear visiting speakers, such as health workers, police, charity workers and representatives from the local church, who we invite into the school.

### **SMSC Curriculum Planning**

We teach SMSC in a variety of ways. In some instances e.g. drugs education, we teach SMSC as a discrete subject.

Some of the time we introduce SMSC through other subjects e.g. when teaching about local environmental issues in geography. As there is a large overlap between the programme of study for religious education and the aims of SMSC we teach a considerable amount of the SMSC through our religious education lessons.

Each class also has an 'I Wonder...' sessions every half term, this generates higher order thinking and questioning, allowing the children to empathise, think of others and the consequences and impact that situations can have on ourselves, others and wider communities.

## **Foundation Stage**

The Early Years Foundation Stage is based upon four themes: A Unique Child, Positive Relationships, Enabling Environments and Learning Development. Our Early Years practice is underpinned by these four themes. (See Stanford School EYFS Policy for further details). All areas of learning and development are important and inter-connected. Three Prime Areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and to thrive at school. PSED is one of those Prime Areas. Staff support children in four specific areas, through which the three Prime Areas are strengthened and applied. Understanding the World is one of those Specific Areas. Each child's progress is assessed termly against their stage of Development (Using the Development Matters Document) and a summative assessment is made against the ELGs at the end of the year.

## **Inclusion**

At Stanford school we teach SMSC to all children, whatever their ability. SMSC form part of the school curriculum policy to provide a broad and balanced education to all children. Through our SMSC teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

We follow whole school procedures for children with special needs and disabilities and follow the DSEN code of practise 2014 (see separate policy). Mrs Emma Hill, is the named Inclusions manager and all concerns are discussed with her.

## **Assessment**

SMSC is a whole school responsibility and is clearly embedded within our ethos, we do not have end of year expectations. We do have clear expectations of what the pupils will know, experience and understand at the end of each Key Stage.

Teachers assess the children's work in SMSC both by making judgements as they observe them during lessons, class and group discussions, Pupil Voice and Circle Time.

We do not set formal examinations in SMSC. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

## **Resources**

Some resources for SMSC are kept mainly in the Resource Room, however some teachers keep them in classrooms or shared areas, dependent upon whether they are taught within other subjects or as discrete subjects or as part of a Circle Time activity. There are also numerous free resources available on line, which are regularly e-mailed through to the school, and then shared with relevant staff.

## Prevent Duty Statement

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Stanford Junior and Infants School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy and endeavour to uphold its principles through the teaching of SMSC.

## FGM

### FEMALE CIRCUMCISION & CUTTING

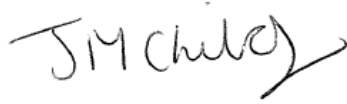
It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Female genital mutilation (FGM) is a growing cause of concern in schools.

FGM is child abuse and a form of violence against women and girls, and therefore it is dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure - Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

Any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female children in the extended family. Any information or concern that a child is at risk of FGM will result in a child protection referral to Multi Agency Support Hub.

Signed By

Chair of Governors:



Date: October 2019

Headteacher:



Date: October 2019

Review Date	Amendments	Approved Date
May 2017	Policy Written	July 2017
July 2019	Policy Re-Written	October 2019