



SMSC Policy

2024-2027



AIMS AND OBJECTIVES

We believe that promoting Spiritual, Moral, Social and Cultural development (SMSC) and fundamental British Values enables children to become healthy, independent, and responsible members of their community and the wider society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through School Council, Prefects and School Sports Teams. In so doing, we help to develop their sense of self-worth.

STATUTORY REQUIREMENTS

The Department for Education (DfE) updated the guidance for implementation and promoting fundamental British Values in November 2014, stating that:

“All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils’ SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils’ SMSC development. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should 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. The school’s ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.”

It goes on to say that:

“Through their provision of SMSC, schools should:

- 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 schools promoting



SMSC Policy

2024-2027



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.”

At Barnard Grove we will be following our school will be following SCARF which provides a comprehensive spiral curriculum for SMSC and British Values.

SCARF is also mapped to the new [DfE guidance for Relationships Education and Health Education, The SMSC Association's Programmes of Study Learning Opportunities](#), the [National Curriculum, Curriculum for Excellence](#) and Ofsted's requirements.

WHAT WE TEACH

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above). Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. SCARF provides a robust framework for promoting a positive ethos and values cross the school community, contributing significantly to British Values education, both explicitly and implicitly. The focus across the three themes of Health and Wellbeing, Relationships and Living in the Wider World foster and develop children's responsibility for their own actions; respect for the actions and beliefs of others; an understanding of how each individual is protected by the rule of law; and how everyone can make a positive contribution to society through the democratic process.

Many SCARF lessons relate directly to one or all of the British Values' themes of:

- Democracy
- The rule of law
- Individual liberty and
- Mutual respect and tolerance of those with different faiths and beliefs.

For other aspects of SMSC and British Values , including health education, see the attached curriculum map for more details about what we teach in each year group (Nursery to Year 6).

TEACHING AND LEARNING STYLE



SMSC Policy

2024-2027



We use a range of teaching and learning styles to meet the SMSC requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Through discrete and integrated teaching, as well as during collective worship, we actively encourage children to adopt our school ethos and values. These are broken down into our school core values or “values for life”: Respect, Readiness, Kindness and Safety. These are displayed and recognised throughout all phases of the school.

CURRICULUM PLANNING

We teach SMSC in a variety of ways. Sometimes, for example, when dealing with issues in drugs education, we teach SMSC as a discrete subject. For each year group, six themed units provide a complete SMSC and wellbeing curriculum, including British Values, mental health and Relationships and Sex Education (RSE), along with related assessment tools.

We also develop SMSC through various activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Key Stage 2, where there is a focus on developing pupils' independence and self-esteem and giving them opportunities to develop leadership skills and positive group work.

SMSC AND COMPUTING

Computing contributes to the teaching of SMSC in that children in Computing, classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

INCLUSION

We teach SMSC to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through School Action will lead to the creation of an Individual Education Plan (IEP). When teaching SMSC teachers consider the targets set for the children in their IEPs, some of which targets may be directly related to SMSC targets (see SEND code of Practice).

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

ASSESSMENT FOR LEARNING



SMSC Policy

2024-2027



Our teachers assess the children's work in SMSC both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year. In the Early Years, the focus for assessment is through teacher observation. For the rest of the school, succinct 'I can' statements are provided which summarise learning against the unit's key learning outcomes. This can be recorded in an editable document contains the key learning outcomes for all 6 SCARF half termly units.

MONITORING AND REVIEW

The planning and coordination of the teaching in SMSC are the responsibility of the SMSC subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- uses specially allocated, regular management time to review evidence of the children's work and to observe SMSC lessons across the school.

This policy will be reviewed at least every three years.