



## **The Froebelian School**

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

The provisions in this document apply to all aspects of the school including the EYFS, Breakfast Club, Little Acorns, Homework and Activities Club, Summer Holiday Club, school trips and extra-curricular activities.

#### **Purpose of the policy**

This document outlines the Spiritual, Moral, Social and Cultural (SMSC) policy for The Froebelian School. This policy runs parallel and in conjunction with all other curriculum-based policies. This policy should be read in conjunction with the following policies:

- PSHEE
- Promoting Good Behaviour
- Collective Worship Policy
- Safeguarding and Child Protection
- Curriculum
- Pastoral Care
- Single Equalities
- Schemes of Work for all subjects

#### **1. Explanation of terms used in the policy**

SMSC = Spiritual, Moral, Social and Cultural

PSHEE = Personal, Social, Health and Economic Education

#### **2. Policy Statement**

The vision of The Froebelian School recognises that children only have one childhood and, to ensure this childhood is as safe and happy as possible, we aim to:

- Provide a caring, supportive and structured learning environment.
- Deliver quality education which develops the whole child; enabling them to maximise their potential.
- Offer a wide range of opportunities for learning including a diverse range of extra-curricular activities.
- Foster good relationships throughout our Froebelian family and beyond.
- Ensure a smooth transition for children towards the next phase of their learning journey.

In addition to our stated aims, our motto is 'Giving a Flying Start to the Citizens of Tomorrow'. Through these aims and our motto, we intend for our children to be equipped to take their place in society as valued, economically viable and responsible citizens. Our children will leave our school

empowered as independent, co-operative, innovative and motivated young people with the skills for and love of learning for life.

The SMSC Policy is founded on our vision which underpins the ethos of our school, ensuring development of key skills and values for life.

The importance of children's SMSC development is widely recognised as an integral part of our curriculum and plays an essential and significant part in children's education. Activities within The Froebelian School are consciously planned to contribute to children's SMSC development, such as: assemblies, acts of worship; curriculum programmes and lessons in PSHEE; citizenship and life skills. Contributions to the SMSC programme can be found across the entire curriculum and in our extra-curricular activities.

We recognise the importance of a balanced curriculum that, amongst other things, reflects the nature of the world we live in. No matter what their personal beliefs or ideologies may be, teachers are expected to respect the rights of others and to respect those with different beliefs through their teaching. Any member of staff found expressing a view in an unprofessional way (for example - singling out children on grounds of sexuality), or presenting extreme views without balance on a topic (such as marriage for same sex couples), would be considered inappropriate conduct and could result in disciplinary action.

### **3. SPIRITUAL development of students**

'Spiritual' is not synonymous with 'religious' but The Froebelian School recognises that some children will express their spiritual awareness in religious terms.

The Froebelian School attempts to foster children's spirituality by encouraging the following:

- giving children the opportunity to explore values and beliefs (including religious beliefs) and the way in which they affect people's lives;
- enabling children to develop a set of values, principles and beliefs;
- encouraging children to explore and develop what animates and inspires themselves and others;
- encouraging students to express innermost thought and feelings through for example: art, music, literature and crafts, exercising the imagination, inspiration, intuition and insight;
- promoting teaching styles which:
  - ✓ value children's questions and give them space for their own thoughts, ideas and concerns;
  - ✓ enable children to make connections between aspects of their learning;
  - ✓ encourage children to relate their learning to a wider frame of reference;
  - ✓ encourage children to consider and respect a diversity of opinions.

### **4. MORAL development of students**

Moral development is about children building a framework of moral values which regulates their personal behaviour hence developing an understanding of society's shared and agreed values. We aim for our children to develop some or all of the following characteristics:

- an ability to distinguish right from wrong;
- an ability to think through the consequences of their own and others' actions;
- a willingness to express their views on ethical issues and personal values;
- a respect for others' needs, interests and feelings as well as their own;
- participation in charity fundraising or other such behaviour.

Our school encourages children's moral behaviour development through our Promoting Good Behaviour Policy, and our reward and sanction system; building restorative behaviour expectations and methods throughout school.

### **5. SOCIAL development of students**

Social development ensures children can adjust appropriately and sensitively to a range of social contexts and experiences. Our expectation for our children at The Froebelian School is that they are able to relate well to their peers and adults. We foster children's social development by:

- encouraging children to work and learn co-operatively and collaboratively;
- encouraging children to develop their skills of empathy and tolerance;
- encouraging children to recognise and respect differences and similarities;
- providing opportunities for children to exercise leadership (such as through our house system) and responsibility across year groups and the school;
- providing positive and effective links with the wider community.

### **6. CULTURAL development of students**

The Froebelian School encourages children's cultural development by:

- providing opportunities for children to explore their own cultural values;
- addressing discrimination on the grounds of race, religion, gender, age and other criteria and promoting racial and other forms of equality;
- recognising, nurturing praising particular abilities, gifts and talents;
- developing partnerships with outside agencies and individuals to extend children's cultural awareness and awareness of diversity.

### **7. Actively Promoting SMSC across The Froebelian School**

We actively promote SMSC through:

- assemblies and collective acts of worship;
- the Personal, Social, Health and Economic Education (PSHEE) curriculum; including 'launch' assemblies;
- curricular activities and events;
- maintaining positive relationships with parents/carers and the wider community;
- the learning and teaching environment;
- inclusion;
- displays;
- fundraising for charity;

- House events;
- a wide range of visits and visitors;
- the induction and transition procedures for children;
- various aspects of our enrichment and extra-curricular programmes
- opportunities for leadership for children

(This list is indicative and not exhaustive)

## **8. Fundamental British Values**

In the document *'Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools – November 2014'* the DfE states:

'Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values."

Through our SMSC Policy, The Froebelian School will aim to:

- (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- (vii) encourage respect for democracy and support for participation in the democratic process, 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 children as a result of the school actively promoting fundamental British values:

- enable children to develop their self-knowledge, self-esteem and self-confidence;

- enable children to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage children 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 children 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 to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic process, 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 children as a result of schools 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;
- an understanding of the importance of identifying and combatting discrimination.

### **9. Prohibition of Political Indoctrination**

The school curriculum precludes the promotion of partisan political views in the teaching of any subject in the school. However, the aim is not to prevent children from being exposed to political views or from discussing political issues in school. Children should not, however, be actively encouraged by teachers or others to support particular political viewpoints.

The school takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of children –

- (i) while they are in attendance at the school;
- (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
- (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere -

that they are offered a balanced presentation of opposing views.


#### **10. Compliance and performance monitoring**

The Froebelian School will review this policy every three years and ensure that practice across school is in line with this policy. Any review will take into account the most up-to-date legislation and SMSC expectations from DfE and ISI.

This policy is reviewed regularly by the Headteacher, in consultation with the governing body, in the light of experience, research and good practice.

Policy Date: June 2020

Policy Review Date: June 2023

Signed (Headteacher): 

Signed (Chair of Governors): 