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Promoting SMSC and Fundamental British Values Policy

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1. DEFINITION

What is SMSC? The Spiritual, Moral, Social and Cultural development of all pupils. Sheiling School has a strong commitment to the personal and social development of all pupils.

Spiritual development

Through the curriculum, pupils develop:

- An ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- A Knowledge of, and respect for, different people's faiths, feelings and values.
- A sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

Moral development

Through the curriculum, pupils develop:



- An ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
- An understanding of the consequences of their behaviour and actions.
- An interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues.

Social development

Through the curriculum, pupils develop:

- A range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively.
- An acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (Further detail below).

Cultural development

Through the curriculum, pupils develop:

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- An understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
- An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.



- An ability to understand, accept and respect diversity (as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities).

What is Fundamental British Values?

The promotion of the fundamental British values (FBV) of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

'British Values' have been identified as:

Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, Text talkers, letter boards or body language.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active School Council

Rule of Law:

We involve pupils in setting codes of behaviour, such as classroom rules, helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as, the local food bank fund raising activities and Children in Need. We believe that engendering



a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include: shopping trips, café visits, museums and work experience in 6th Form.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations/festivals to broaden all pupils' experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events.

Through the curriculum, pupils develop:

- Their self-knowledge, self-esteem and self-confidence;
- The ability to distinguish right from wrong and to respect the civil and criminal law of England;
- An understanding of how 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;
- 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;
- A respect for other people; and



- 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 Sheiling Schools promotion of 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.

2. RATIONALE

Facilitating the SMSC and FBV development of the pupils at Sheiling School is fundamental to the school's ethos and beliefs.

The School's approach is derived from the philosophy of Rudolf Steiner in that it places human relationships and attachments as central to healthy human development. It is through this emphasis on relationships that we are able to meet the changing needs of children and young people as they develop physically, mentally and emotionally. We are also informed by the requirements set out by the DfE and the independent school standards.

3. AIMS

Supporting the pupils' SMSC development lies at the heart of the provision offered at the Sheiling School.

It takes place through:

- the positive and respectful quality of the interaction between staff members and pupils in the school.
- the many opportunities offered across the curriculum; such as celebrations; class discussions; Festivals and participation in public and community events.



- discrete lessons and group activities such as assemblies.
- engagement with local institutions and organisations, some of which may be associated with different faith groups.
- activities that may take place both at the school and in the local community.

Addressing the individual needs of each pupil contributes to their SMSC development. In particular we aim to support our pupils' SMSC development values by helping them to:

- Develop collaborative and cooperative skills.
- Build self-awareness and self confidence.
- Recognise how right and wrong underpin the rule of law and School rules.
- Respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different beliefs and faiths.
- Take responsibility for their own actions and behaviour.
- Understand how they can contribute to community life.
- Gain a broad general knowledge of public institutions as appropriate to them as individuals.
- Gain knowledge and appreciation of their own and other faiths and cultures and to develop an attitude of tolerance towards different cultural traditions and beliefs.

We will encourage respect for other people and 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. Where political issues are brought to the attention of the pupils, practical steps are taken to ensure that a balanced presentation of opposing views is offered, precluding the promotion of partisan political views in the teaching of any subject in the school.

4. DELIVERY OF SMSC

SMSC helps all pupils develop as individuals in a wider society. Pupils learn to understand themselves Spiritually, Morally, Socially and culturally and to understand their relationships with others. Participating in a wide range of activities and experiences across and beyond the curriculum, contributes fully to the life of the school and that of the wider community. In doing so, pupils will begin to recognise their own self-worth, be able to work with others and become increasingly more responsible for their own learning. They will begin to reflect on their experiences and understand how they are developing personally and socially, considering the many spiritual, moral, social and cultural issues that are part of growing up. They will also become aware of the main political and social institutions that affect their lives and the responsibilities and rights they have as individuals and as members of the community. Pupils will learn to understand and respect each other regardless of any differences, so that they can

go on to form the positive and fulfilling relationships that are an essential part of life and learning.

SMSC is taught in discrete lessons alongside being embedded within practice across the curriculum. We have developed an SMSC curriculum, which takes into account the recommendations of the DfE and Independent Schools Standards, introducing them at appropriate points in the life of a pupil at Sheiling School. This also incorporates wider considerations for young people as they enter into adult life, linked directly with the RSE recommendations. Staff use this SMSC Curriculum to structure the Schemes of Work across a year, and ensure that all areas required by the DfE and independent Schools Standards are covered. Furthermore, SMSC is embedded in many other curriculum opportunities, such as Main Lesson, Literacy, Science and Humanities lessons. Examples of this can be seen in the sample SMSC audit document.

The festivals and seasons of the year are celebrated together as much as possible by the whole school and preparation for this is done in classes and workshops. We maintain a festivals and events committee that supports the continued delivery of a rich calendar celebrating a rich variety of cultures and religions. Class performances or whole school plays are performed for staff as well as parents. This gives pupils the opportunity to perform in front of an audience as well as working together and apply appropriate social skills and communication in wider groups. Concerts or musical contributions are organised which gives the pupils and experience of learning to sit in a large group and listen.

Every Friday morning the whole school comes together for a short assembly (Monday afternoon for 6th Form). The content for this is derived from the school's cultural and festival events calendar, and provides an opportunity for pupils to come together to develop an understanding and appreciation for the values inherent in important dates with the global calendar. We say the school verse, sing a seasonal song and a small presentation is given by one of the teachers that aims to engage pupils at every level. Often pupils are invited to contribute by preparing something in advance which is linked to the theme of the assembly. Being able to manage in large settings as well as listen and show respect for others and their needs has a high focus during this time.

Sheiling School students are encouraged to have their voices heard. We have established a school council that includes students from across the student body, Primary School, Secondary School and Sixth Form. Students meet every six weeks and discuss issues that are topical and/or have been identified by the students are areas which require improvement. This gives students an opportunity to develop their sense of social justice and question moral issues from in and around the school.



5. ROLES AND RESPONSIBILITIES

Roles and responsibilities

The governing board will approve the SMSC policy and hold the Headteacher and Assistant Head Teacher SMSC/RSE lead to account for its implementation.

Headteacher and Assistant Head Teacher SMSC/RSE lead is responsible for ensuring that SMSC is taught consistently across the school.

Staff are responsible for:

- Planning discrete SMSC lessons and identifying SMSC opportunities across the curriculum
- Differentiate lessons to allow all students to access the curriculum
- Delivering SMSC in a sensitive way
- Modelling positive attitudes to SMSC
- Monitoring progress
- Responding to the needs of individual pupils

Pupils are expected to engage fully in SMSC and, when discussing issues related to SMSC, treat others with respect and sensitivity.

6. MONITORING OF SMSC

- Provision for SMSC is monitored and reviewed on a regular basis via:
Monitoring of teaching and learning and work scrutiny by HoF/ELT/Governors
- Discussions and review at staff, ELT and Governors' meetings
- Lesson observations
 - Audit of the SMSC curriculum
 - Student Voice meetings via school council
- Staff evaluations of lessons



7. APPENDIX

Appendix 1

Example of festivals/events across the school year.

Term	Topic	Spiritual	Moral	Social	Cultural
1	Black History Month				
1	Michaelmas				
1	Apple Day				
2	Candlemas				
2	Diwali:				
2	Martinmas:				
2	St Nicholas' Day:				
2	Winter Solstice:				
2	Advent Spiral				
2	Remembrance Sunday (November):				
2	Christmas play				
3	Chinese New Year				
3	St Valentine's Day				
3	Safer Internet Day				
4	Spring Equinox				
4	Holi				
4	Good Friday				
4	Easter				
4	World Book Day (March)				
4	Autism Awareness Month (April):				
4	International Children's Book Day (April)				
4	Local & Community History Month (May):				
5	Ramadan				
6	St Johns Festival				
6	PRIDE month				
6	Summer play				



Appendix 2

Assembly Rota Autumn 2022

Date	Topic	Staff	Spiritual	Moral	Social	Cultural
09/09/2022	School Council	Heather				
16-Sep	Apple Day	Fergus				
23-Sep	Roald Dahl – literacy Focus	Paul				
30-Sep	Harvest festival	Fritha				
07-Oct	World space week	Bec's				
14-Oct	National baking week	Alice				
21-Oct	The BIG Draw – art Focus on drawing	Nicki				
			Spiritual	Moral	Social	Cultural
04-Nov	Energy saving	Casey				
11-Nov	Remembrance Day Secondary and Sixth Form only.	Yashica				
18-Nov	Tolerance	James				
25-Nov	Anti-Bullying Week	Lydia				
02-Dec	Stress management	Amanda				
09-Dec	Online Safety	Fritha				
16-Dec	The school play - A Christmas Carol	Whole School				

Appendix 3

Curriculum overview example

Class 5 Primary Faculty

Term	Topic	Spiritual	Moral	Social	Cultural
1	Ancient India. Re-birth - How we change the story of Ganesha. Depictions of Ganesha.	Hindu creation story God of the week - Vishnu	Rta and dharma - rules and good behaviour	The mountain people An aspect of the story is the mountain people donating their tiger as a mount for Dirga. We will be creating a piece of art based around tiger print and seeing what environments tigers live in Rta and dharma - rules and good behaviour	The ohm. Dirga's arms Dirga is created in response to a raging buffalo demon. The gods imbue her with their strength and each let her borrow a weapon of their own to slay the monster, with the people of the mountain also gifting her a tiger as a mount Ganesha poetry Mandala work



Class 6 – The Romans SMSC and RSE links

Term	Topic	Spiritual	Moral	Social	Cultural	Citizenship	Families	Respectful Relationships	Curriculum	
1	The Romans	The Roman gods and the role of the Emperor.	The impact on Britain and the way we live today: Introduction of roads (over 10,000 miles of roads), sewers, aqueducts (to carry fresh water), coins and bridges. Roman architecture - the Romans built towns and cities (grid formation) in Britain. Language and Numbers - Celts were mostly illiterate. Because Romans wrote things down (in Latin), more people started to read and write. Foods the Romans introduced - apples, pears, grapes, carrots, peas etc. The Romans leave and Britain falls back into chaos. The twelve tables of laws - the precision of Roman Laws Crime and Punishment The Roman Army How the Roman army was structured - legionaries and auxiliaries. Highly disciplined, with the highest code of	The impact on Britain and the way we live today: Introduction of roads (over 10,000 miles of roads), sewers, aqueducts (to carry fresh water), coins and bridges. Roman architecture - the Romans built towns and cities (grid formation) in Britain. Language and Numbers - Celts were mostly illiterate. Because Romans wrote things down (in Latin), more people started to read and write. Foods the Romans introduced - apples, pears, grapes, carrots, peas etc. The Romans leave and Britain falls back into chaos. A day in the life of a Roman soldier. Biography - the life of Spartacus, the slave. Visit to Gloucester museum and viewing chamber. The twelve tables of laws - the precision of Roman Laws Crime and Punishment. Everyday life in Rome: Leisure time (baths, chariot races	The impact on Britain and the way we live today: Introduction of roads (over 10,000 miles of roads), sewers, aqueducts (to carry fresh water), coins and bridges. Roman architecture - the Romans built towns and cities (grid formation) in Britain. Language and Numbers - Celts were mostly illiterate. Because Romans wrote things down (in Latin), more people started to read and write. Foods the Romans introduced - apples, pears, grapes, carrots, peas etc. The Romans leave and Britain falls back into chaos. A day in the life of a Roman soldier. Biography - the life of Spartacus, the slave. Visit to Gloucester museum and viewing chamber. The Rise Of the Roman Empire. The story of Romulus and Remus and the founding of Rome, the eternal city. The twelve tables of laws - the	The impact on Britain and the way we live today: Introduction of roads (over 10,000 miles of roads), sewers, aqueducts (to carry fresh water), coins and bridges. Roman architecture - the Romans built towns and cities (grid formation) in Britain. Language and Numbers - Celts were mostly illiterate. Because Romans wrote things down (in Latin), more people started to read and write. Foods the Romans introduced - apples, pears, grapes, carrots, peas etc. The Romans leave and Britain falls back into chaos. A day in the life of a Roman soldier. Biography - the life of Spartacus, the slave. Visit to Gloucester museum and viewing chamber. The Rise Of the Roman Empire. The story of Romulus and Remus and the founding of Rome, the eternal city. The twelve tables of laws - the	The importance of the state. The Roman Republic and the way power was wielded. Everyday life in Rome: Leisure time (baths, chariot races, circuses, theatre) and Roman indulgence - feasts etc. Jobs in a Roman town, including role of slaves and role of women Clothes (eg. the toga, worn according to rank) Day in the life of a Roman citizen (rich and poor) - https://www.ancient.eu/article/637/roman-daily-life/	Everyday life in Rome: Leisure time (baths, chariot races, circuses, theatre) and Roman indulgence - feasts etc. Jobs in a Roman town, including role of slaves and role of women Clothes (eg. the toga, worn according to rank) Day in the life of a Roman citizen (rich and poor) - https://www.ancient.eu/article/637/roman-daily-life/	Everyday life in Rome: Leisure time (baths, chariot races, gladiators, circuses, theatre) and Roman indulgence - feasts etc. Jobs in a Roman town, including role of slaves and role of women Clothes (eg. the toga, worn according to rank) Day in the life of a Roman citizen (rich and poor) - https://www.ancient.eu/article/637/roman-daily-life/	