



Spiritual, Moral, Social and Cultural Education (SMSC) Policy

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Date	Notes

Aims and Intent

This policy defines what is meant by SMSC education, the purpose of SMSC, strategies through which it is delivered to students and the means for monitoring and evaluating its effectiveness at Foxford School.

SMSC education is the Spiritual, Moral, Social and Cultural education of students. It is a key part of students' personal development and is woven across all areas of the curriculum and school life. Through SMSC, we acknowledge that the curriculum extends beyond the academic, technical and vocational, and that we play a crucial role in preparing students for their adult lives in modern British society. We believe that a strong grounding in SMSC provides students with the capacity to thrive in all areas, both supporting them to reach their full potential academically, and in becoming active participants in modern Britain.

Through the spiritual education of our students, we aim to develop:

- The ability to be reflective about their own beliefs and perspective in life.
- Knowledge of and respect for different peoples' faiths, feeling and values.
- A sense of enjoyment and fascination in learning about themselves, others and the world around them.
- The use of imagination and creativity in their learning.
- A willingness to reflect on their experiences.

Through the moral education of our students, we aim to develop:

- The ability to recognise the difference between right and wrong and to readily apply this understanding to their own lives, recognise legal boundaries and 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 the ability to understand and appreciate the viewpoints of others.

Through the social education of our students, we aim to develop:

- The ability to use a range of social skills in different contexts, for example working and socialising with other students, 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.
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberties, mutual respect and tolerance of those with different faiths and beliefs.
- Skills and attributes that will allow them to participate fully in and contribute positively to life in modern Britain.

Through the cultural education of our students, we aim to 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.
- The ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- 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 and the extent to which they understand and respect diversity. This will be shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Curriculum and Implementation

SMSC education is woven across all areas of the curriculum and the school, including subject lessons, extra-curricular activities, pastoral assemblies, the PSHCE programme and the Foxford Pride system. SMSC is inextricably linked to the values of the school and is modelled by all adults at Foxford.

Below is a non-exhaustive list of examples which demonstrates how the different aspects of SMSC are delivered and promoted at Foxford School.

Spiritual	<ul style="list-style-type: none"> • Weekly year group assemblies • Curriculum areas including R.E, Citizenship, Geography, Science, Creative Arts • PSHCE programme • School values, in particular: Respect to all from all and PRIDE
Moral	<ul style="list-style-type: none"> • Foxford behaviour system • School Council • RE curriculum • Classroom discussions across curriculum including Humanities, English and PSHCE • School values, in particular: Respect to all from all and PRIDE
Social	<ul style="list-style-type: none"> • Group and teamwork across all curriculum areas including P.E and events such as Sports Day • Diverse friendship groups • Citizenship and PSHCE curriculum • Following the Foxford behaviour system • School council • Whole-school fundraising e.g. for a local food bank at Christmas/supporting national efforts such as Children in need • School values, in particular: Respect to all from all; collaboration; PRIDE
Cultural	<ul style="list-style-type: none"> • Building of cultural capital across all curriculum areas including Humanities, English, Creative Arts, Technology, MFL • RE curriculum • PSHCE programme • Promotion of a culture of reading and World Book Day • Extra-curricular opportunities e.g. sport/music/creative/performance groups • School trips e.g. visits to science and technology museums • Engagement with outside speakers and workshops • School values, in particular: Respect to all from all and PRIDE

A full list is available with specific examples.

Monitoring, evaluation and Impact

SMSC education at Foxford School is monitored and evaluated for its impact in the following ways:

- Student voice
- QA process through learning walks
- Mapping of curriculum
- Engagement with the Foxford behaviour expectations
- Participation in whole-school events
- Participation in extra-curricular events
- Pupil and teacher feedback from events and guest speakers/workshops
- Pupil engagement in lessons with regard to soft-skills such as communication, discussion, debate and group work
- Embodiment and examples of the school values in action across the school
- Sharing of best practice amongst staff
- Monitoring and evaluation of SMSC by the SLT as part of the Personal Development category