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

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Review Cycle	2 Yearly
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Committee approved by	Foxford Local Governing Body
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Date	Notes

Aims and Intent

At Foxford School, we are committed to developing students who are confident, reflective, respectful and responsible members of modern society. SMSC education is central to our curriculum and underpins our whole school ethos, contributing directly to pupils' personal development.

We recognise our statutory duty under the Education Act 2002 to promote pupils' spiritual, moral, social and cultural development alongside their academic achievement. Through a carefully planned and coherently delivered provision, we prepare all students for the opportunities, responsibilities and experiences of life in modern Britain.

SMSC is not delivered in isolation; it is embedded across curriculum subjects, pastoral provision and wider school life. All staff share responsibility for modelling and promoting the values, attitudes and behaviours that enable students to thrive.

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 and actively challenge opinions or behaviours contrary to fundamental British values. The school actively promotes equality and challenges discrimination in all its forms.

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.
- Students are supported to understand that all people living in England are subject to its laws, including an understanding that the rule of law protects individual freedoms and ensures safety within society.

- Pupils are supported to understand the difference between the law of the land and other belief systems, including religious perspectives.
- All pupils have opportunities to express their views and have these taken seriously.

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. Pupils develop an understanding of how citizens influence decision-making through democratic processes at local and national level.
- Pupils develop knowledge of and respect for public institutions and services in England.
- 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.

Monitoring, evaluation and feedback

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 PSHE 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	• Weekly year group assemblies • Curriculum areas including R.E, Citizenship, Geography, Science, Creative Arts • PSHE programme • School values, in particular: Respect to all from all and PRIDE
Moral	• Foxford behaviour system • School Council with students taking active participation in the election. • RE curriculum • Classroom discussions across curriculum including Humanities, English and PSHE • Interest in investigating and offering reasoned views about moral and ethical issues, and their ability to understand and appreciate the viewpoints of others on these issues. • School values, in particular: Respect to all from all and PRIDE

Social	• Group and teamwork across all curriculum areas including P.E and events such as Sports Day • Diverse friendship groups • Citizenship and PSHE curriculum • Following the Foxford behaviour system • School council with students taking active participation in the election. • Whole-school fundraising e.g. for a local food bank at Christmas/supporting national efforts such as Children in need • Acceptance 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. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain. • School values, in particular: Respect to all from all; collaboration; PRIDE
Cultural	• Building of cultural capital across all curriculum areas including Humanities, English, Creative Arts, Technology, MFL • RE curriculum • PSHE 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 theatres and universities • Engagement with outside speakers and workshops • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • School values, in particular: Respect to all from all.

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:

- Pupil engagement in lessons regarding soft skills such as communication, discussion, debate, and group work
- Embodiment and examples of the school values in action across the school
- Student voice and feedback
- Drop ins and quality assurance processes
- Curriculum mapping and review
- Behaviour, attendance and engagement data
- Participation in enrichment and extra-curricular activities
- Staff feedback and professional dialogue
- SMSC contributes directly to the school's personal development provision and is reviewed in line with Ofsted expectations.