Polehampton CE Infant and Junior Schools
SMSC and FBV Policy

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Contents

Introduction 1
Curriculum intent for SMSC 1
Spiritual, Moral, Social and Cultural development (SMSC) 2
Teaching and learning of SMSC 3
Promoting fundamental British Values 4

Introduction

At Polehampton Church of England Infant and Junior Schools, our vision is "Let your light shine" (Matthew 5:16). Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we can share his light with others and change the world. Supported by our school values of gratitude, friendship, perseverance, forgiveness, honesty and compassion, we seek to help pupils make positive choices in all they do. We follow our Christian values to enable everyone in our school community to let their light shine.

At Polehampton, our SMSC and British Values teaching are essential parts of our curriculum, as well as our Personal Development curriculum and offer. SMSC is embedded in everything we do. Through this policy, we will help pupils to develop their own sense of self, to learn to make up their own minds and be ready to accept responsibility for their actions and the choices that they make. Pupils are encouraged to see themselves as individuals, as well as integral parts of our school community and are encouraged to reflect on each aspect of SMSC in all areas of school life.

It should be noted that all references to 'parents' should be read as 'parents, carers or guardians'.

Curriculum intent for SMSC

The Christian foundation of our school is also reflected in our Christian values. We aim to equip our children with the skills they need to make positive choices in everything they do, to grow in character, confidence and understanding, grow in appreciation of who they are and acquire the skills needed to succeed in a changing world.

In order to facilitate and achieve this, we will provide a curriculum in line with the following:

- Aspirational, in line with the high-expectations we have for all pupils.
- Develops the potential of each pupil, recognising different needs and skills to provide challenge and support in all areas of learning.
- Engages and excites, and is meaningful and bespoke to our unique surroundings and school facilities.
- Provides pupils with opportunities to work collaboratively, as well as develop independent skills to problem solve.
- Stimulates questions and challenges through an enquiry-based approaches to learning.
- Encourages pupils to recognise their responsibility to, and dependence on, others to help them.

- Prioritises spiritual, moral, social, cultural intellectual and physical development to ensure pupils understand their rights and responsibilities in today's world.
- Educates our children about tolerance and respect to celebrate others of different faith, race, religion, gender or lifestyle.
- Provides opportunities at all stages for pupils to reflect on their own experiences, spirituality and wellbeing in a safe environment.

We recognise the importance of both the academic, personal development and wellbeing of every child and staff member in our school. This includes recognising the importance of providing a range of opportunities for our pupils and staff to experience, that supports their spiritual, moral, social and cultural development with an understanding and an overview of teaching the Equalities Act (2010) and including global education themes.

Spiritual, Moral, Social and Cultural development (SMSC)

The following sections go into more detail on SMSC:

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of tolerance by exploring and respecting the values and beliefs of others.

The Spiritual development of all our children is addressed through the Christian vision and values of the school. As a church school we provide opportunities for spiritual development through prayer, Christian worship, reflection time, celebration of Christian and other religious festivals and learning about those of other faiths, reading and reflection on the Bible within Collective Worship, RE and across the wider curriculum.

We are committed to the following:

- Celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs.
- Fostering common human values and building spiritual capacities to promote self-worth, self-esteem and valuing others.
- Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on "big questions" have interpret life in their own way.
- Providing pupils with space to reflect and consider their own thoughts and feelings, including our spaces for reflection around the school.
- Developing our pupils' curiosity, imagination and creativity.

Moral development is knowing what is right and wrong and acting on it accordingly. Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British Value of Respect by exploring moral values and ethical issues, and recognising and applying right and wrong.

We are committed to encouraging the following:

- Be truthful and honest.
- Respect the rights and property of others, their opinions and customs, even when they are different from our own.
- Understand the importance of positive leadership, including speaking up or seeking support if they see an injustice.
- Be compassionate and accepting of others thoughts, feelings, differences and capabilities.

- Solve differences of opinion in a constructive way, utilising their knowledge emotional management strategies and how others are feeling, alongside their skills to manage these feelings.

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

We are committed to the following:

- Fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding.
- Providing an environment where pupils can take responsibility for themselves and others in school and the wider society.
- Teaching the Equalities Act (2010) throughout our curriculum and our commitment to the UNICEF Rights' Respecting School initiative.
- Teaching effective ways of communicating with and listening to others for a positive outcome.

Cultural development shows pupils' understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value mutual respect and individual liberty through our culture development offer by exploring, understanding and where possible experiencing the diversity of cultural traditions and beliefs of others.

We value and celebrate the cultural diversity of our school, our society and the world in the following ways:

- Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions.
- Celebrating the richness of culture and traditions of various faiths and cultures.
- Weaving global education themes through our curriculum.
- Exposing children to a broad and diverse range of cultures and customs.

Teaching and learning of SMSC

In the light of the above, we will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school in the following ways:

- Recognising the importance of our Collective Worship programme in supporting and encouraging SMSC development.
- Providing opportunities for pupils to learn about their own rights including teaching the Equalities Act (2010), and the United Nations Convention on the Rights of the Child.
- Planning curriculum and Collective Worship experiences that address social, moral, cultural and spiritual questions throughout the school, which encourage discussion, reflection and questioning.
- Inviting in visitors and speakers from the community (e.g. Police, local councillors, foodbank) to share aspects of their work with pupils, in line with the curriculum outcomes of their year group.
- Teaching pupils to contemplate their thoughts, beliefs and actions through the our PSHCE and RE & Worldviews teaching, and our bespoke wellbeing curriculum opportunities.
- Providing a detailed long-term plan, covering all aspects of SMSC (within our PSHCE curriculum) and detailing the curriculum intent for these and related areas, particularly Relationships, Health and Sex education (RSE/RHE). This plan is under constant review so that we can take into account our rapidly changing world and learning opportunities which arise under this heading.
- Providing an appropriate range of effective teaching and learning resources and strategies as above that enable pupils to reflect on and respond to the issues of SMSC importance and concern.
- Incorporate trips and experiences (such as Careers Day) to widen the outlook of pupils and raise aspirations

- Encouraging teachers to plan for and respond to opportunities to enhance SMSC development and to ensure curriculum leaders have evidence of provision for SMSC education in their subject maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution.
- Ensuring pupils across the school have the opportunity to contribute to all aspects of our school through the roles and responsibilities on offer to them and which encourage them to be participants in a democratic society.
- Reviewing the effectiveness and impact of our policy and practice as part of our monitoring and review cycle.

In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to meet the following expectations:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Share thoughts and feelings with other people by working co-operatively and collaboratively.
- Explore relationships with friends, family and others.
- Consider the needs and behaviour of others.
- Show empathy and learn how to agree and disagree respectfully.
- Develop self-esteem and respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally (e.g. empathy, respect, open-mindedness, sensitivity and critical awareness).

Promoting fundamental British Values

We will take the following actions to promote fundamental British values:

- Purposefully planned curriculum material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain compared to other countries.
- Teaching pupils a broad and balanced international history, including versions of events from different perspectives.
- Representing the cultures of all our pupils within the curriculum and encouraging pupils to contribute to teaching others about their cultures and beliefs.
- Teaching a wide range of English and non-English literature, selecting and sharing texts that are diverse in topic, culture, history, author and context.
- Commemorating World War 1 and 2 in meaningfully taught ways.
- Demonstrating the historical importance of the Commonwealth.
- Ensuring that all pupils have a voice that is listened to.
- Demonstrating how democracy works by actively promoting democratic processes, for example, via School Council.
- Using general and local elections as opportunities to discuss and learn about democracy and British politics, and provide broad opportunities across the curriculum to learn how to argue and defend points of view.
- Sharing our Polehampton Behaviour Curriculum and Polehampton School Rules, designed to teach pupils about the need for rules and how to abide by these for the good of everyone- including promoting and celebrating behaviour, work and effort.
- Teaching pupils to learn to understand right and wrong and how their actions impact others. They will be encouraged to value themselves and others.
- Using teaching resources from a wide variety of sources, inviting in faith leaders and celebrating diversity within our community to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.