Tas Valley Church Schools Federation

Social Moral Spiritual Cultural Education Policy

Formally adopted by the Governing Board of:-	**Tas Valley Federation**
On:-	**9 June 2025**
Chair of Governors:-	**Diane Perry-Yates**
Last updated:-	**May 2025**

SMSC Policy

Name of school: Tas Valley Federation
Date of Policy: Summer 2025
Next Review: Summer 2028
Members of staff Responsible: SLT

1. Statement of intent

1.1 At Tas Valley Federation, the pupils and their learning are at the very heart of every decision we make. This policy reflects the different backgrounds and experiences of our pupils and does not discriminate against any protected characteristics.

1.2 The Federation prides itself on providing a consistently safe, caring and happy environment where each pupil is valued as an individual. In line with the Federation's vision, we strive to support every child in 'living life to the full' by opening them up to a world of opportunities and nurturing a love of learning so that they will be inspired to fulfil their true potential, both now and in the future.

1.3 The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented through all the Federation's activities.

2. Legal framework

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2021) 'School inspection handbook'

2.2 This policy operates in conjunction with the following school policies:

- Safeguarding Policy;
- Computing and E-Safety Policy including AUP;
- Behaviour Policy;
- Anti-bullying Policy;
- Health and Safety Policy;
- Special Educational Needs and Disabilities (SEND) Information Report;
- Supporting Pupils with Medical Conditions Policy;
- Collective Worship Policy;
- Spirituality in School Policy.

3. A whole-school approach to SMSC education

3.1 The governing board will ensure that SMSC education is embedded across the Federation's activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities.

3.2 Senior Leaders will facilitate and encourage school environments which are welcoming, inclusive and safe for all pupils and members of the Federation community, irrespective of their protected characteristics and/or backgrounds.

3.3 Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

3.4 The Federation's spiritual development provision enables pupils to:

- Experience the spiritual claims of the Christian faith;
- Be reflective about their beliefs, religious or otherwise, and their perspective on life;
- Have knowledge of, and respect for, different people's faiths, feelings and values;
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them;
- Use imagination and creativity in their learning;
- Develop willingness to reflect on their experiences.

3.5 The Federation's moral development provision enables pupils to:

- Understand and experience the moral dimensions of the Christian faith;
- Recognise the difference between right and wrong, readily applying this understanding in their own lives and, in doing so, respect the civil and criminal law of England;
- Understand the consequences of their behaviour and actions;
- Develop 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.

3.6 The Federation's social development provision enables pupils to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds;
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;

- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs;
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

3.7 The Federation's cultural development provision enables pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others;
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain;
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- Participate in, and respond positively to, artistic, sporting and cultural opportunities;
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures;
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

3.8 Senior Leaders will work in collaboration with the SENCO to ensure that lessons and activities, and expectations of pupils in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of pupils with SEND.

4. Teaching and learning

4.1 Our Federation curriculum is designed to promote Social, Morial, Spiritual and Cultural development of all pupils.

4.2 All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and team work are encouraged and prioritised in line with the guiding principles of SMSC education.

4.3 Teaching staff will use classroom discussion to support pupils to:

- Talk about their experiences, thoughts and feelings;
- Express and clarify personal ideas and beliefs;
- Speak about difficult events, e.g. bullying and death;
- Explore their relationships with friends, family and others;

- Consider, and show empathy towards, the needs and experiences of others;
- Develop self-esteem and personal confidence;
- Develop a sense of belonging;
- Develop their SMSC skills, e.g. compassion, respect, open-mindedness, sensitivity and critical awareness.

4.4 Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other;
- Learn to treat one another as equals, regardless of protected characteristics and/or background;
- Recognise and celebrate the differences and similarities between themselves and others;
- Agree and disagree with people respectfully;
- Work co-operatively and collaboratively.

4.5 The Federation may use some of the following methods to help pupils develop an understanding of how they can influence decision making through the democratic process:

- Electing a school council which consults with pupils to inform decision making;
- Gathering pupil voice;
- Establishing positions of responsibility for pupils (e.g. Shakespeare Ambassadors, Science Ambassadors, Eco Councillors, Librarians, etc.);
- Appointing Year 6 Buddies;
- Issuing pupil questionnaires to gather pupil opinions on decisions.

4.6 The Federation will use the following methods to help pupils develop an understanding of the rule of law:

- Setting and enforcing high expectations for attendance, punctuality and behaviour;
- Setting and enforcing classroom and school rules;
- Teaching pupils about laws that are relevant to the school setting;
- Teaching pupils about adults who fulfil roles designed to help others, including staff members, emergency services, friends and family;
- Teaching pupils about the role of the monarchy and of previous monarchies;
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history;
- Implementing clear, consistent and defined sanctions for challenging behaviour in line with the Behaviour Policy.

4.7 We may use the following methods to help pupils develop an understanding of different faiths and beliefs:

- Inviting participation in daily Collective Worship, as part of a Church School Community, including significant events and festivals within the Christian calendar;
- Celebrating differences and similarities through cultural event days, for example, International Day;
- Arranging trips to places of worship;
- Teaching about different beliefs and cultures;
- Exploring moral values through lessons, stories and Collective Worship;
- Arranging visits from various religious leaders;
- Timetabled Religious Education lessons.

4.8 The Federation will also employ additional practical activities and practices to encourage pupils' SMSC development, including:

- Encouraging pupils to work together in different groupings and situations;
- Providing opportunities for pupils to consume and study literature, art, music and media from artists of different cultures, backgrounds, genres and faiths;
- Organising in a variety of different social and cultural school trips, e.g. to museums or places of worship;
- Hearing and seeing live performances by professional actors, dancers and musicians;
- Learning songs from different cultures and playing a range of instruments;
- Making and consuming food from other countries;
- Studying the contributions to society that famous people of all backgrounds have made.

4.9 Staff will promote pupils' SMSC development by:

- Encouraging teamwork across all subjects;
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of perceived ability;
- Using themes, e.g. in Collective Worship and lessons, to explore important aspects of British heritage and other cultures, e.g. religious festival days and global events.

5. Community links

5.1 The Federation recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

5.2 These links will be formed through a variety of activities, including:

- Community fundraising activities.
- Use of Community Facilities;

- Collaboration with other local schools (e.g. South Norfolk School Sports partnership, South Norfolk Crucial Crew);
- Friends Associations;
- Close collaboration with Tas Valley Benefice, e.g. weekly visits from 'Open the Book' Team and regular visits to the local church buildings;
- Hosting school events to which community members are invited as participants or audience members;
- Questionnaires sent to parents and other members of the community to gather opinions, e.g. on school initiatives or practices;
- Signposting parents/carers and pupils to community events through bulletins, website and Facebook page.

5.3 The Federation will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.

6. Promoting fundamental British values

6.1 The Federation will use SMSC education to promote fundamental British values by:

- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries;
- Teaching pupils a broad and balanced international history;
- Representing the cultures of all our pupils within the curriculum;
- Teaching a wide range of English and non-English literature;
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council;
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view;
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths;
- Using extra-curricular activities to promote fundamental British values.

6.2 By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process;
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can

be held to account by parliament, others maintain independence, for example, the court system;
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law;
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

6.3 The Federation is not obliged to promote teachings, beliefs or opinions in conflict with its own, but will not promote discrimination against pupils or groups based on their belief, opinion or background.

7. Monitoring and review

7.1 SMSC provision is reviewed in the following ways:

- The monitoring of teaching and learning and work scrutiny by Subject Leaders, senior leaders and governors as part of our general monitoring;
- Regular discussions at staff and governors' meetings;
- The development of RE, PSHE and Collective Worship to reflect the diversity of both our school and society;
- The sharing of classroom work and practice.

7.2 This policy is reviewed every 3 years.