

Spiritual, Moral, Social and Cultural (SMSC), British Values and Protected Characteristics Policy

Fairley House

Date	June 2024
Date for renewal	June 2026
Person responsible for review	Director of Studies
Approved by	Education Committee

Policy Changes

Date of Amendments	Update
June 2024	<p>Page 4 – removal of the word “to”</p> <p>Page 5 – change “attractive” to “positive”</p> <p>Change “Principal and Head of Department” to “Member of the Leadership Team”, Update house names, add PHPs</p> <p>Page 6 – addition of information about Year 6 badges, addition of information about Year 6 Leader Team</p> <p>Page 7 – addition of “can be” in the section about behaviour sheets, removal of information about a photo montage newsletter</p> <p>Page 8 – updating information about charities, removal of visits from local vicar, removal of bullet point about current affairs lesson</p> <p>Page 9 – change he/she to they, removal of annual trip to Albert Hall</p> <p>Page 10 – addition of RSE next to PSHE</p> <p>Page 2-3- Ofsted SMSC definitions updated to 2012 version</p> <p>Page 4 – addition of ‘online activities, trips and work experience’ to careers assembly.</p>



Spiritual, Moral, Social and Cultural Education helps give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives. The aim is to help them recognise their own self-worth, increase their self-esteem and self-knowledge and to develop fully socially, morally, spiritually, and culturally. The ultimate aim is to facilitate pupils' ability to lead satisfying adult lives as productive, caring members of a diverse and multi-cultural society. Pupils should be able to distinguish right and wrong and respect the law. They should be able to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life. They should acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

Fairley House School has pupils with specific learning differences. Some children also have ADD or ADHD. These difficulties may result in:

- lack of confidence
- low self-esteem
- difficulty with social relationships
- lack of organisation
- difficulty in foreseeing consequences of actions
- difficulty with reading body language
- pragmatic difficulties
- vocabulary limitations making it difficult to understand emotion words or to discuss spiritual, social, moral and cultural issues

These difficulties make it particularly important that we provide a high standard of Spiritual, Moral, Social and Cultural Education in order for pupils to overcome their difficulties sufficiently to be successful and fulfilled adults.

Definitions:

(NB whilst each dimension is outlined separately there is a great deal of overlap between the four areas)

SMSC is defined in the Ofsted School inspection handbook November 2019:

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- 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

The moral development of pupils is shown by their:

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

The social development of pupils is shown by their:

- use of 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
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- 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
- 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
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Developing Spiritual, Moral, Social and Cultural Areas

There is considerable overlap between the four areas and many activities will develop all four, or more than one, simultaneously. For instance, an assembly might have a theme of right and wrong and therefore clearly link to moral development. However, an appreciation of right and wrong would help pupils' social development in terms of their interaction with others and could link to spirituality by offering insight into how a thoughtful, reflective person might lead their life. Therefore, examples are given of ways in which Fairley House addresses the four areas and these are not divided into individual areas.

The four areas are not just the province of Personal, Social, Health and Economic/Citizenship Education or of Religious Education. Opportunities for helping pupils develop in these areas arise in all aspects of school life and all curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

Spirituality, in particular, can be developed and encouraged rather than explicitly taught. This might be in Art with appreciation of the beauty of a particular work of art, in English through appreciating literature or in History where, for instance, a study of the Holocaust might include reflection on the indomitability of the human spirit amongst Holocaust survivors. It might be on a school trip to an outdoor area where children are encouraged to appreciate the beauty and wonder of nature.

Spiritual, Moral, Social and Cultural Development is the responsibility of all staff members: Subject Leaders look for opportunities to promote the four areas within their subject; teachers and therapists build it into

their teaching and therapy; whilst teaching assistants might promote moral and social education by the manner in which they resolve a playground dispute. The policy is monitored through discussions about SMSC or PSHEE in staff meetings or INSET. Subject leaders are asked to include opportunities for SMSC in their Schemes of Work so that teachers are aware of the possibilities and therefore more likely to include SMSC in lessons.

Pupils are encouraged to experience a sense of awe and wonder and develop spiritually:

- This might come about in assembly when considering the bravery and self-sacrifice of a world figure such as Martin Luther King.
- It might be in RE when discussing the views taken towards a higher being by the major world religions and relating this to pupils' own beliefs and experiences.
- The curriculum offers many possibilities (see Schemes of Work) ranging from natural phenomena in Geography to startling events in History, and beauty and emotional connection in poetry, Art and Music.
- Trips, both residential and day, offer pupils the opportunity to broaden their experience and to see shows, exhibitions or other phenomena which instil a sense of awe and wonder.
- Assembly often offers an opportunity for silent reflection so that all can share a spiritual few moments.
- Pupils are helped to develop confidence and responsibility and to make the most of their abilities and talents. We work to build a sense of community where everyone shows consideration for others, respect for others' differing beliefs and cultures and where there is tolerance and harmony.
- The Board of Governors and staff aim for a positive school environment where children feel valued, and parents feel welcomed. Children's work is attractively displayed to illustrate its high value and to make clear to visitors and parents how talented many of our children are in the visual arts and drama, to name two prominent areas.
- Fairley House is a place where a distressed parent or child can expect to find a listening ear and some consolation.
- On arrival at school in the morning, pupils are greeted by a member of the Leadership Team. They are encouraged to make eye contact when shaking hands. At the end of the day pupils shake hands with a member of staff, making eye contact, as they leave the building.
- School lunch offers the opportunity for a community meal where staff and pupils eat together, and pupils develop the social skills associated with mealtimes.
- Citizenship education gives pupils a broad general knowledge of public institutions and services in England. It also allows them to recognise their own ability to influence society, empowering them and raising self-esteem and self-confidence and giving them a sense of responsibility.
- In both the Junior and Senior Department, pupils belong to Houses (Bussell, Gates, Winkler and Yankey). The houses are named after famous dyslexics to help pupils understand that dyslexia need not limit achievement. Pupils are encouraged to achieve credits or personal house points (PHPs) to gain points for their House. One credit gives one House point. House points may also be awarded as part of house competitions which emphasise desirable actions. House Captains are elected by the house members. Elections help children to understand the democratic process and to understand elements of citizenship in a practical way. House Captains take responsibility for

encouraging other members of their House. House meetings give pupils a chance to discuss relevant issues and share opinions.

- In the Junior Department, Star badges awarded to individuals also gain house points. House competitions promote desirable community values such as Kindness.
- Careers assemblies, online activities, trips and work experience give insights for seniors into a variety of careers to help them develop ideas for their future. Often speakers are dyslexic and can inspire youngsters with their stories of overcoming difficulties to succeed.
- We celebrate achievement. In the Senior Department assembly 3 Credit Awards are awarded for outstanding pieces of work. In the Junior Department, children are presented with star badges if they have earned 30 PHPs. Year 6 children earn a bronze award for earning 50 PHPs, silver award for 100 PHPs and Gold for 150 PHPs. Each class teacher nominates a Star of the Week and the children's names are published in the weekly newsletter, which goes to parents. This recognition helps to raise self-esteem and self-confidence. In both departments, the top twenty PHP or credit earners are read out to the school, and top scorers appear in the weekly newsletter.
- At the end of each term, cups and books or book vouchers are awarded for academic achievement, sporting, musical, dramatic and artistic achievement and for effort and contribution to the school community. At the same time, pupils who are leaving are given Luggage Labels so that they will return to Fairley House in the future to tell of their success.
- Pupils show examples of their work in assembly to encourage pride in achievement and to develop presentation skills. They are taught how to present their work and encouraged to talk about it to the pupils and staff present.
- End of term productions give pupils the opportunity to be part of a team, to co-operate, to read or to act in front of a large audience and to develop their drama and music skills.
- During PSHEE pupils have a chance to share ideas and feelings with the rest of their class. They learn to appreciate others' feelings and to be aware of their own emotions, helping them to develop self-knowledge. Younger children can bring in items of special value to them to show to the other pupils. The staff helps pupils to take turns talking and to listen to, and appreciate, the views of others.
- In the Senior Department and Year 6, pupils are able to put themselves forward for interview to become a member of the Student Leadership Team. The Student Leadership Team meets once a week to voice any concerns or issues. They also have a budget which they can spend on something constructive for the school. If the Leadership Teams organise a fund-raising event for charity, this budget is doubled. The Junior Department also has a school council with representatives drawn from all year groups.
- End of term pupil/parent/teacher/special provision meetings give pupils the opportunity to discuss their own learning, to show work of which they are proud to parents or guardians and to set some of their own goals for the following term. Such goals may be academic, social or emotional. Having pupils attend the meeting means that they have a voice in decisions and their views are taken seriously by the adults involved.
- Assessment for Learning also encourages pupil voice and self-knowledge as pupils assess their own work. Questionnaires encourage them to express their views about the school.

- After-school clubs give pupils the opportunity to take part in an activity of their choice, with others who have a similar interest. Pupils can share an enthusiasm away from the academic curriculum. Pupils interact in a relaxed fashion with each other and with members of staff.
- In the summer term, pupils in years 5 and above go on field trips, e.g. to the Lake District, with their class teachers and other members of staff. Before the trip pupils have the opportunity to be involved in the planning and to discuss issues of personal and collective responsibility. During the trip they are helped to face new challenges positively, to make responsible choices and to make personal goals. They have the opportunity to develop closer bonds with their teachers and fellow pupils. They learn to develop greater independence, looking after their belongings and their money and being away from home. Trips may also offer opportunities for spiritual development as pupils observe nature or experience awe and wonder concerning phenomena seen on an excursion.
- Behaviour sheets can be used to help children monitor their own behaviour. These have specific targets, e.g. pupil to raise hand before asking or answering a question in a lesson. The aim is to help pupils develop a sense of what is right and wrong and to take responsibility for their own behaviour and its impact upon others. It helps to instil respect for law and order and the reasons it is necessary. PSHEE teaches the difference between a rule and a law.
- A weekly newsletter keeps parents and pupils up to date with information regarding our community. The newsletter celebrates the achievements of current pupils and gives news of successes of ex-pupils, their GCSE or A Level results, their acceptance at, or graduation from, university, or other significant events in their careers. These achievements are encouraging for children and parents.
- School community events are held such as a Christmas Fair to include parents and children. Pupils are helped to prepare to play an active role as citizens, at school and with a global perspective. They are encouraged to develop an understanding of their own feelings and empathy for others.
- Pupils raise money for charities through a variety of activities, often designed by the Student Leadership Team and the School Council. At the Christmas Fair pupils may be in charge of a stall or make games, e.g. a treasure hunt. Across the school pupils raise money for Macmillan through a coffee morning. Junior pupils and their parents have raised money for Ronald McDonald House Charities.
- During weekly Religious Education classes pupils have the opportunity to reflect on spiritual, moral, social and cultural issues. They study all world religions.
- All pupils congregate once a week for assembly which is nondenominational but can have a spiritual focus, as well as celebrating achievement, or possibly celebrating a religious festival drawn from the world religions. Staff from other cultures may contribute experiences or even food from their culture in assembly.
- During Religious Education classes and with their class teachers or in PSHEE, pupils discuss the consequences of anti-social and aggressive behaviours, and teachers help them to understand the effects of bullying on the victim and the bully. However, such discussions might happen on an ad hoc basis in response to actual events. Pupils learn to address conflict. They learn to accept and be tolerant of differences between people.
- Pupils can talk about issues that concern them, in private, with their class teacher or the Headmaster. They learn that their concerns are important and valued. Pupils learn to understand their own emotions and those of others.

- Pupils may be allocated a member of staff to act as mentor where they feel the need to form a closer and more trusting relationship with an adult and wants to talk through problems.
- Pupils may be selected to join a social skills group run by members of the special provision team. This is intended to help pupils work on developing more effective behavioural and social interaction skills.
- The Behaviour Policy helps pupils understand and accept rules and sanctions as necessary in a society. They learn the importance of adhering to rules governing school and behaviour and to act in a socially and morally acceptable manner.
- Children learn about their own and other cultures through school trips to museums, galleries, and places of interest such as the Houses of Parliament, mosques or synagogues.
- Children experience cultural events such trips to art galleries, particularly Tate Britain, which is close by, the Tate Modern or to the theatres within central London, including The Globe.
- Good resourcing for ICT and high-quality teaching in this area and the teaching of touch-typing skills, gives children access to the internet and to knowledge about the world and the variety of cultures and viewpoints.
- Books are chosen for the library that reflect the cultural diversity of the United Kingdom. The need to reflect and appreciate cultural diversity is borne in mind when considering resources for lessons.
- Pupils learn about sustainability through recycling and re-using, studies about climate and through looking at how global resources are distributed and used fairly or unfairly.
- Pupils are helped to develop a healthy, safer lifestyle.
- Through Science, PHSEE and Physical Education lessons, pupils learn about what makes a healthy lifestyle, including the benefits of exercise and healthy eating. Biscuits, fruit, water and milk are available at morning break.
- Food served at lunch time is healthy and pupils are helped to make balanced choices.
- Pupils learn how to behave responsibly, including being sensible and acting safely when travelling. They cross the road each day to play in the Senior Department. They go on trips and outings.
- Pupils are taught the school rules about health and safety (e.g. keeping to the left on the stairs, walking quietly and sensibly about the school, where to get help when hurt, learning safely in the Science lab and DT room).
- Sex education is taught through the curriculum, e.g. in Science lessons (biological aspects) and in PSHEE (RSE aspects).
- Pupils are helped to develop good relationships and respect the differences between people.
- Discussions in PHSEE, Religious Education lessons, Assembly and with class teachers help pupils to see that their actions affect themselves and others and to care about other people's feelings. They are taught to understand the consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help. (This is linked to the Fairley House School Behaviour Policy and Anti Bullying Policy.)

- History and Geography and Religious Education lessons give pupils opportunities to think about the lives of people in other places and times and about people with different values and customs.
- We aim to build our stock of resources and to provide experiences that reflect and celebrate Britain as a multicultural society.
- Outside speakers are utilised to deliver talks on specific areas of the curriculum

British Values

Promoting British Values

Fairley House School understands the vital role we have in ensuring that groups or individuals within the school, are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Our staff are dedicated in preparing students for their adult life beyond the formal examined curriculum and ensuring that we promote and reinforce British Values to all our pupils. We strive to promote and secure British values throughout our curriculum and ethos.

The DfE have recently reinforced the need to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Belief

Protected Characteristics.

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Under the Equality Act, there are nine Protected Characteristics:

- age;
- disability
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

There are 2 paragraphs in the ISS that expressly require independent schools to encourage respect for the protected characteristics:

- Paragraph 2(2)(d)(ii) requires proprietors to provide a: ‘personal, social, health and economic education which... encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act’

- Paragraph 5(b)(vi) requires proprietors to ‘ensure that principles are actively promoted which... encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act’

The DfE’s [non-statutory guidance on the ISS](#) contains further information for schools on meeting the requirements in paragraphs 2(2)(d)(ii) and 5(b)(vi) of the standards. It sets out that schools must make pupils aware of the protected characteristics to the extent that it is considered age-appropriate to do so.

The 9 Protected Characteristics are actively promoted at Fairley House through:

- Our school vision and ethos statements
- Our SDP.
- Our school core values; Respect, Kindness, Resilience
- Our school behaviour policy
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- Assemblies
- The promotion of British values in school life
- Developing a love of reading through a range of authors and genres
- Discussion within curriculum subjects, RSE lessons, as well as taking the opportunity to model respect and positivity in all lessons.
- Religious Education (RE) lessons
- Sporting Competitions
- Art projects
- Drama productions
- School Council
- Educational experiences and visits
- Guest speakers
- Developing links with the local community
- Extra-curricular activities, after-school clubs, charity work
- Safer recruitment, retention and staff development

Monitoring Processes

This policy is monitored on a day-to-day basis by the Head, who reports to governors about the effectiveness of the policy on request.