



ST EDMUND'S SCHOOL

CANTERBURY

Spiritual, Moral, Social and Cultural Development of Pupils

Overview

St Edmund's School takes its responsibility to promote fundamental British values seriously and recognises the vital importance of teaching the key elements of this: democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs.

Specifically, we seek to develop the following:

- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination
- an understanding that political views are views expressed for a political purpose. A political purpose is either directly or indirectly to further the interests of a particular political party, to procure changes to the law of this or another country or to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

The school seeks to achieve these ends by using a range of formats, techniques and programmes: through its curriculum, chapel services and assemblies, its PSHEE programme, educational visits, tutorial sessions and a comprehensive visiting speaker programme.

Purpose

This policy is designed to ensure that the provisions of the SMSC requirements of the Education (Independent School Standards) Regulations which came into effect on 5th January 2015 are fully met and effectively monitored at St Edmund's School and follow the DfE Guidance for Independent Schools from April 2019.

School Ethos

The fundamental British values described in the regulations and guidance from DfE and ISI reflect the essence of the current St Edmund's School ethos and indeed our governing principles since the school was founded as a Clergy Orphans Foundation in 1751. We are committed as an institution to offering a safe, tolerant and democratic atmosphere in which both pupils and staff can flourish. This is reinforced in our policies, handbooks, classroom practice, school rules and day to day interactions.

Staff Awareness and Training

It is the responsibility of the Leadership Group to ensure that Staff understand and implement this policy and seek to actively promote British Values through curricular and co-curricular means. INSET will be provided to staff and guidance given where necessary. The Leadership Group will canvass staff opinions to evaluate the impact of the policy and to identify possible opportunities. See 'Monitoring and Evaluation'

Promoting Fundamental British Values

In its history, customs, culture and ethos St Edmund's is a quintessential British independent school and as such promotes Fundamental British Values at every turn. That said, it is proud to have an international complexion amongst its staff, pupils and parents and the school believes it is fitting that children should grow up and be educated in this tolerant multi-national and multicultural environment. It should be recognised that many of our international pupils are attracted to the school precisely because of its 'Britishness'.

The following schedule gives examples of how the School's commitment to promoting FBV is addressed on a 3 to 18 basis. It is not intended to be an exhaustive list:

ISI Standard	Senior School	Junior School	Pre-Prep
2. 5 (a) actively promotes the	School ethos Staff Handbook	School ethos Staff Handbook	School ethos Staff Handbook

<p>fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;</p>	<p>Curriculum Policy FBV Policy PSHEE & Tutorial Programmes Whole School Assemblies Chapel</p> <p>Curiosity Shop Lectures Parent forums School Council Debating Society Interact Charity Club Fairtrade Committee Christian Society Teaching and Learning Environment Remembrance Day</p>	<p>Curriculum Policy FBV Policy PSHEE & Tutorial Programmes Whole School Assemblies Chapel</p> <p>Pastoral Care system Parent forums Teaching and Learning Environment Displays House System Fundraising School Council Remembrance Day Induction for new pupils St Edmund's Day Co-curricular Clubs Promotion of Fairtrade</p>	<p>Curriculum Policy FBV Policy PSHEE & Tutorial Programmes Whole School Assemblies Chapel</p> <p>Daily interactions with pupils & parents Discussions in class Opportunities to vote Workshops on public institutions Remembrance Day</p>
<p>2. 5 b (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;</p>	<p>Curriculum Policy Behaviour Management policy Anti-Bullying policy Co-Curricular Programme Chapel Programme PSHEE Academic Enrichment Programme Educational visits Curiosity Shop Lectures</p> <p>Displays Interact Charity Club Fairtrade Committee Christian Society The Learning Enhancement Department ensures that pupils with special educational needs are valued for who they are, what they do and what they bring to their classes and the wider school community. Fifth and Sixth Form leadership opportunities.</p>	<p>Curriculum Policy Behaviour Management policy Anti-Bullying policy Co-Curricular Programme Chapel Programme PSHEE StEDfast Programme Developing positive mind-set and confidence through sport, clubs and activities, drama, music and creative arts Residential and overseas trips (Kingswood, Canada, Sports tours) AEN department support Children with special educational needs are valued for who they are, what they do and what they bring to their class and wider school community. Cake Club - developing social skills for a mixture of students with a range of needs, including EAL</p>	

		Seniorship Programme for Year 8 – leadership opportunities	
2.5 b (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;	<p>Curriculum Policy (RS, History, Politics) Behaviour Management Policy Rewards & Sanctions Policy PREVENT Initiative E Safety Policy Visits from local Police CSO PSHEE & Tutorial Programmes</p> <p>Citizenship is taught as part of M5 PSHE Programme – the whole year group received a morning session on the UK Political System, Citizens' Rights and the Law delivered by Head of Politics and the Head of PSHE. Other issues covered include the law relating to pornography and ICT use.</p> <p>As part of the Tutorial Programme, all pupils discuss legal issues relating to sexual consent, bullying, internet use and drugs/alcohol abuse Peer Listening Programme</p>	<p>Curriculum Policy (RS, History, Politics) Behaviour Management Policy Rewards & Sanctions Policy PREVENT Initiative E Safety Policy Visits from local Police CSO PSHEE & Tutorial Programmes</p>	<p>In teaching pupils to respect and obey the School's rules it is perceived that the children are being educated to become law-abiding citizens in the wider context of the Law.</p> <p>Some aspects of the Law are referred to specifically in daily life at school, for example: in E-Safety training pupils are made aware of the laws surrounding electronic communication In PSHEE pupils learn about Class rules, Emergency Services, Taking turns, Let's be fair, Road, Train and Water safety etc</p>
2. 5 b (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated	<p>Behaviour Management Policy Rewards & Sanctions Policy PSHEE Friday Community Service National Citizens Service Interact Charity Club Fairtrade Committee Peer Listening Programme</p>	<p>Behaviour Management Policy PSHEE Seniorship Programme House fundraising initiatives Fairtrade Fundraising for Porchlight</p> <p>English - Through response to literature and non- fiction texts we</p>	

<p>and to society more widely;</p>	<p>Academic Mentoring Programme</p>	<p>cover a whole range of issues exploring a range of human problems. This is done through discussion as well as writing.</p>	
<p>2. 5 b (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;</p>	<p>Curriculum Policy (RS, English, History, Politics) Debating Society</p> <p>Curiosity Shop lunchtime lecture programme is constructed to include speakers who address contemporary political issues: we have had talks on the following topics – “Britain and the EU”, “50:50 Parliament – Female Representation”, “Adapting Diplomacy to a changing world” and “Digital Democracy”</p> <p>Pupils participate in the Canterbury Youth Parliament, elections for officials of our own school committees (such as the Interact Charity Committee), mock elections and in 2014 entered a team into the national competition organised by The Speaker’s Commission on Digital Democracy</p>	<p>Curriculum Policy (RS, English, History) School Council Teaching and Learning Environment Assemblies and talks from visiting speakers</p>	<p>The School supports and is seen by pupils to support public institutions and services, and thus pupils develop an underlying respect for them. In the curriculum pupils develop over the years via a multiplicity of inputs across a number of academic subjects, assemblies, workshops, visits and so on a basic knowledge and understanding of the Law, Justice, Monarchy, Parliament, Democracy, Government, the Church, the Armed Forces, Fire Service and so on.</p>
<p>2. 5 b (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;</p>	<p>The ethos of the school is tolerant, respectful and supportive of all differences amongst pupils, including cultural differences.</p> <p>Chapel Programme Curriculum Policy</p>	<p>The ethos of the school is tolerant, respectful and supportive of all differences amongst pupils, including cultural differences.</p> <p>Chapel Programme Curriculum Policy</p>	<p>The ethos of the school is tolerant, respectful and supportive of all differences amongst pupils, including cultural differences.</p> <p>The cultural traditions of international pupils are recognised and celebrated from time to</p>

	<p>Promoting Fundamental Values Policy PSHEE & Tutorial Programmes Whole School Assemblies “Values” display Christian Society Curiosity Shop Lectures School Council Debating Society Bilkent University exchange Overseas trips to Iceland, Spain, France, USA</p> <p>The whole school meets as a community in Chapel twice a week. The School’s ethos is based upon Christian principles and it observes the calendar and practices of the Church of England, Chapel services are inclusive and often address different faiths and belief systems to reflect the diverse nature of the School community.</p>	<p>PSHE & Tutorial Programmes Whole School Assemblies International languages day</p> <p>Religious Studies involves an appreciation of the beliefs and practices of the six major world faiths and their cultural traditions.</p> <p>MFL involves developing cultural awareness of French life: visits to France (Years 5,6 7 & 8). There is a pen friend scheme for Year 5 & 6 pupils (Ecole élémentaire Voltaire in Reims) with Skype contact and Year 8 pupils (Collège Verlaire in Arras).</p> <p>Pupils are encouraged to appreciate and accept cultural differences through a variety of texts presented in the EAL coursebooks.</p> <p>Cultural awareness and learning forms a large part of EAL learning and this is often enhanced through external trips into Canterbury and other local sites.</p> <p>History: Islamic Civilisations – develops understanding of Islam The Reformation - conflict between Catholics and Protestants – religious</p>	<p>time through chapel (assembly), dining hall menus (including themed meals on key dates eg Chinese New Year, French day etc), and special events.</p> <p>Differences in cultural traditions are discussed and explored through the PSHEE and RE programme eg. PSHEE – Topics of Same but different, Celebrating differences, Community I belong to, Good citizens, Respecting differences and Belonging. RE – Topics of Special Places and People, Festivals and Celebrations and Religious Objects through religions such as Christian, Judaism, Hinduism, Islam, Buddhism and Sikhism.</p>
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<p>2. 5 b (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;</p>	<p>Behaviour Management Policy School Council Anti-Bullying Policy E Safety Policy PREVENT Pupil induction programmes Co-Curricular Programme PSHEE Peer Listening Programme Academic Mentoring</p>	<p>Behaviour Management Policy School Council Anti-Bullying & E Safety Policy PREVENT Pupil induction programmes Co-Curricular Programme PSHEE</p> <p>Teamwork - Pupils are encouraged to relate to each other and to work successfully as a members of a team. Pupils from all year groups are given opportunities through house activities, residential experiences, school productions etc to work alongside each other.</p> <p>Leadership and responsibility – pupils are given opportunities as the Seniorship Programme, House Captains, Sports Captains, School Council members to develop leadership qualities. Many of these</p>	<p>The make-up of the School staff and the attitudes and behaviour of the staff in themselves model for pupils the School's ethos of non-discrimination on grounds of age, disability, marriage/civil partnership, pregnancy/maternity, race, religion, sexual orientation, gender and so on.</p> <p>In the curriculum Religious Studies in particular offers an opportunity to explore the notions of discrimination and prejudice</p> <p>In PSHEE non-discrimination appears in various teaching units such as Respecting differences, Caring for each other, Belonging, Same but difference and Celebrating Difference etc.</p> <p>Special events such as Grandparents morning.</p>

		roles are arrived at through a democratic voting process.	
2.5 b (vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;	School Council Whole School Assemblies Canterbury Youth Parliament Visit from local MPs and other politicians Profile particular historical anniversaries and political events in assembly: local elections, referenda, US election process	Junior School Council: Children in Junior School are represented through their elected school council in a democratic way of making decisions. History: study of English Civil War, comparative study of French and American revolutions	In History lessons pupils learn something of the history of British democratic institutions and democracy, studying for example the Second World War, Gunpowder Plot, Victorians etc In PSHE pupils learn about creating class rules together and taking part in circle time and emotional literacy activities. Pupils have opportunities to vote eg when choosing their golden ticket treat. During lessons and class discussions pupils discuss general or local elections, Parliament, Prime Ministers etc
2.5 (c) precludes the promotion of partisan political views in the teaching of any subject in the school	Staff are required to abide by the Code of Conduct and the DfE's Standards for teachers: "ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law". The School has a PREVENT strategy that is part of the Safeguarding policy and training is provided to staff on this. Staff internet activity is logged and monitored – any attempts to access radical political websites are blocked by the filters and recorded. Staff who breach these policies will face the likelihood of a disciplinary response.		
2.5 (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils...they are offered a balanced	Staff are required to abide by the Code of Conduct and the DfE's Standards for teachers. Lessons are regularly observed and INSET is provided to teacher on PREVENT, on personal conduct and on teaching and learning practice. The School recognises and promotes classroom practice that encourages pupils to express opinions and respect the opinions and beliefs of others. Any complaints of political imbalance or prejudice made against staff will be thoroughly investigated by the Leadership Team.		

presentation of opposing views	
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Monitoring and evaluation Provision for SMSC is reviewed on a regular basis. This is achieved through a combination of;

- Day-to-day monitoring of teaching and learning across the curriculum but particularly within PSHEE and Religious Studies lessons
- Regular discussions at staff and governors' meetings
- Yearly audit of policies and units of study, including co-curricular provision
- Bi-annual SMSC report to governors
- Bi-annual feedback on how SMSC is viewed across the School community.

The school conducts scheduled internal audits of staff and pupils to identify the extent to which British values are promoted within the school and the efficacy of that provision. This process is based upon questionnaires and interviews conducted with pupils and staff. An SMSC action plan was constructed on the basis of the results. This this will become a biennial review going forward with reports provided to the Education and Staffing Committee of the Governing Body. The Head is responsible for ensuring that the provisions of this policy are implemented in accordance with the relevant regulations.

Edward O'Connor

September 2019

Review: September 2020