



Spiritual, Moral, Social & Cultural Development and Fundamental British Values Statement

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SMSC & FBV Statement

Red Gates School is committed to the spiritual, moral, social & cultural (SMSC) development of all its pupils. SMSC development has a fundamental role in the curriculum, and is supported by the school's vision and values. We work closely with staff, pupils, families and the Governing Body to ensure that all pupils can thrive through a broad and balanced curriculum.

What is SMSC?

Promoting SMSC development is at the heart of the school's work. At Red Gates, we define the 4 aspects of SMSC as follows:

- Spiritual development – Exploring and respecting a variety of beliefs, faiths and values; developing an increased understanding of oneself, others and the surrounding world; reflecting on feelings and experiences.
- Moral development – Recognising right and wrong; respecting rules; understanding consequences; opportunities to learn about moral and ethical issues.
- Social development – Opportunities to develop a range of social skills and generalise these from the classroom to the local community; appreciate different viewpoints; empathise with others; resolve conflicts within a supportive environment.
- Cultural development – Opportunities to understand, appreciate and celebrate diversity amongst various cultures.

Promoting SMSC within the curriculum

Opportunities for SMSC development is embedded into daily practices and the curriculum. This integrated approach ensures that aspects of SMSC are considered within a holistic approach to education. Opportunities for SMSC development are monitored by the senior leadership team from SOLAR observations.

Spiritual development

- Pupils start their day with a positive and cheerful welcome by staff as they come into school.
- This positive attitude is evident throughout the school day resulting in a happy, vibrant working environment where staff and pupils are inspired to do their best, commented on by visitors to the school. We also value the time and space pupils require 'to be just them', to develop their personality, to take the lead, and not be 'done to'.
- The need for quiet reflection for pupils is recognised and 'Quiet Time' is part of the class daily time table.
- Weekly department and whole school assemblies provide opportunities for the recognition and celebration of Red Gates' rich and diverse cultural population, children's achievements and birthdays.
- Opportunities for staff and pupils to consider and celebrate their achievements, e.g. personal targets take place throughout the day. More able pupils are also able to show recognition of the achievement of their peers.
- Reward systems are in place and pupil self-assessment gives pupils opportunities to reflect on their own work, behaviour and to take pride in what they have done, e.g. pupils hosting the Christmas craft fayre.

- Opportunities to express oneself through artistic means are planned into the curriculum. A specialist dance coach works with pupils on a regular basis.
- A sense of awe and wonder is also nurtured through a wide range of clubs

Moral development

- The positive approach to managing behaviour is consistent, effective and therefore pupils' behaviour is good.
- Pupils are taught to understand right from wrong in everyday situations and more able pupils are able to recognise this in their own behaviour and that of their peers. They are given time to problem solve, to reflect on what is right and wrong and make decisions accordingly.
- Pupils with challenging behaviour learn to manage their emotions through strategies within behaviour support plans. Reward systems are used to reinforce appropriate behaviour.
- Zones of Regulation is used as a strategy to support pupils to develop their understanding of emotions.
- Pupils are encouraged and supported to listen and gain an understanding of different views, form and express opinions in everyday situations, supported by communicative aids. The school council achievements are evidence of this approach. Each pathway has its own school council and
- Pupils are supported to research the internet safely, recognizing what is 'good' and 'bad' and to respond appropriately.
- Parents/carers are offered opportunities for training in positive behavior support strategies through regular workshops with the behaviour team.

Social development

- Development of social skills is evident throughout the school day from when pupils are first welcomed into school in the morning. Communication is the basis of socialisation and pupils learn to listen, make choices and express their views supported by communicative aids.
- Within school, pupils develop an awareness of and respect for others, interacting with each other, being part of a group, taking their turn, building relationships and making friends, evident in class, department events, playground, assemblies and lunch time clubs.
- Different teaching approaches are used to extend social skills at different levels of development: tolerating working alongside a peer, co-operative working, pairs working independently and group role play.
- The school is passionate about working in partnership with parents and families, striving to involve all parents in the life of the school from Reception e.g. Starter programme, Friends of Red Gates, Family learning, siblings afternoon and parents joining classes and parent workshops.
- The school's excellent inclusion practice extends social opportunities for pupils through the curriculum and Selsdon Education Partnership (SEP).
- Educational visits extend pupils' social awareness and supports their learning about the local and wider community e.g. learning walks, travelling on the tram to the park, museum and theatre visits.
- Children work alongside adults and take an active part in supporting FORGS (Friends of Red Gates School), in their fund-raising efforts (e.g. selling cakes at the school football match).
- Members of the school council learn to listen to the views of others, negotiate and make choices on behalf of their peers for the school. School council run a tuck shop each week for peers and staff to purchase baked goods they have made.
- Taking part in a wide range of social activities, e.g. local sporting events, as well as larger national initiatives, e.g. Tate Exchange art project.

Cultural development

- The school provides a positive, inclusive learning and working environment, based on respect for people's differences. Our practice reflects the Statutory Code of Practice on

the Duty to Promote Race Equality, and equality of opportunity and good race relations across all areas of school activity. Promoting race equality is central to the ethos at Red Gates. This is evident in the teaching of the curriculum, within a climate of honesty and openness with pupils, staff, parents/carers, governors, other professionals and all concerned with the school. There have been no incidents of racism.

- Pupils learn about different cultures and reflect and celebrate differences through the curriculum, topic themes and core stories and assemblies, e.g. Chinese New Year celebrations. Parents and families attend a variety of events. They send in artefacts making an invaluable contribution to teaching and learning.
- Planned community events, themes, and awards enrich the curriculum and pupils' learning about the local and wider community
- A whole school fundraiser takes place each term to support different charities.
- Pupils have other opportunities to be exposed to the performing arts e.g. theatre visits, Pantomimes.

Fundamental British Values

Red Gates School promotes Fundamental British Values (FBV) through our SMSC education, which is embedded in the school's holistic curriculum. British values are promoted through a cross curricular approach and are intrinsic to our ethos and everyday practice. We recognise that FBV development is most successful when those values and attitudes are modelled and promoted by all staff.

The Fundamental British Values are:

- Democracy – The ability to understand and communicate are integral to pupils' development. We empower pupils to communicate using their preferred method of communication, such as photos, symbols, Makaton signing and gestures. By promoting pupil voice we support democracy. Our School Council plays an active role in supporting democracy by making important decisions that affect the school (e.g. voting on how the money from fund-raising initiatives is spent).
- The Rule of Law – We involve pupils in setting codes of behaviour and reflecting on acceptable behaviour in a variety of situations. Behaviour support strategies and plans help to provide consistency in expectations, rewards and consequences which in turn supports pupils' access to learning activities.
- Individual Liberty – Pupils are supported to become as independent as possible, both within and beyond the school environment. Pupils are given opportunities to express their likes, dislikes, talents and to make choices. Some pupils have individual responsibilities within the school, such as delivering letters, helping in assembly and sorting class snack orders.
- Tolerance and Respect – Pupils have opportunities to work with a range of peers, and positive interactions are always fostered, with pupils having individualised social targets. We facilitate opportunities for pupils to take part in community events with other children, such as the Selsdon Education Partnership events. Cultural respect and celebration forms an integral part of the school's curriculum. Through peer interactions, pupils are encouraged to develop their awareness of their own identity and that of others.