



ST EDMUND'S SCHOOL CANTERBURY

2-18 Spiritual, Moral, Social and Cultural Development of Pupils

Overview

St Edmund's School has a strong spiritual heritage as it was founded in 1749 to be a school for clergy orphans with a holistic approach to education which was rooted in faith and charity. These Christian beginnings continue to be guiding principles for our educational approach today as a school for students of all faith backgrounds or none. Our school day begins with communal worship and reflection, our pastoral ethos underpins our teaching and learning, we promote a broad range of opportunities for students to explore and experience charitable endeavours both locally and internationally, we celebrate our diversity as a community and seek to make every student feel affirmed and able to play their unique part in our life as a school.

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.

These elements inform our own *School Vision and Values* (See Appendix 1).

We want our pupils to have a strong values system, a social conscience and to contribute positively to society. To this end, 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
- an understanding that racism, in any form, is unacceptable and indefensible in modern society

The school seeks to achieve these ends by using a range of formats, techniques and programmes: through its academic curriculum, its co-curricular offer and also through chapel services and assemblies, its PSHEE programme, educational visits, tutorial sessions and a comprehensive visiting speaker programme. The promulgation of these fundamental values should infuse the daily operations of the School.

Purpose

This policy is designed to ensure that the provisions of the SMSC requirements of the Independent School Standards (April 2019) are fully met and monitored:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf

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'.

Staff are made aware that the law precludes the promotion of partisan political views in the teaching of any subject. This is communicated through training and also through the Curriculum Policy

Promoting Fundamental British Values

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.

The school believes it is fitting that children should grow up and be educated in a tolerant multi-national and multicultural environment where racism is completely unacceptable and treated as such. For example, we support the principles behind the *Black Lives Matter* movement, and recognise we have an important role to play in sending a message that racism in all its forms can never be tolerated. The School will actively promote mutual respect and tolerance of those with different faiths and beliefs and through its policies, processes and daily operations will educate its community that discrimination against or lack of respect for people or groups on the basis of their belief, opinion or background is never acceptable.

The following schedule gives examples of how the School's commitment to promoting FBV is addressed on a 2 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 fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;	School ethos Vision & Values document and posters Staff Handbook Curriculum Policy FBV Policy PSHEE & Tutorial Programmes Whole School Assemblies Chapel Equality, Diversity & Inclusion Committee Curiosity Shop Lectures Parent forums School Council Debating Society Interact Charity Club Fairtrade Committee Christian Society Teaching and Learning Environment	School ethos Vision & Values document and posters Staff Handbook Curriculum Policy FBV Policy PSHEE & Tutorial Programmes Whole School Assemblies Chapel Pastoral Care system Parent forums Teaching and Learning Environment Displays House System Fundraising School Council House Charity events Remembrance Day Induction for new pupils	School ethos Staff Handbook Curriculum Policy FBV Policy PSHEE & Tutorial Programmes Whole School Assemblies Chapel EYFS Anti-Racism Plan Daily interactions with pupils & parent Circle Time Discussions in class Opportunities to vote Workshops on public institutions Remembrance Day Learning Environment Displays

	Remembrance Day	St Edmund's Day Co-curricular Clubs Promotion of Fairtrade	
2. 5 b (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;	Curriculum Policy Behaviour Management policy Anti-Bullying policy Co-Curricular Programme Chapel Programme PSHEE Academic Enrichment Programme Educational visits Curiosity Shop Lectures 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.	Curriculum Policy Behaviour Management policy Anti-Bullying policy Co-Curricular Programme Chapel Programme Class Charters PSHEE Form 7 and 8 Diploma Well being assemblies Growth mindset assemblies Developing positive mind-set and confidence through sport, clubs and activities, drama, music and creative arts 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. Displays Prefects Emotional Literacy Building independence around the classroom and school	Curriculum Policy Behaviour Management policy Anti-Bullying policy Co-Curricular Programme Chapel PSHEE Developing positive mind-set and confidence through sport, clubs and activities, drama, music and creative arts 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. Displays Prefects Emotional Literacy Building independence around the classroom and school
2.5 b (ii) enable pupils to distinguish right from wrong and to respect the civil	Curriculum Policy (RS, History, Politics) Behaviour Management Policy	Assemblies and Chapel Curriculum Policy (RS, History, Politics)	Curriculum Policy Behaviour Management Policy Rewards & Sanctions Policy

and criminal law of England;	Rewards & Sanctions Policy PREVENT Initiative E Safety Policy Visits from local Police CSO PSHEE & Tutorial Programmes Citizenship is taught as part of M5 PSHEE 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 PSHEE. Other issues covered include the law relating to pornography and ICT use. 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	Behaviour Management Policy Rewards & Sanctions Policy Class Charter Form sessions PREVENT Initiative E Safety Policy Visits from local Police CSO PSHEE & Tutorial Programmes	PREVENT Initiative E Safety Policy - pupils are made aware of the laws surrounding electronic communication Visits from local Police CSO PSHEE- Class rules, Emergency Services, Taking turns, Let’s be fair, Road, Train and Water safety, local environment etc Role-play- police superheroes, etc Circle time- discussing incidents in class or the playground
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	Behaviour Management Policy Rewards & Sanctions Policy PSHEE Friday Community Service Peer Listening & Peer Mentoring Programme National Citizens Service	Behaviour Management Policy PSHEE House Captains and Sports Captains Scholars and Exhibitioners House fundraising initiatives Fairtrade House Charity Fundraising	Behaviour Management Policy PSHEE Fundraising for Catching Lives, homeless charity and Australian wildfire Fund Assemblies- discussions characters and situations in stories

working in the locality in which the school is situated and to society more widely;	Interact Charity Club Fairtrade Committee Peer Listening Programme Academic Mentoring Programme	Class Charter Curriculum design – human concepts and enquiry questions	Making gifts and appreciating those around the school who help us
2. 5 b (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;	Curriculum Policy (RS, English, History, Politics) Debating Society 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” Pupils participate in the Canterbury Youth Parliament, elections for officials of our own school committees (such as the Interact Charity Committee). Visits to key institutions like Parliament and the Bank of England	Curriculum Policy (RS, English, History) School Council Teaching and Learning Environment Assemblies and talks from visiting speakers Visits and residentials Cathedral Choristers	Curriculum Policy Teaching and Learning Environment Assemblies and talks from visiting speakers In the curriculum pupils learn through topic work about, Law, Justice, Monarchy, Parliament, Democracy, Government, the Church, the Armed Forces, Rescue services etc.
2. 5 b (v) further tolerance and	The ethos of the school is tolerant,	The ethos of the school is tolerant,	The ethos of the school is tolerant,

harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;	respectful and supportive of all differences amongst pupils, including cultural differences. Equality, Diversity & Inclusion Committee Chapel Programme Curriculum Policy Equal Opportunities Policy Promoting Fundamental Values Policy PSHEE & Tutorial Programmes Whole School Assemblies (that often celebrate the achievements of other cultures) “Values” display Christian Society Curiosity Shop Lectures School Council Debating Society Bilkent University exchange Overseas trips to Iceland, Spain, France, USA 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	respectful and supportive of all differences amongst pupils, including cultural differences. Chapel Programme Curriculum Policy Equal Opportunities Policy PSHE & Tutorial Programmes Whole School Assemblies International languages day Religious Studies involves an appreciation of the beliefs and practices of the six major world faiths and their cultural traditions. 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). Pupils are encouraged to appreciate and accept cultural differences through a	respectful and supportive of all differences amongst pupils, including cultural differences. The cultural traditions of international pupils are recognised and celebrated from time to time through chapel (assembly), dining hall menus (including themed meals on key dates eg Chinese New Year, French day etc), and special events. Differences in cultural traditions are discussed and explored through the PSHEE and RE programme e.g. 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. Teaching of French and Spanish language and culture.
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	faiths and belief systems to reflect the diverse nature of the School community. International trips including infrastructure support work in Kenya	variety of texts presented in the EAL coursebooks. 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. History: Islamic Civilisations – develops understanding of Islam The Reformation - conflict between Catholics and Protestants – religious persecution - illustrate problems that intolerance can cause. Annual national Fairtrade Fortnight, where children are involved in learning about how we are connected to other people and places around the world. Sports: 3 x overseas trips Learning from our international boarders	Displays using different languages Topic work learning about different countries and their culture.
2. 5 b (vi) encourage respect for other people, paying particular regard to the protected characteristics set	Equality Policy Behaviour Management Policy RSE Policy School Council Anti-Bullying Policy E Safety Policy PREVENT	Equality Policy Behaviour Management Policy RSE Policy School Council Anti-Bullying & E Safety Policy PREVENT	Equality Policy Behaviour Management Policy RSE Policy Anti-Bullying & E Safety Policy PREVENT PSHEE

out in the 2010 Act;	Pupil induction programmes Peer Listening & Peer Mentoring Programme Co-Curricular Programme PSHEE (including immersion days focused on relationships, sexual behaviour and the law) Peer Listening Programme Academic Mentoring	Pupil induction programmes Co-Curricular Programme PSHEE 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. Leadership and responsibility – pupils are given opportunities as House Captains, Sports Captains, School Council members to develop leadership qualities. Many of these roles are arrived at through a democratic voting process.	Co-Curricular Programme Staff are role models showing School's ethos of non-discrimination on grounds of age, disability, marriage/civil partnership, pregnancy/maternity, race, religion, sexual orientation, gender etc In the curriculum Religious Studies in particular offers an opportunity to explore the notions of discrimination and prejudice 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. Special events such as Grandparents morning. Use of variety of books, video clips and artefacts paying particular regard to the protected characteristics. Teamwork is encouraged in sport, in class projects and playing games
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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 Debating Society Canterbury Youth Parliament ESU Debating and Public Speaking competitions Visit from local MPs and other politicians Profile particular historical anniversaries, national initiatives (such as Black History month) 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 Topic work pupils learn about the history of British democratic institutions and democracy, studying for example the Second World War, Gunpowder Plot, Victorians etc In PSHEE pupils learn about creating class rules together and taking part in circle time and emotional literacy activities. Pupils have opportunities to vote e.g. 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	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		

political issues are brought to the attention of pupils...they are offered a balanced presentation of opposing views	opinions and beliefs of others. Any complaints of political imbalance or prejudice made against staff will be thoroughly investigated by the Leadership Team. A member of our staff was invited to share best practice at the DFE's School Counter-Extremism Roundtable by the Counter-Extremism Division.
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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
- Flair Impact Anti-Racism Surveys

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. The Head is responsible for ensuring that the provisions of this policy are implemented in accordance with the relevant regulations.

Edward O'Connor

V1 September 2019

V2 September 2020

V3 September 2021

V4 September 2022

V5 September 2023

Review: September 2024

Appendix 1

School Vision & Values

Our mission is to create a community of innovative, creative thinkers who possess outstanding personal qualities and a deep sense of social responsibility.		
We value...	"Each other"	
	Which means we	- Recognise our responsibility to create a caring and supportive community
	So we	- Show kindness, respect and empathy for other people - Prioritise the nurturing ethos of a family and community-orientated school - Have strong pastoral systems and policies
We value...	"Intellectual Curiosity & Creativity"	
	Which means we	- Love learning and seek to foster creative, critical and lateral thinking
	So we	- Provide an outstanding holistic education - Realise the academic potential of each individual through inspirational teaching - Go beyond the curriculum - Encourage individual research and cross-curricular approaches - Develop self-study skills - Reflect on our learning
We value...	"Excellence"	
	Which means we	- Commit to being the best we can possibly be in all things
	So we	- Foster a positive culture that celebrates achievement - Set high standards and encourage individual endeavour - Accept that taking risks and making mistakes are valuable parts of learning

We value...	"Individuality"	
	Which means we	- Recognise that everyone is different and has unique needs, strengths and aspirations - Promote equality of opportunity
	So we	- Provide wide-ranging opportunities for moral and social, spiritual and cultural and creative and physical development - Encourage and support every pupil to "be all they can be" - Actively promote social mobility and inclusion and do not tolerate racism or any form of prejudice
We value...	"Social responsibility"	
	Which means we	- Promote the idea that individuals must contribute to the greater good of society - Understand that we live in an inter-connected world where our actions can have profound consequences for others
	So we	- Provide rich opportunities to develop personal resilience, leadership and communication skills - Emphasise the importance of teamwork and empathy