

SMSC and British Values at Edale

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC. The 'British values' of democracy, the rule of law, liberty, respect and tolerance must also be explicitly promoted at schools and fall under the 'social' aspect of SMSC.

SMSC is a broad concept and there are myriad of ways in which it is developed at Edale both implicitly and explicitly. Below are just a few examples of how it is developed at Edale. For further information on how SMSC (including British Values) is developed at Edale please speak with our SMSC Lead.

SMSC and Take Care at Edale

Our Take Care ethos promotes a values driven approach to learning where children are taught how they can be responsible for their own moral and social approaches to life. The Take Care ethos is a methodology which enables our pupils to flourish without the need for school rules. Our children take ownership and responsibility for their own moral and social choices as a consequence of consistent teaching approaches. Our ethos is based on developing profound personal development and SMSC is promoted through four basic principles- Take Care of ourselves, each other, our work and our school and world.

SMSC and PSHE at Edale

PSHE at Edale is taught in discrete sessions 2-3 times per week. It is also taught through class and whole school Collective Reflection sessions. Our PSHE curriculum uses the SCARF scheme of work and is taught from EYFS to Year 6.

SCARF provides a strong foundation for children's spiritual, moral, social and cultural education and development; it is at the heart of the SCARF curriculum. SCARF resources have been carefully planned to a structured series of lessons that follow a spiral curriculum. Children's Spiritual, Moral, Social and Cultural development are a core part of this. This means children revisit key themes as they move through Edale.

SCARF provides a robust framework for promoting a positive ethos and values cross the school community, contributing significantly to British Values education, both explicitly and implicitly. The focus across the three themes of Health and Wellbeing, Relationships and Living in the Wider World foster and develop children's responsibility for their own actions; respect for the actions and beliefs of others; an understanding of how each individual is protected by the rule of law; and how everyone can make a positive contribution to society through the democratic process.

Our use of Votes for Schools broadens the development of SMSC and PSHE further at Edale. Children take part in class groups to explore a wide range of social, cultural and political issues that are pertinent to our children's lives. The Votes for Schools platform offers children the time to explore these issues in a democratic way, experiencing debate of for and against arguments and making informed votes as a result. Children can then compare their own voting to that of other class groups, schools within our Trust and nationally.

	Definition	Examples at Edale
Spiritual	Developing children's: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Daily Collective Reflection sessions • Regular PSHE sessions (SCARF scheme) • Taught RE sessions • RE Celebrations (2 days per term) • 'Religion' strand in the history curriculum • Class discussion guidelines agreed on as a class • Regular class debates weaved throughout the curriculum • Class oracy books used to capture class discussions • School library with a rich and diverse collection of author, protagonist, setting and theme • Whole school reading spine with quality representation and diversity

	<ul style="list-style-type: none"> willingness to reflect on their experiences 	<ul style="list-style-type: none"> Place studies in geography (Y1 – Y6) Forest Schools for every year group to connect with the natural world A broad and ambitious range of enrichment activities to inspire a fascination of the world Regular art and drama sessions in which creativity and reflectiveness are omnipresent
Moral	<p>Developing children's:</p> <ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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 	<ul style="list-style-type: none"> Take Care ethos underpinning behaviour policy with a focus on integrity and self-regulation A rich and varied reading spine which explores social stories and inspires debates on ethical issues (e.g. immigration) Consequences for actions in behaviour policy from EYFS to Y6 'Law and Order' strand in the history curriculum, both in 'Ancient Civilizations' and the 'Story of Britain' DARE course for Year 6 in spring term, exploring themes of law and consequence Sessions ran by local PCSOs, exploring themes of criminal law Class discussions structured by oracy guidelines (e.g. listening respectfully) evidenced in class oracy books Drama activities such as 'conscience alley' in which the moral dilemmas faced by characters in literature are explored as a class Regular PSHE lessons in which morality is discussed/explored as a key theme Regular RE lessons in which morality is explored Regular use of 'News round' in KS2 to promote discussions around moral and ethical issues Debate and exploration of key ethical issues embedded in the history and geography curriculum (e.g. was the British Empire a curse or a blessing for the people of India?)
Social (includes British	<p>Developing children's:</p> <ul style="list-style-type: none"> 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 of and engagement with the fundamental British values of: <ul style="list-style-type: none"> democracy, the rule of law, individual liberty 	<ul style="list-style-type: none"> School has a cohesive atmosphere with a rich and diverse pupil demographic Children collaborate across the trust with contrasting schools in a multitude of sporting, artistic and social events (e.g. Children's Parliament) Mental Health Day campaign in the community Year 6 prefects volunteering for roles Litter picking in the community with local councilors Voting for Children's Parliament members A strong presence of children's voice shaping school practice e.g. established football team, reflective spaces, diversified library catalogue etc. Multi-faith group established by Diversity Lead taking on the voices of children and parents and actively shaping school practice Studying the development of law and order in Britain through the 'Law and Order' strand of the 'Story of Britain' curriculum

	<ul style="list-style-type: none"> ○ mutual respect and tolerance of those with different faiths and beliefs 	<ul style="list-style-type: none"> ● Studying the democracy and law and order of ancient civilisations throughout Key Stage 2 ● Whole school RE celebrations with visitors from various faiths ● Taught RE session which focus on expressing one’s views ● Science, history and geography curriculums that explore diversity and challenge stereotypes ● Studying and actively participating in charity work through the curriculum e.g. Action Aid and WWF in geography
<p style="text-align: center;">Cultural</p>	<p>Developing children’s:</p> <ul style="list-style-type: none"> ● 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, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<ul style="list-style-type: none"> ● through our Take Care ethos, we instill the value of cherishing and relishing in the exploration of all cultures at Edale, Nottingham and beyond ● a rich and diverse art curriculum which celebrates artists from various ethnic and cultural backgrounds ● studying and exploring traditional art movements from a range of cultures (e.g. aboriginal artwork) ● a rich and diverse music curriculum which explore a rich and diverse range of musicians and performers ● our curriculum not only represents the demographic of Edale Rise making children feel they are reflected in their learning (e.g. Pakistani artist, Amrita Sher-Gil) but also broadens children’s horizons ensuring they study cultures/people beyond their experiences (e.g. Aboriginal artwork and folktales) ● a geography curriculum that studies a broad range of places across the globe and actively challenges the single story ● exploring the development of democracy in Britain from the courts of the Anglo-Saxons to crime and punishment in the Victorian era ● a rich diet of artistic, musical, sporting and cultural opportunities e.g. cricket, football, choir, dance, STEM events etc. ● the Transform Trust Children’s Parliament in which children play an important role in identifying areas for improvement through consultation in school and being a driving force for change