University Schools Trust
A transformational education

Cyril Jackson School
Part of University Schools Trust
Inspiring Minds Through Opportunity

SMSC Education Policy

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2022/2023 September	All Sections	Formatting
2022/2023 September	Monitoring Arrangements	Date change.
2023/2024 January	Monitoring Arrangements	Date change.
2023/2024 January	Legislation	Updated 'legislation and guidance.'
2023/2024 January	Ofsted	Addition of 'Ofsted' section.
2024/2025 January	All Sections	Formatting.
2024/2025 January	Legislation	Updated 'legislation and guidance.'
2024/2025 January	Roles and Responsibilties	Addition of 'roles and responsibilities.'
2024/2025 January	Curriculum	Addition of 'promoting British values' section.
2024/2025 January	Ofsted	Updated 'Ofsted' section.
2025/2026 January	Legislation	Updated 'legislation and guidance.'
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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

"The school" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Schools" have a legal duty to work in partnership with families and to involve all those with parental responsibility in their child's education.

2. Scope of the Policy and Aims

Every child has the right to express their views, feelings and wishes in all matters… and to have their views considered and taken seriously. (Article 12)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. (Article 29)

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

3. Links to Legislation and Guidance Documents

3.1. Relevant Internal Documents

This policy should be read in conjunction with the following policies and documents.

- Supporting Pupils with Medical Conditions
- Anti-bullying Policy
- Behaviour Policy
- Child Protection Policy
- EYFS Policy
- Health & Safety Policy
- SEND Policy

3.2. Relevant External Documents

Relevant external documents to refer to are the:

- Health and Safety at Work etc Act 1974
- Education Act 1996
- Education Act 2002, see below for further detail
- Children Act 2004
- Equality Act 2010
- Children and Families Act 2014
- DfE (2014) National Curriculum in England: Framework for Key Stages 1 to 4
- Children and Social Work Act 2017
- DfE (2014) Promoting Fundamental British Values as Part of SMSC in Schools
- DfE (2022) Health and Safety: Responsibilities and Duties for Schools
- DfE (2025) Relationships Education, Relationships and Sex Education (RSE) and Health Education
- DfE (2025) 'Keeping Children Safe in Education (KCSIE)

4. Roles and Responsibilities

4.1. The Trust / School Committee

The Trust / School Committee will ensure that SMSC education is embedded across the school's activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities.

4.2. Headteacher

The headteacher will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background.

4.3. SMSC Coordinator

The SMSC Coordinator will take the lead in policy development and monitor progress in SMSC. The SMSC Coordinator will liaise with other members of staff to form a coherent and progressive assembly plan and take in account Cyril Jackson's values. The SMSC Coordinator is familiar with current thinking concerning the provision of SMSC development, and can disseminate information to colleagues.The SMSC Co-ordinator will be responsible to the Headteacher and will liaise with the named link Governors.

4.4. Staff

Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

5. SMSC Definitions

5.1. Spritual Development

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life & their interest in &
- respect for different people's feelings & values.
- Sense of enjoyment and fascination in learning about themselves, others and the world
- around them, including the intangible.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

5.2. Moral Development

Pupils' Moral Development is shown by their:

- Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives.
- Understanding of the consequences of their actions.
- Interest in investigating, and offering reasoned views about, moral and ethical issues.

5.3. Social Development

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

5.4. Cultural Development

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

6. SMSC

At Cyril Jackson Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

The Headteacher, Hodo Dirir, will have overall responsibility for the provision of SMSC within the school.

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.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone.

School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

7. Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- experience moments of stillness and reflection;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile and satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life.

8. Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- recognise the unique value of each individual;
- listen and respond appropriately to the views of others;
- gain the confidence to cope with setbacks and learn from mistakes;
- take initiative and act responsibly with consideration for others;
- distinguish between right and wrong;
- show respect for the environment;
- make informed and independent judgements.

9. Social Development

As a school we aim to promote opportunities that will enable pupils to:

- work cooperatively as a group;
- engage in the democratic process and participating in community life;
- develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs.

10. Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society;
- develop an understanding of their social and cultural environment;
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- reflect on important questions of meaning and identity;
- develop an interest in exploring the relationship between human beings and the environment;
- respect racial, religious and other forms of equality.
- develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

The headteacher will work in collaboration with the SENDCO to ensure that lessons and activities, and expectations of pupils in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of pupils with SEND.

11. Teaching

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Assemblies will promote focus on developing our pupils SMSC understanding through covering a range of topics.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and debates will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Understand and respect children's rights.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually
- and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc

Many curriculum areas provide opportunities to:

- Listen and talk to each other.

- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

12. Links with the Wider Community

The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities:

- Visitors are welcomed into school.
- Staff plan educational visits throughout the year.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils are taught to appreciate their local environment and to develop a sense of responsibility to it, taking part in community projects.

13. Promoting British Values

The school will use SMSC education to promote fundamental British values by:

- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.

- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

14. Evaluation of Policy

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of lesson plans and teaching and learning, by the SLT.
- Regular discussion at staff and governors' meetings.
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.

15. Training

The school is committed to ensuring that all teaching staff have regular professional development. This may be through whole school INSET training, professional development meetings or phase development meetings.

Partnership teaching opportunities are in place to support any teachers who are new to Cyril Jackson or those who need additional support.

Please see the CPD Policy for more information.

16. Ofsted

As part of its activities when carrying out ungraded, graded, and urgent inspections of schools and academies across England, Ofsted will assess the effectiveness of the school's SMSC provision.

Inspectors will judge the schools' SMSC provision based on the following factors:

- Whether the spiritual, moral, social, cultural, mental, and physical development of pupils is actively promoted by the school.
- Whether the SMSC provision enhances pupils' personal development in relation to citizenship education and fundamental British values.
- Whether the school's work to enhance its own SMSC provision is of a high quality.

The school will ensure that all of the 'good' criteria are met securely and consistently in order for its personal development provision to be judged as 'outstanding'. Additionally, the school will ensure that its provision includes the following elements:

- The school consistently promotes the extensive personal development of pupils, providing a wide variety of opportunities for them to develop their talents and interests.
- There's strong take-up by pupils of the opportunities provided by the school.
- The opportunities provided by the school are done so in a coherently planned way through the curriculum and extra-curricular activities.

The school will ensure that its curriculum prioritises its personal development provision in order for that provision to be judged as 'good'. This includes the school meeting the following criteria:

- Ensuring that the curriculum stretches beyond the academic, vocational, and technical.
- Working to support pupils' confidence, resiliency, independency, and strength of character.
- Ensuring that high quality pastoral support is provided, including guiding students to maintain a physically and mentally healthy lifestyle.
- Providing opportunities for pupils to have their interests nurtured, developed, and stretched.
- Preparing pupils for life in modern Britan, developing their understanding of fundamental British values, democracy, the rule of law, individual liberty, as well as tolerance and respect for those of different faiths and beliefs.
- Promoting equality of opportunity and diversity effectively.
- Promoting pupils' engagement with views, beliefs, and opinions that are different from their own.
- Providing pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.

The school will also undertake all of the above actions in relation to personal development provision to avoid being judged as 'inadequate' by Ofsted.