Springboard Sunderland Trust

Springboard Nursery

Social, Moral, Spiritual and Cultural Policy

British Values Policy

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Social, Moral, Spiritual and Cultural Policy	
Category:	Springboard Nursery
Responsible Person:	Jane Waggott
Accountable Person:	Marie Hunter
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Philosophy and Ethos

At Springboard Nursery the Social Moral Spiritual Culture (SMSC) policy is closely linked with supporting the development of children's personal, social and emotional skills and in developing positive behaviours for learning.

It forms a part of our inclusive curriculum from birth to 5 years and encompasses our belief in equality of opportunity for all.

Modern Britain is a multi-cultural, multi-faith and multi-lingual society. Our activities reflect respect for this diversity and welcome everyone in our learning community.

The policy has been drawn up from consultation with children, parents and staff as partners in working together.

Policy

The Fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect, and Tolerance of Different Faiths and Beliefs are promoted throughout the nursery in accordance with the EYFS Statutory Framework and the Prevent Duty Guidance (2023). These values support children's social, moral, spiritual and cultural development and help safeguard children from extremism and radicalisation.

Democracy

The voices of the child, parent and practitioner are strong and respected. Views are actively gathered on all areas of nursery life to create a learning community who attends, participates and positively contributes to the activities in the Nursery.

The Rule of Law

Children are supported to develop positive behaviours for learning throughout all their activities and interactions. Attitudes and dispositions are guided through the development of children's personal, social and emotional skills.

The Nursery's Nurturing curriculum is actively used to help children develop skills in managing their feelings and behaviour in self-regulation. A simple photo book of our school rules which focuses on kind hands and kind words supports children's understanding of expected behaviour and links to the wider concept of keeping safe.

Parents were asked to co-operate with the Home/School Agreement and the Centre's ethos is evident throughout policy and practice in communicating the expected levels of behaviour, which support a happy and cohesive learning community for everyone.

Individual Liberty

At Springboard Nursery we are dedicated to meeting the individual and collective needs of our children and families. Our approach is to be responsive and sensitive to the needs and challenges which face the families within the surrounding locality.

Children's personal, social, emotional and communication skills are pro-actively supported to increase their confidence, self-esteem and enable them when developmentally appropriate to think of others as well as themselves. This confidence and inner strength support children in making safe and responsible choices throughout their lives.

Mutual Respect

As the voice of the individual and group is listened and responded to there is a clear message of mutual care and respect. This is best promoted through exposing children and families to ideas beyond their immediate experience but doing this through resources which are both real and meaningful.

Young children are often focused on the 'here and now'. To help them understand what is beyond these we use areas they are naturally interested in and introduce diversity through songs, music, stories, dance, food, clothes, family life and animals. There is a pro-active approach to developing positive behaviours for learning and sharing the world with others.

Tolerance of those with different faiths and beliefs

All children and families are listened to and their views heard, regardless of ability, gender, faith, culture, race, economic social background, or any other characteristic.

We aim to foster attitudes and dispositions which are supportive and show care towards other individuals and groups.

Extremism

Staff receive regular safeguarding and Prevent training and understand their responsibility to identify concerns relating to extremism, radicalisation or vulnerability to exploitation. Any concerns will be reported through the nursery's safeguarding procedures and referred to appropriate agencies where necessary.

We also understand that we have a great responsibility to safeguard children from extreme views and a duty to prevent children and families from being drawn into terrorism. By promoting British values, we will work with families to ensure our children become valuable and fully rounded members of society who treat others with respect and tolerance regardless of background.

We recognise that suspicious behaviour may include changes in how families behave or dress; children become withdrawn and isolated or presenting with challenging behaviours. If any of these suspicions arise, then the relevant bodies will be notified, and help will be sought to alleviate extremism and combat further radicalisation.

Practical Strategies

In working with young children, it is important to build on their previous experiences and avoid 'tokenism' or brief and fleeting introductions to new ideas which are then not built upon to deepen understanding.

At Springboard children's exposure to the wider world starts with what they know and supports their skills, understanding and development of positive principles and thinking through our Active Family Learning Programme. These enable everyone to attend, participate and play a part in the Springboard's Learning Community. With action and talk comes increased understanding about new ideas. We select stories which have clear and positive messages and generate active discussion.

Stories open up a wider world for children, enabling them to see new places and ways of living. They can meet new people who look different from themselves and do different things. Some stories hold messages which can be explored and talked about to help children think and understand ideas which are more complex.

Puppets and persona dolls enable diversity to be introduced to the children. The dolls and puppets can 'express' their stories and enable children to develop empathy and a greater understanding of others.

Group activities can be a good structure to introduce and share new ideas. With sensitive adult support children feel safe to listen, participate and increase their understanding. The whole curriculum is underpinned by the Early Years Foundation Stage (EYFS) principles and characteristics of reflective learning, so features all elements of inclusive practice and equality of opportunity for all.

Dissemination of practice

Social, Moral, Spiritual and Cultural and British Values in the Early Years will feature as part of the professional training offered by the Nursery.

Guidance

This policy is informed by and should be read alongside:

1. **Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers** (effective from 1 September 2025 and subsequent updates). The EYFS sets the standards for learning, development, safeguarding and welfare requirements for children from birth to five.
2. **Counter-Terrorism and Security Act 2015**. This places a duty on specified authorities, including early years providers, to have due regard to the need to prevent people from being drawn into terrorism.
3. **Prevent Duty Guidance: England and Wales (2023)**, which came into force on 31 December 2023 and replaced the previous 2015 guidance.
4. **Working Together to Safeguard Children** (latest statutory guidance), promoting multi-agency safeguarding responsibilities.
5. **The Prevent Duty: Safeguarding Learners Vulnerable to Radicalisation** (DfE guidance).

6. **Equality Act 2010**, supporting the promotion of equality, diversity, inclusion and protection from discrimination.
7. **Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years**, ensuring inclusive practice for all children.
8. **United Nations Convention on the Rights of the Child (UNCRC)**, particularly children's rights to participation, respect and inclusion.
9. **Foundation Years Guidance** and other non-statutory early years resources supporting implementation of the EYFS

This policy has been created by everyone in the Springboard Nursery through discussion and collection of views.

This policy was adopted at	Springboard Nursery
Date:	14/08/2021
Date to be reviewed	10/08/2027
Signed by the manager	M Hunter
Signed by the signatory	S Reay
Name of signatory	Steve Reay
Role of signatory	Chief Executive