Post Trojan Horse
Guidance for Governors about SMSC, Safeguarding, Promoting Fundamental British Values and Countering Terrorism
SMSC RE and CW
We hope by the end of this morning you will:

• Have explored the part that SMSC can play in ensuring the well-rounded education of pupils
• Understood the new Ofsted criteria, fundamental British values education, safeguarding criteria and the implications of the Counter Terrorism Bill on your school’s SMSC provision
• Explored some of the issues that can arise
• Take back to the school you serve the questions and strategies needed to ensure that your school is compliant and the children have access to good SMSC
Joseph Goebbels

a Nazi and an architect of the final solution (Kristallnacht) was his idea

Goebbels earned a PhD from Heidelberg University in 1921 with a doctoral thesis on 19th-century literature of the Romantic school

His intelligence and political astuteness were generally acknowledged even by his enemies.

Was he well educated?

How would he have done in his SATS/ GCSEs/A'Levels?
The Law and SMSC

The overall purpose of Education is:

A) To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

B) and prepare such pupils for the opportunities, responsibilities and experiences of life.

Education reform Act 1988
Ofsted 2014 -15

Responding to Global threat and home-grown terrorists
So what happened in Birmingham?

- 5 schools – in the final focus
- Concerns about RE – just Islam being taught – no other faiths
- CW had just an Islamic focus – and no determination had been applied for
What happened in Tower Hamlets?

- 7 schools – 6 Independent and 1 state Church of England School
- Did not protect students from extremism
- Unregulated Islamic societies – (website, facebook links)
- Gender discrimination and separation
- Boring pedagogy
- No diversity
- No countering of homophobic bullying or cyber-bullying
And in the News ....
And in the South West?

EDL March in Exeter

Yusra Hussien, 15
Bristol – travelled to Syria to be a Jihadi bride

Fourth Portsmouth
British Jihadist
Mehdi Hassan
Killed In Syria

Three young Muslim men from Cardiff travelled to Syria to fight for Isis
And in Swindon?

2011 Census
Population 209,156
Christian 57.65 %
Islam 1.69 %
Hindu 1.24 %
Sikh 0.59%
Buddhist 0.58%
Jewish 0.07%
No religion 30.5%
Religion not stated 6.48%

The proportion of pupils entered for full GCSE Religious Studies in Swindon in 2013/14 was 15%, Nationally it was 42%.

WHY? WHAT DOES THIS SHOW?
Post Birmingham Trojan Horse?

A school can now be judged as requiring improvement if SMSC is having no impact and is ineffective:

130. In judging the school’s overall effectiveness, inspectors consider whether:
- the school requires improvement as it is not a good school because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils’ spiritual, moral, social and cultural development
Religious Education

RE in non-faith schools should be based on the agreed syllabus established by the local Standing Advisory Council on Religious Education (SACRE). Academies may follow the locally agreed syllabus or they may devise their own syllabus which must reflect the religious traditions in Britain which are Christian in the main, and must take account of the teachings and practices of the other principal religions represented in Britain.

http://ww5.swindon.gov.uk/moderngov/ecCatDisplay.aspx?sch=doc&cat=13113&path=0
Collective Worship
• Non-faith schools and academies must provide CW that is wholly or mainly of a broadly Christian character
• A school can reflect the religious backgrounds represented in its community in its CW as long as the majority of provision is broadly Christian.
• Determinations - Further guidance on CW produced by Swindon SACRE is available online:

http://www.bristol.anglican.org/school-resources/collective-worship-ideas-and-resources/
Defining spiritual, moral, social and cultural development:

131. The **spiritual development** of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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
- willingness to reflect on their experiences.
132. The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, 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 being able to understand and appreciate the viewpoints of others on these issues.
The **social development** of pupils 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 communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
134. The **cultural development** of pupils is shown by their:

- 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 within school and further afield as an essential element of their preparation for life in modern Britain
- 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, 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
Definition of safeguarding

8. Ofsted adopts the definition used in the Children Act 2004 and in "Working together to safeguard children". This can be summarised as:
- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

10. Safeguarding can involve a range of potential issues such as:
- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability, and homophobic or transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- sexting
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage.
Encourage pupils to respect fundamental British values.
- Do not promote extremist views.
- Understand the importance of identifying and combating discrimination.
- Offer a balanced presentation of views about politics.
- Explore the relationship between state and religious law – be aware of the difference between the law of the land and religious law.

- Develop pupils' self-knowledge and self-esteem.
- Enable them to distinguish right from wrong and to respect the civil and criminal law.
- Take responsibility for their behaviour and understand how they can contribute positively to the community.
- To be encouraged to regard people of all faiths, races and cultures with respect and tolerance.
- Respect democracy, law and mutual respect.
- No promotion of partisan political views.
CHAPTER 1

PREVENTING PEOPLE BEING DRAWN INTO TERRORISM

Under Schedule 6 – Schools, Local Authorities and Academy Providers are "specified authorities" accountable for Preventing people being drawn into Terrorism.

Schools need to be assessing the risk in their context.
Work in Partnership – with LA/ Academy Provider/ Other groups
Train staff to identify at risk children
Keep children safe online
Managing Prayer and faith facilities

Top London CofE school 'failed to safeguard pupils from Islamic extremism' – placed in special measures

Katy Staples | Schools Adviser
Department for Children & Young People
Diocese of Bristol
Spiritual Moral Social Cultural – Fundamental British Values, Safeguarding and Counter Terrorism – how do they relate to each other?
What does your school need to do?
Creating realistic boundaries and making plans.

School/Academy  Police  Other Agencies
How do you see SMSC and Fundamental British Values in schools?

• Is SMSC about Ethos Vision and Values “Why we teach/learn?”
• Is SMSC about the Curriculum “What we teach/learn?” or
• Pedagogy “How we teach/learn?”
What does outstanding practice look like?
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action plan