



Clovelly House School
Stay safe, respect, achieve

Promoting British Values and SMSC Policy

January 2026



Clovelly House School Policy

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Policy for the Promotion of British Values

1. Purpose

The purpose of the policy is to ensure that:

- * pupils have the maximum opportunities to develop socially acceptable moral viewpoints
- * pupils develop normalising social skills and tolerance and awareness for others
- * pupils have opportunities to experience and assimilate a variety of enriching cultural practices
- * pupils have enhanced opportunities to explore their inner appropriate spiritual needs in a non-judgemental and supportive manner.

2. OFSTED

The school will take cognizance of the statutory requirements of OFSTED for the spiritual, moral, social and cultural development of pupils as laid out in the Statutory Instrument, The Education (Independent School Standards) (England) Regulations 2010 No.1997. The work of all education staff members will aim to promote these principles as stated below.

‘PART 2 Spiritual, moral, social and cultural development of pupils

5. The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor ensures that principles are promoted which—

- (a) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- (b) enable pupils to distinguish right from wrong and to respect the law;
- (c) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- (d) provide pupils with a broad general knowledge of public institutions and services in England; and
- (e) assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.’

According to the Guidance, ‘Improving the Spiritual, moral, social and cultural, (SMSC), development of pupils: supplementary information’, the school will be committed to ‘actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs’.

Every school across the organisation will ensure that the spiritual, moral, social and cultural development of the pupils is, at least, good and will aim to improve and aspire to outstanding provision. Aspects of SMSC will be embedded in the ethos of the schools incorporated in a cross-curricula way across all subjects. This will be measured against the OFSTED criteria for assessing the provision in schools. (See appendix 1)

3. Principles of the Policy

The policy actively promotes opportunities for pupils to:

- * Develop self-esteem, self-awareness and self-confidence,
- * Distinguish between right and wrong and respect the civil and criminal law of England,
- * Take responsibility for their own behaviour and make a positive contribution to their own environment, including the school and wider community,



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- * Acquire respect and general knowledge of public institutions and services in England,
- * Develop respect, tolerance and understanding for their own and others' culture, abilities and differences,
- * develop respect for democracy and the democratic process which form the basis of the law in England.

To fulfil these principles and develop a deep understanding of democracy, the schools will encourage pupils to:

- * understand why democracy is perceived as being the fairest form of political organisation in England,
- * understand the value of democracy,
- * understand why law making and how it is represented in Parliament is seen as better than alternatives.

4. Roles and Responsibilities

Principal

The Principal will ensure that:

- * Senior managers are involved in writing and establishing the policy;
- * Staff members are familiar with and embrace the principles of the policy;
- * Staff members are provided with resources to implement the policy;
- * The principles of the policy are embedded in all aspects of the development of the child;
- * Provision for the spiritual, moral, social and cultural development of the pupils is rigorous monitored and provision continuously improved.

Staff members

Education staff members will:

- * Familiarise themselves with the policy;
- * Plan for ways of integrating the principles of the policy across the school in line with the development of the child;
- * Bring political issues to the attention of pupils across the teaching and alternative curriculum activities offered to each child,
- * Pro-actively support and monitor the spiritual, moral, social and cultural development of each pupil.

5. Opportunities for spiritual, moral, social and cultural development

Pupils will be given opportunities for spiritual, moral, social and cultural development through the National Curriculum subjects, particularly PSHE, Humanities, Art and Design, Food studies, ICT and Literacy.

In addition, schools will promote an enhanced curriculum with enrichment in spiritual, moral, social and cultural elements. These will include:

- * school visits to: religious centres, national institutions and cultural events
- * in school: school meetings and assemblies, cross curricular work and open days
- * integrated community work: community cohesion, integrated work, and,
- * extra-curricular work: after school clubs.

6. Monitoring and review of the policy

The school will plan to evidence good practice with SMSC through lessons, pictures and anecdotes. This policy will be monitored and reviewed at least annually and any changes necessary will be incorporated into the updated policy. These will include statutory requirements as well as relevant DfE guidance.

See also: 'Curriculum Policy'

Equal Opportunities Policies

Improving the spiritual, moral, social and cultural development of Pupils: supplementary information, DfE Nov 2014



Appendix 1

OFSTED criteria for evaluation of spiritual, moral, social and cultural development in independent schools (Non-association independent school inspection handbook 2015)

'Defining spiritual, moral, social and cultural development

145. The DfE has published non-statutory advice Improving the spiritual, moral, social and cultural (SMSC) development of pupils – Departmental advice for independent schools and academies/free schools to help independent schools understand their obligations under the standards relating to a school's provision for pupils' spiritual, moral, social and cultural development.¹ The advice sets out the aims of each of the standards in part 2 of the independent school standards (spiritual, moral, social and cultural development of students).
146. In addition to checking compliance with part 2 of the independent school standards, inspectors will take the following guidance into account.
147. 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.
148. 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.
149. 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.

¹ Improving the spiritual, moral, social and cultural (SMSC) development of pupils – Departmental advice for independent schools and academies/free schools, Department for Education; www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independentschools.



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150. 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 socioeconomic groups in the local, national and global communities.

Grade descriptors:

OUTSTANDING

The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community.

GOOD

Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development, and their physical wellbeing. There is a positive climate for learning.

REQUIRES IMPROVEMENT

The school requires improvement 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.

INADEQUATE

there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development or their physical well-being, so that pupils are intolerant of others and/or reject any of the core values fundamental to life in modern Britain.



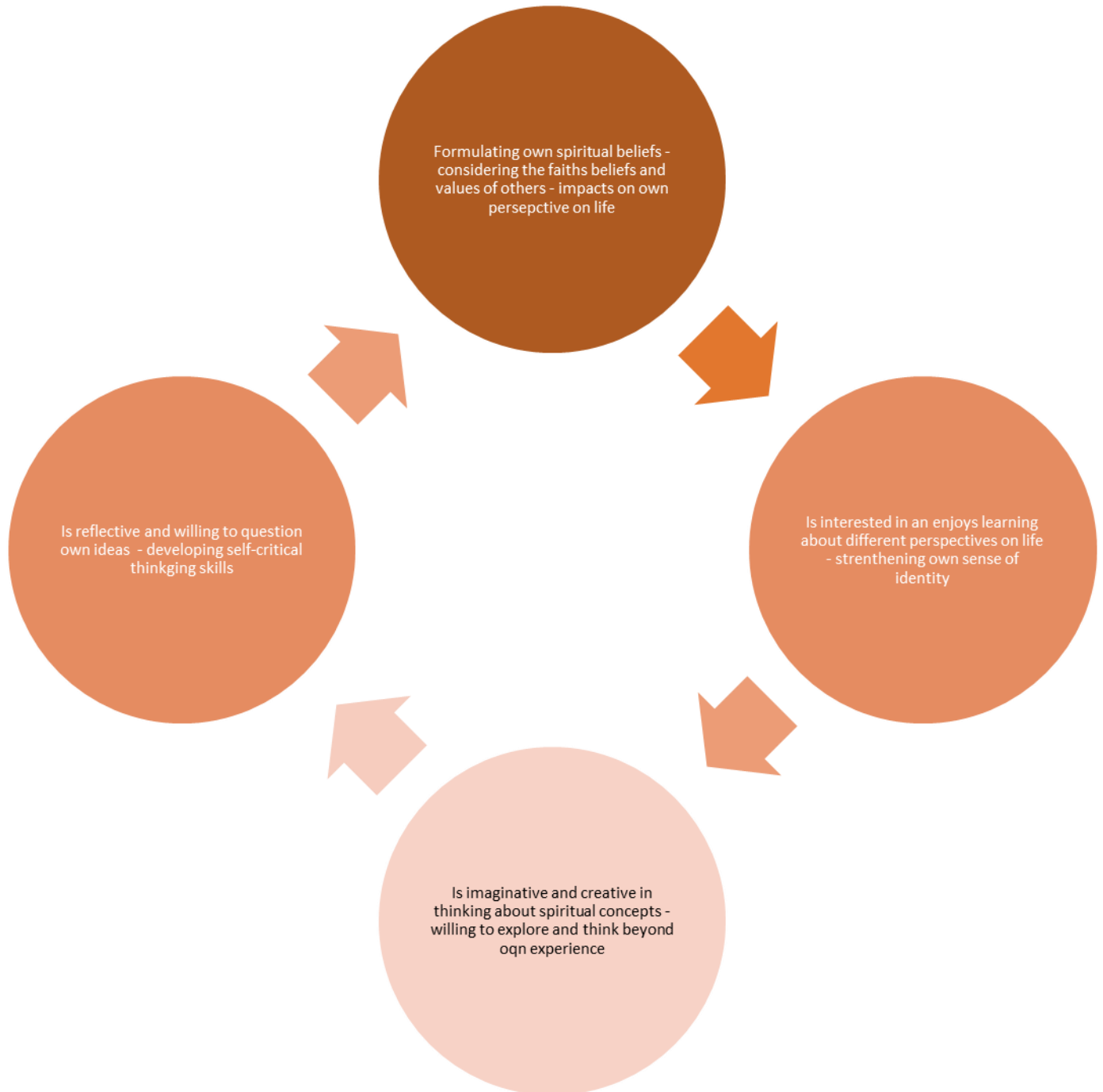
Appendix 2 Promoting British Values



The diagram demonstrates the development of a national identity and British values for pupils with social, emotional and behavioural difficulties. Not all pupils will start at level 1, and levels may be overlapping. However, basic concepts, as have been outlined above should be mastered before complete assimilation of higher levels is possible.

In the diagrams below – each is a breakdown of skills which are developmental goals of pupils learning British values and positive Spiritual, Cultural, Social and Moral viewpoints and lifestyles.

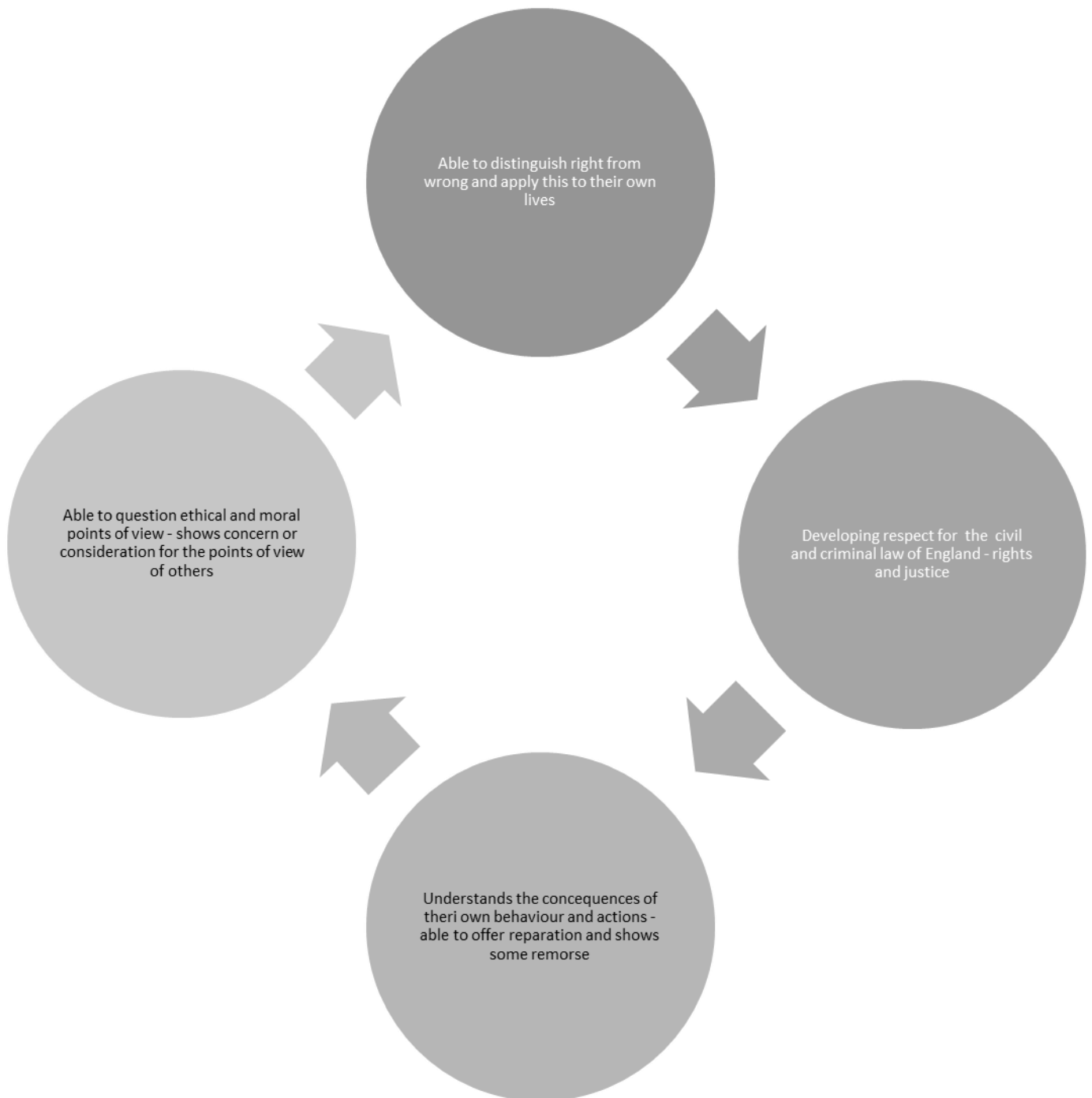
Spiritual Development of Pupils:



Spiritual development is not linear – each of the above concepts is being developed at the same time – starting with basic and emerging sense of spiritual thinking and becoming more abstract and gaining deeper meaning for the pupil.

Practical application – school visits to different places of worships, celebrating festivals of different religions, deep meaningful discussions with pupils about spiritual concepts, RE curriculum, cross-curricular

Moral Development of Pupils:



Each of the above emerges from an ability to distinguish right from wrong and the development of basic moral judgement. This should be seen in the context of British values and a sense of equality and tolerance for others.

Practical application – challenge unacceptable viewpoints, encourage dialogue about moral issues, use restorative justice approaches, apply consequences fairly and consistently, use school meetings to promote moral awareness.



Social Development of Pupils:

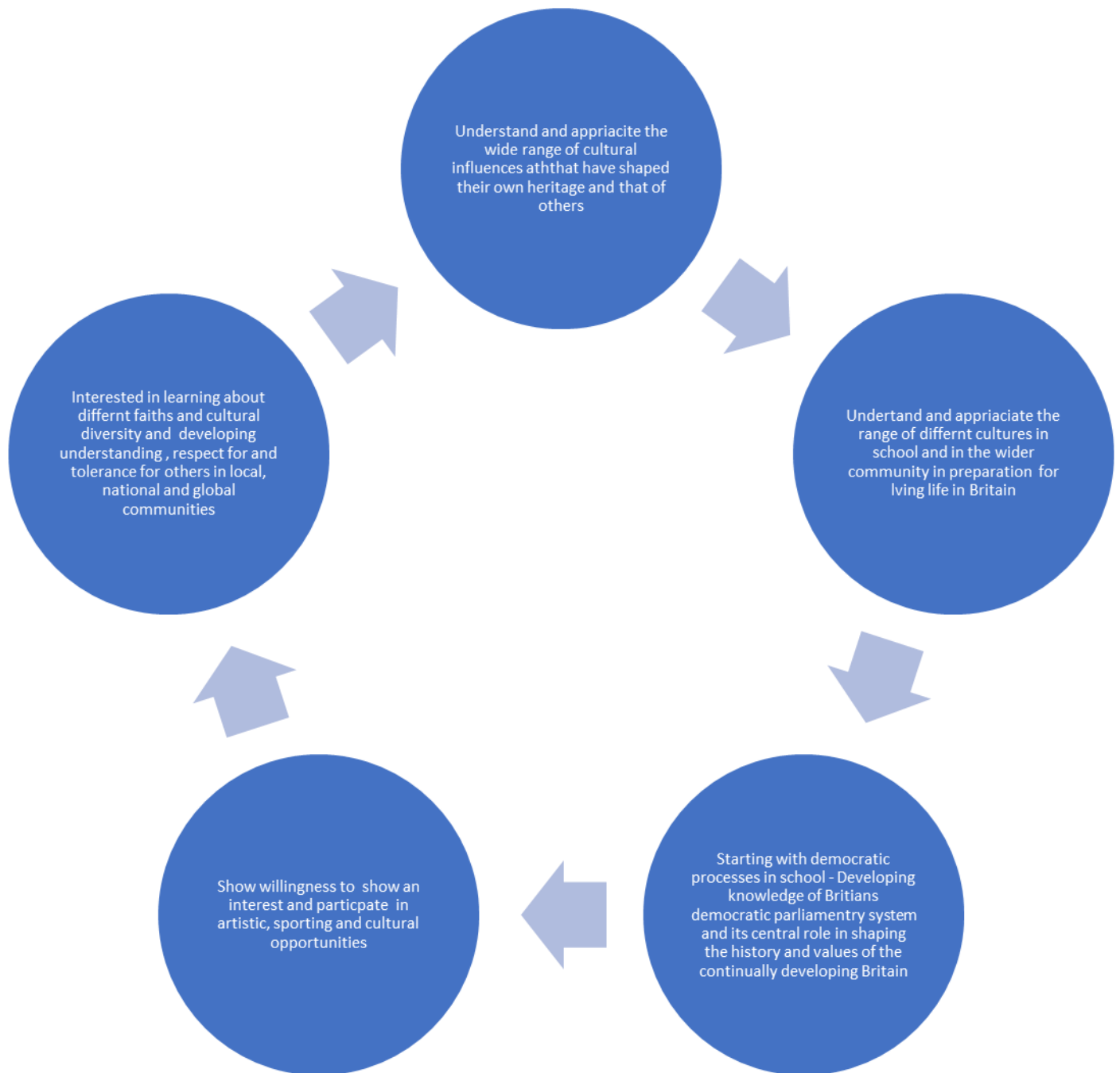


Pupils will be supported to develop positive and acceptable social skills. Starting often from low developmental levels, all aspects of school life will be underpinned by the focus on the development of the social skills necessary to become responsible and socially functioning adults. *Practical Application – offer opportunities for socially enriching experiences at school, increasing opportunities for participating in social events in the community, challenge and engaging in*



dialogue about social skills, promote tolerance and awareness for the rights of others (Note all other activities depend on functioning socially – cross-curricular)

The Cultural Development of Pupils:



Pupils will develop an understanding and appreciation for cultural diversity. The school will offer a program of culturally rich school visits to enhance the learning and experiential opportunities who may have had a very limited experiential background.

Practical application – school visits to culturally rich places, research-based learning at school, opportunities for cultural events and festivals at school, use of democratic processes in school meetings and school decisions, history lessons.