

SMSC & British Values Policy

More Than Ed | Independent School

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1. Rationale

The purpose of the SMSC (Spiritual, Moral, Social, and Cultural) policy is to:

- Place students and their learning at the centre of decision-making, ensuring a safe, caring, and inclusive environment that values each individual.
- Help students develop inner discipline, make independent choices, and take responsibility for their actions.
- Foster honesty, self-respect, independence, and self-motivation in students.
- Provide a broad, balanced, and high-quality curriculum that supports the development of the whole person and meets national curriculum requirements.
- Promote respect for diversity, tolerance, and understanding of different faiths, cultures, and lifestyles.
- Encourage students to become active, reasoning participants in a democratic society, recognizing their responsibilities to others.
- Build strong partnerships with parents and the wider community to support students' education and development.

The policy aims to integrate SMSC education across the curriculum and school activities, preparing students for life in modern Britain while promoting fundamental British values.

The SMSC policy is supported by the following legal frameworks and statutory guidance:

- **The Education Act 2002**
- **DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'**
- **Equality Act 2010 (including the Public Sector Equality Duty for state-funded schools)**
- **Human Rights Act 1998**
- **Prevent duty**

Legal Duties - Please refer to DfE Guidance - **Political impartiality in schools** (Updated 21 March 2025) - <https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools>

Schools:

- must prohibit the promotion of partisan political views
- take such steps as are reasonably practicable to secure that, where political issues are brought to the attention of students, they are offered a balanced presentation of opposing views

2. Guiding principles

Spiritual development

The spiritual development of students is shown by their:

- Ability to be reflective about their beliefs, religious or otherwise, that inform their 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. Willingness to reflect on their experiences.

Moral development

The moral development of students 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 their ability to understand and appreciate the viewpoints of others on these issues.

Social development

As a SEL led school, the Social; development of our students is always a priority. This is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic, and socio-economic backgrounds.
- Willingness to participate in a variety of activities, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet, and social media, safely.
- 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 students should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Cultural development

The cultural development of students 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 the 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 within the boundaries of their SEN.

- Interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic, and socioeconomic groups in the local, national, and global communities.
- Ability to recognise and value the things shared across cultural, religious, ethnic, and socio-economic communities.

3. Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum as well as during Focussed Friday sessions.

The Scheme of Learning for Focussed Friday is based upon the Cultural Calendar and includes:

- visits from external providers of different faiths and cultures
- food celebrating different countries
- art and music workshops from around the world
- visits to cultural and historical sites

SMSC has particularly strong links to pastoral sessions and PSHE education. All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. In order to develop a strong sense of identity in our students, we will use classroom discussion and PfC sessions to enable them to:

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

Many areas across the curriculum provide opportunities for students to:

- Listen and talk to each other.
- Learn to treat all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.

- Take turns and share equipment.
- Work co-operatively and collaboratively.

Teachers will help students' SMSC development by:

- Encouraging teamwork in PE and games.
- Encouraging an appreciation of, and respect for, the work and performance of other students, regardless of ability.
- Using assembly themes to explore important aspects of both British heritage and other cultures, e.g., festival days, the patron saints, and global events.

4. Promoting fundamental British Values

We will take the following actions to promote fundamental British values:

- 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 students a broad and balanced international history.
- Representing the cultures of all our students within the curriculum.
- Teaching a wide range of English and non-English literature.
- Commemorating World War 1 and 2.
- Demonstrating the historical importance of the Commonwealth.
- Ensuring that all students have a voice that is listened to.
- Demonstrating how democracy works by actively promoting democratic processes
- Using general and local elections to hold mock elections and provide students with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help students learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

Through our SMSC programme, we will:

- Enable students to develop their self-knowledge, self-esteem, and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.

- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

By promoting fundamental British values through SMSC education, we will provide students 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.

5. Monitoring and evaluation

We listen to the views of our students and their parents. We operate an open-door policy for the sharing of views and have a formal system in place including:

- Student/parent voice for EHCP reviews etc
- Daily conversation between staff and parents on pick-up and drop-off
- Parents' Progress Days regarding their child.

SMSC provision is reviewed on an annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by Heads of Subject and SLT
- Annual/Biannual policy audits.
- The development of RE, PSHE to reflect the diversity of both our school and society.
- The sharing of good practice.

This policy is reviewed on an annual basis.