

Part of the Branches Education Group



British Values, and Spiritual, Moral, Social and Cultural (SMSC) Development POLICY



Approved By	Rebecca Warhurst	Head Teacher	March 2026
Amendments Made			
Linked Policies	See section 6.0 References and Linked Policies		
Signed	<i>R Warhurst</i>	Head Teacher	March 2026
	<i>L De-Nayes</i>	Governance Chair	March 2026
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1.0 BRITISH VALUES

1.1 Background

Like all schools in the UK, we are required by law to promote the fundamental British Values of:

- Democracy,
- The rule of law,
- Individual liberty,
- Mutual respect and tolerance of those with different faiths and beliefs.

Schools must have a clear strategy for embedding these values and must show how their work with pupils has been effective in doing so.

1.2 Definitions of British Values

‘British Values’ have been identified as:

(a) Democracy

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a ‘voice’ to communicate. This ‘voice’ could be through many different means, including spoken and written word, use of objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each ‘voice’ and by listening and responding to that voice we demonstrate that we support democracy and liberty.

When our new school becomes more established, we will have an active School Council, which will be democratically elected and provide great opportunities for pupils to have their voice heard, informing decisions about our school, as appropriate.

(b) Rule of Law

Pupils are involved in devising codes of conduct and behaviour. We provide opportunities and help for pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Our staff team is committed to providing a consistent and predictable environment within the school and beyond. We can help pupils to understand the connection between actions and consequences. Our type of school environment will enable pupils to feel safe and secure, which in turn, promotes the optimum conditions for learning to take place.

(c) Individual Liberty

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. Learning to do things independently is an important part of learning to understand yourself.

We try to demonstrate that everyone has rights and responsibilities. This includes having the right to say 'Yes' or 'No' to ideas or activities. Some pupils will be able to take responsibility for particular roles in school. Staff will help them to understand that with certain rights comes a level of responsibility.

We support others in our community and the wider world by participating in charitable events such as Comic Relief/ Red Nose Day, Children in Need, donations to local foodbanks.

As our school develops, we will seek many ways to become a valued member of the local community. This could include helping locally to ensure the environment is cared for, working with local groups e.g. for the elderly or vulnerable. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

(d) Mutual Respect

We promote inclusion and support all pupils to be included in all aspects of the curriculum, activities, visits, and locations used for learning and pleasure. Within school, pupils will work with a range of people in different roles, with different needs and from different backgrounds. We work with pupils to help them understand difference, promoting tolerance and respect for diversity. We actively promote positive interactions with others, whether peers, staff, or visitors. Ultimately, our aim is for pupils to be proud and respectful members of our school and the wider community.

The curriculum is personalised and carefully planned for pupils, using a range of learning opportunities, resources, and places, both on school site and within the community. Pupils will see and meet others in a range of contexts, including leisure, sports events, arts and drama, community events and shared participation, as appropriate with other schools.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

(e) Tolerance of Different Faiths and Beliefs

We are part of a school and a local community where each person is respected and valued equally regardless of ability, gender, faith, heritage or race.

Cultural appreciation and development form a valuable part of our curriculum. We place great emphasis on providing opportunities to learn about, witness, and participate in events and celebrations, which will broaden all pupils' knowledge, understanding, experience and awareness of others.

In Tutor time, assemblies, and standalone celebration days, we will help all pupils to find out about themselves and others, linking their lives to the communities in which they belong. The themes cover areas such as:

- friendships,
- helping others, and
- learning and celebrations from a range of faiths and world events.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils will have opportunities to visit a wide range of local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If staff are concerned

about a pupil our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

Protected Characteristics

Our staff will be proactive in challenging perceived derogatory views about the legally protected characteristics, as set out in the Equality Act 2010, of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, through exploration of, and development of mutual respect for those different to themselves.

2.0 BRITISH VALUES - OUR VALUES STATEMENT at Silver Birch School

We promote 'British Values' through our SMSC education, which permeates through our curriculum, supporting the development of the 'whole child'. Our curriculum across all phases offers broad and balanced opportunities.

We recognise that development of the 'whole child' is most successful when those values and attitudes are promoted by all members of our staff team who are expected to provide a positive model of behaviour for our pupils.

2.1 Promotion of the Values

We recognise that attempts to promote systems that undermine fundamental British values would be completely at odds with our duty to provide SMSC. It is vital that, in our various roles, including as teaching staff, we maintain our integrity and uphold public trust in the profession. We do this by maintaining high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

2.2 The Role of Staff

Our staff team are committed to:

- actively promoting the values,
- challenging opinions or behaviours in school that are contrary to fundamental British values.

The staff work closely with parents, carers and a range of professionals internally and externally, to ensure that pupils at Silver Birch School are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

2.3 The Role of Pupils

Pupils will be supported to have a voice, to share opinions and ideas in an appropriate way. They will be encouraged to be proud of our school, helping it to develop into a safe, caring, respectful and respected part of the community.

We will have a School Council and pupils will be encouraged to participate in matters relating to the governance of the school, including being part of a children's 'safeguarding board'. The School Council

will be democratically elected each year, with all pupils having a voice and opportunity to vote in the election process. The School Council will represent all pupils in the school and participate in decision making process in school.

Our School Governance Chair will work closely with the Headteacher to promote the Children's Safeguarding Board, which will cover topics including:

- appropriate interactions with others,
- anti-bullying,
- online/ e-safety,
- creating pupil friendly/ accessible policies.

2.4 The Role of Parents, Carers and Visitors

As valued members of our school community, we recognise that parents, carers, families, and visitors can all play a vital role in supporting pupils to develop knowledge, understanding, tolerance and acceptance of others.

As a new school, a key priority is to identify and use a wide range of opportunities to enhance learning and to promote positive relationships, respect and community cohesion.

3.0 SPIRITUAL, MORAL, SOCIAL and CULTURAL (SMSC) DEVELOPMENT

3.1 What is SMSC in our school?

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum in our school. SMSC is one of the 'golden threads' at the heart of all we do to support pupils and their personal development.

Silver Birch School has a strong commitment to the personal and social development of all pupils. The school vision and values support spiritual, moral, social, and cultural characteristics in all pupils.

The following sections provide a summary we will use to explain SMSC and how it is personalised for all our pupils.

3.2 Spiritual Development

Spiritual development is when we:

- explore beliefs and experience,
- respect faiths, feelings and values,
- enjoy learning about oneself, others, and the surrounding world,
- use imagination and creativity,
- reflect.

3.3 Moral Development

Moral development is when we:

- recognise right and wrong,
- respect the law,
- understand consequences,
- investigate moral and ethical issues,
- offer reasoned views.

3.4 Social Development

Social development is when we:

- use a range of social skills,
- participate in the local community,
- appreciate diverse viewpoints,
- participate, volunteer and cooperate,
- resolve conflict,
- engage with the 'British values' of democracy, the rule of law, liberty, respect, and tolerance.

3.5 Cultural Development

Cultural development is when we:

- appreciate cultural influences,
- appreciate the role of Britain's parliamentary system,
- participate in culture opportunities,
- understand, accept, respect, and celebrate diversity.

3.6 Cultural Capital

Cultural Capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start and opportunities to succeed in life beyond school, particularly those who are most disadvantaged.

The core aims and foundation of all our work are to enable each pupil to develop the skills and knowledge they need to live the most enjoyable, fulfilling, and independent life as possible. We use our curriculum to enhance the experiences and opportunities available to all pupils. We provide extensive opportunities for pupils to use their senses, to develop their engagement and creativity.

Our curriculum offer is enhanced by visits within the community and a diverse range of in school experiences based on pupils' needs and interests.

3.7 The Value of SMSC Development

We know that when delivered well, SMSC development can help pupils to:

- raise aspirations, igniting passion and determination to succeed in life,
- develop empathy for others,
- deepen spirituality, whether religious, agnostic or atheist,
- connect positively with their communities,
- learn and practise human virtues,

- develop values such as hope, faith, compassion, and forgiveness,
- develop values that challenge individuals beyond the material world.

4.0 HOW WE SUPPORT PUPILS' SMSC DEVELOPMENT

4.1 SMSC in the Curriculum

In our school SMSC is developed through supporting pupils to take part in a range of activities to develop:

- a range of appropriate social skills,
- an awareness and respect for diversity,
- an appreciation of the arts, including theatre and music,
- a clear understanding of right and wrong.

Pupils will be supported to develop the communication skills needed to make reasoned choices about likes and dislikes. They will take part in a range of opportunities in school and in the wider community, taking part in sporting, cultural and artistic learning opportunities.

SMSC is embedded throughout the curriculum and our integrated approach will ensure that aspects of SMSC are considered in all subject areas and the wider curriculum.

4.2 Beyond the Curriculum

We are committed to developing SMSC beyond the formal curriculum. A broad and exciting menu of local, regional, national, and international learning experiences and opportunities, including celebrations and events, is updated annually by senior leaders.

This includes using arts, music, cultural and local history events, visits, and specialist visitors to the school throughout the year. This will help us to provide real-life learning, with opportunities for awe and wonder to support learning to come alive.

Tutorials and assemblies will give pupils an opportunity to explore aspects of SMSC.

We will work with pupils and a Student Council to engage in meaningful work to secure recognition and awards for our work in areas linked to SMSC, the environment and community. This will include achieving:

- The National SMSC Quality Mark - [Recognising Spiritual, Moral, Social and Cultural Development - SMSC \(smscqualitymark.org.uk\)](https://www.smscqualitymark.org.uk)
- ECO Schools – Green Flag Award - [Seven Steps - Eco Schools \(eco-schools.org.uk\)](https://www.eco-schools.org.uk)
- UNICEF Bronze Award - [The Rights Respecting Schools Award | UNICEF UK](https://www.unicef.org/uk/bronzeschools)

5.0 THE IMPACT OF OUR SMSC PROVISION

Assessment and Monitoring of the Impact of our SMSC provision

To support us to review the impact of all our work on SMSC, senior leaders will audit SMSC delivery, learning and outcomes. To support their review, and inform decisions about any refinements to our SMSC provision, senior leaders will:

- use a suitable audit tool, such as Gridmaker to track coverage and progress,
- gain the views of pupils, families, and community, through a variety of ways,
- observe interactions between pupils and staff/ others,
- monitor pupil attitudes and behaviour,
- complete regular learning walks and termly lesson observations as part of the annual review cycle,
- provide reports to those responsible for school governance, which will be discussed as part of a formal agenda and recorded. This will support scrutiny and monitoring.

6.0 REFERENCES

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- Equality Act 2010
- DfE (2014) 'Promoting Fundamental British Values as part of SMSC in schools'
- DfE (2014) 'National Curriculum in England Framework for Key Stages 1 to 4'
- Ofsted (2022) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy,
- Online Safety Policy,
- Behaviour, Rewards and Sanctions Policy,
- Anti-bullying Policy,
- Health and Safety Policy,
- Special Educational Needs and Disabilities (SEND) Policy.