



Longridge School
Spiritual, Moral, Social and Cultural (SMSC) and British
Values Policy

Spiritual, Moral, Social and Cultural Development at Longridge school

Our vision is to provide a safe, nurturing environment which embraces and celebrates diverse learning needs through inclusivity and teamwork and this permeates every aspect of school life at Longridge.

We recognise that the spiritual, moral, social and cultural, (SMSC) element of our students' education is crucial to their personal development as individuals, supporting them to understand how to become responsible and active members of their society. Students at Longridge have many opportunities to explore their own values and beliefs, experience the diversity of our local, national and international communities and develop a positive attitude to lifelong learning and adult life.

Spiritual, Moral, Social and Cultural (SMSC) development may be defined as;

Spiritual

- reflecting 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;
- a sense of enjoyment and fascination in learning about themselves, others and the world around them;
- using imagination and creativity in their learning willingness to reflect on their experiences.

Moral

- recognising the difference between right and wrong and to apply this understanding in their own lives, recognising legal boundaries and, in so doing, respect the civil and criminal law of England;
- understanding the consequences of their behaviour and actions;
- investigating and offering reasoned views about moral and ethical issues and understanding and appreciating the viewpoints of others on these issues.

Social

- using a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingly participating in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively;
- accepting and engaging 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; developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

- understanding and appreciating the wide range of cultural influences that have shaped their own heritage and those of others;
- understanding and appreciating 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;
- participating willingly in and responding positively to artistic, musical, sporting and cultural opportunities;

- 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.

In addition, the Ofsted Education Inspection Framework 2019 states that we have a responsibility to prepare learners for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

British Values

Whilst learners at Longridge learn about British values within the curriculum and through participation in school activities, school staff model this ethos through their daily interactions with our learners and encourage and support them to develop their understanding of these important values within the school, local and wider community setting. Learners are given regular opportunities to explore British values and citizenship beyond our immediate school community.

Democracy

We have a school council which meets regularly to discuss issues raised in class council meetings. Each class has a school council representative elected termly by the class members. Class councillors represent their peers at termly meetings where decisions are made such as which charities to support and termly thematic days that take place during the school year. Information from the meetings is shared via the school newsletter. Learners have an opportunity to contribute to the development of the school through the annual student questionnaire. Democratic processes are embedded in the curriculum through various topics and through the whole school weekly themes.

The Rule of Law

We all encounter rules and laws throughout our lives so we believe it is very important that our learners understand which laws govern them as individuals, their class, the school, the neighbourhood or the country and recognise that laws are set for good reasons, must be adhered to and that there are consequences when laws are broken. Learners will be involved in creating class codes of conduct. We have annual visits from authorities such as the Police and Fire Services, which help to reinforce messages about the rule of law.

Individual Liberty

Within school, learners are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young people to make choices safely, through provision of a safe environment and empowering education. Where choice making might be difficult to communicate, learners are provided with different methods to make their choices known, using symbols or assisted technology, for example. One particular area of learning covered is how individual liberty impacts on other people. For example, many of our learners use social media however may find it difficult to comprehend the consequences of actions in such a setting. E-safety is taught explicitly and through cross curricular learning so that learners

are aware of how making choice and taking certain actions might affect others, even when others can't be seen.

Mutual Respect

Longridge values the importance of community inclusion and actively seeks to promote mutual respect both within and beyond our school setting. For example, individuals and groups are invited to the school for school events and to work in partnership. Mutual respect is also promoted through staff conduct, the curriculum, through modelling of respectful behaviour, through discussion and feedback on less respectful behaviour, should it occur and through all school activity.

Tolerance of those of Different Faiths and Beliefs

Longridge promotes tolerance of all groups, faiths and beliefs and, through the curriculum areas such as RE, PSHE and SMSC knowledge and understanding is developed and embedded. Throughout the year learners visit places of worship that are important to different faiths and learn about different cultures through themed events and celebrations of festivals important to different groups.

Coverage of SMSC and British Values at Longridge

Learners will develop their sense of British Values through SMSC. Each area will be covered as part of the curriculum, with their class group and, through individual outcomes linked to their personal development targets and those linked to their Education, Health and Care Plan (EHCP).

Typical curriculum subjects linked to SMSC and British Values include: Personal, Social and Health Education (PSHE), Sex and Relationships Education (SRE), Work Related learning (WRL), Religious Education (RE), Citizenship, Art, English and Drama, Community Inclusion and e-safety.

A personalised approach

All learners at Longridge will have an individual personal development plan with outcomes linked to their needs around social and emotional development and these are often linked to SMSC and British values and similarly for those with an EHCP, for example working towards self-regulation of behaviour in social settings linked to emotions and well-being, or learning how to demonstrate empathy to someone with a different viewpoint.

School Assemblies

At Longridge we promote collaboration and tolerance of others through regular whole school assemblies covering a range of topics throughout the year and linked to SMSC and British values:

- Whole school weekly topic-based assemblies
- Whole school celebration assemblies, for example Diwali, Easter, Christmas assemblies
- Whole school assemblies on Anti-bullying, Mental Health awareness, E-safety

Longridge explores Christianity and other major religions practiced in the UK and learners develop their appreciation of cultural diversity. Other ways that SMSC and British Values will be developed:

- Whole school events and trips e.g. to faith temples, churches etc.

- Religious themed festivals and school events
- Outside visiting speakers, theatre and music groups
- Visits to cultural venues in the local community such as libraries, museums, cinemas and theatres
- School Council
- Partnership with other schools, providers and community partners
- Contribution to the community: Creative arts, volunteering and local charity events, visits to care and residential homes
- Celebration events and performances e.g. school prom, school productions
- Transitions Planning
- School events and activities both on and off site
- Interventions to address well-being issues related to use of social media, Prevent Duty etc.

Monitoring the implementation and impact of SMSC and British values

Schemes of work, medium term plans and individual lessons are evaluated by the Head teacher at regular intervals throughout the school year. In addition, half termly SMSC and British values focused learning walks are carried out and lesson observations take place as a wholly supportive process to develop our teaching and learning coverage of SMSC and British values where relevant. Qualifications, student achievement and evidence of learning in all classes are monitored at least termly. The Head teacher and the school SENCo monitor individual progress towards EHCP outcomes including those which are relevant to SMSC and British values at least termly and at the statutory annual review. School council minutes, feedback from class council meetings and learner/staff/parent/carer annual feedback questionnaires are all reviewed and this informs future development.

The Head teacher is responsible for the development and review of the SMSC and British values policy, updating the staff team regarding national updates and the promotion of the school's ethos to prepare our young people for independence and adult life through inclusivity and teamwork in our caring and nurturing provision. The Head works collaboratively with teachers to ensure coverage of SMSC and British values for all learner pathways within the school. Across our wider staff team at the school, we work together to develop students as individual citizens whether through the curriculum, school events, whole school themes and wider opportunities beyond the school.

Achievement is reported through parent/carer's evenings, end of year reports, annual review reports, home to school communication books and an open-door policy.

Longridge school accredits learning through a number of awarding bodies, some of whom have specific units linked to SMSC.

Staff are enabled to promote SMSC by ongoing training and collaborative working in the following ways, for example:

- Curriculum twilights and training events
- Curriculum and Pathway review meetings

- Whole school review of the year and action planning
- Teacher meetings
- Whole school workshops throughout the year e.g. Art workshops

Related Documents

- Equality and Diversity Policy
- Curriculum Policy; Intent, Implementation and Impact Policies
- Complaints Policy
- Behaviour Support Policy

<i>Last Reviewed</i>	<i>Aug 2025</i>
<i>Next Review Due</i>	<i>Aug 2027</i>
<i>Reviewed by</i>	<i>Head Teacher</i>