

Spiritual, Moral, Social and Cultural (SMSC) Policy



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This policy is disseminated to staff at relevant meetings and through line management and staff appraisal. The policy is referred to regularly in line with SEND training and is listed on the school website.

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1 Aims

We are dedicated to ensuring that each pupil at SMS Changing Lives receives a broad and balanced curriculum and that they have meaningful opportunities to explore social, cultural, spiritual and moral questions which affect their own lives and the lives of the communities of which they are a part.

We have a dedicated Leadership Team who oversee the planning, monitoring and quality assurance of the SMSC provision within dedicated curriculum time.

However, we have a common understanding in the school that SMSC should permeate the entire subject curriculum; it is the responsibility of all our staff to ensure we provide an engaging and thought-provoking SMSC curriculum.

Enabling our pupils to develop into mature, responsible citizens who care for themselves and their communities is at the heart of what we do.

2 Definitions

At SMS Changing Lives all staff will promote British Values in order to create a whole school approach to SMSC;

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.

The **moral** development of pupils is shown by their:

- Ability to recognize the difference between right and wrong and to readily apply this understanding in their own lives, recognize legal boundaries and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.

The **social** development of pupils is shown by their:

- Use of 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.
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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 those 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, musical, sporting and cultural opportunities.

3 Role and Responsibilities

All Staff are part of the SMS Changing Lives community and have a responsibility to guide and support pupils and to allow them meaningful opportunities to engage with the SMSC curriculum, we will ensure that we:

- Establish a policy that promotes excellent SMSC.
- Support opportunities for engaging with the wider SMSC curriculum through trips, visits and external guests and speakers
- Monitor and review the effectiveness of the policy

The Senior Leadership Team have the responsibility to:

- Play an active role in the promotion of SMSC within the school community.
- Promote British Values to pupils and help them understand its significance in our society.
- Identify and provide staff with appropriate training and development opportunities.
- Monitor the impact of the SMSC provision through learning walks and pupil voice.

The SEND Team have the responsibility to:

- Lead and implement the SMSC policy through Behaviour for Learning interventions.
- Manage and support their tutor teams by identifying and building on areas of good practice.
- Identify opportunities to link the whole school Student Voice tasks.

Subject Leaders have the responsibility to:

- Map their subject area curriculum content against the whole school SMSC strands.
- Identify opportunities to deliver strands of the SMSC curriculum and promote British Values.

Tutors have the responsibility to:

- Adapt and differentiate this as appropriate for their group.
- Engage in feedback and quality assurance of this curriculum as required.
- Support pupils in their group to engage in deep thinking about themselves and their world.
- Provide a positive and supportive classroom climate to enable both group discussions and private reflections.
- Work with the SMS Changing Lives leadership team to encourage respect, tolerance and curiosity about the cultures, faiths and beliefs of our communities.

4 Monitoring and Review

At SMS Changing Lives school, pupil's development in SMSC will be reviewed through the following:

- Taking part in a range of activities regarding social skills.
- Developing an awareness and respect for diversity.
- Developing and appreciation of art
- Developing an understanding of right and wrong.
- Developing the communication skills to make choices about likes/dislikes in school and in wider community visits.
- Taking part in sporting opportunities.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities.

5. Instilling British Values

At SMS Changing Lives we promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

The curriculum in all phases offers broad and balanced opportunities. 'British Values' have been identified as:

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 using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our 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.

Student Voice Challenges will be embedded throughout the whole school and students will participate in termly topic focused based exercises.

Rule of Law

We involve pupils in setting codes of behaviour, helping pupils to make decisions and choices that are acceptable to the school community and society at large. Students are encouraged to make the right choices and those that find making choices difficult will be supported by our Engagement Team as a bespoke package.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn promotes the optimum conditions for learning to take place.

Individual Liberty

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility.

Mutual Respect

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Our Behaviour for Learning team will be at the forefront of whole school monitoring. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.

All staff 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.

Tolerance of different faiths and beliefs

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race. At SMS Changing Lives we will hold termly assemblies 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 celebrations from a range of faiths and world events.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'. Our Vocational curriculum play a vital role in instilling SMSC Values. The staff work closely with parents, carers and other professionals to ensure that the pupils at SMS Changing Lives school are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

6. SMS Changing Lives Pathway to SMSC & British Values

<p>SMS Changing Lives SMSC Goals How we will achieve this: SMS Changing Lives Staff provide thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.</p>	<ol style="list-style-type: none"> 1. Topic Focused areas to celebrate cultural heritage. 2. Whole School encouragement through vocational curriculum to make healthy lifestyle choices. 3. Termly QA through SLT Team Meetings
<p>All Students at SMS Changing Lives will receive spiritual, moral, social inclusive education and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.</p>	<ol style="list-style-type: none"> 1. Classroom Displays on British Values 2. Learning Resource bank on British Values 3. In school Inspirational Speakers, professional motivation on school. 5. Designated Careers Advice.
<p>Students at SMS Changing Lives' spiritual, moral, social and cultural curriculum will equip them to be thoughtful, caring and active citizens in school and in wider society.</p>	<ol style="list-style-type: none"> 1. Form Group Structure 2. Student Voice Forum Termly 3. Designated social media showcasing student progress.
<p>All Senior Leaders at SMS Changing Lives will consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.</p>	<ol style="list-style-type: none"> 1. School Development Plan QA Policies and Procedures. 2. SMS Engagement Package as Bespoke Interventions focusing on British Values.

7. Links with Other Policies

At SMS Changing Lives our policy on SMSC will link with a variety of school policies in order for us to provide the highest quality of education.
We will expect all staff to adhere to those policies.

Teaching and Learning
Child Protection and Safeguarding
Equal Opportunities
Behaviour for learning