

Policy: Spiritual, Moral, Social and Cultural Development (SMSC) (inc British Values)

Reviewed: October 2025

Next review: October 2026

Mid-year updates:

Policy Monitoring

Libra Policies are reviewed when the need arises in line with legislation updates, guidance, and useful information we receive to improve and enhance our provision. Additionally, Policies are updated annually by relevant members of staff and the Senior Leadership Team.

Equality Statement

We believe that this policy is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any child or member of staff, and it helps to promote equality at this school.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth. We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Introduction

At Libra, we seek to build a happy community where children and staff understand and tolerate the world views and lifestyles of others at the school, in British society, and around the world. This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development and British values through all aspects of the curriculum, and by the example set by adults in the school and the quality of relationships they espouse. We consider the children's spiritual, moral, social and cultural development to be at the centre of our school ethos and the responsibility of the whole curriculum.

SMSC development and British values have been mapped across the whole curriculum in the following documents and is promoted through a wide range of supporting activities:

- Spiritual, Moral, Social and Cultural Development to include British Values.
- PHSE Curriculum overview in the appendices of the PSHE and RSE policy to see how British values are promoted through this aspect of the curriculum.
- Assemblies Programme involving past and present role models from the world and encouraging community participation, themes on moral issues, developed and reinforced during tutor time.
- Bespoke personal development programme.
- Social understanding programmes designed by SALT
- Displays of children's work bring a sense of pride in the work children produce and therefore a sense of expressing the talents of the individual.
- The use of the school council to actively involve children in the life of the school.
- A reflective approach to learning, through formative assessment techniques – children having ownership and understanding of where they are, where they need to get to and how they are to do it.
- A well-established behaviour policy, behaviour charter and staff promote a supportive approach to the management of challenging behaviour.
- Supervised and filtered access to the internet together with assemblies and PSHE modules focused on how to navigate and use the internet safely and related issues.
- Clear models of good behaviour from staff and reinforcement of behaviour expectations both inside and outside of lessons.

- Tutor time and discussions based on moral issues as they arise, where appropriate, across the school community from the start of the day in tutor time and across all lessons.
- Key cultural and religious events are celebrated through the curriculum and enhanced by visits from different faith leaders, planned SMSC and RS lessons, specific services of remembrance and celebrations of Religious Festivals and assemblies. All assemblies throughout the year link directly with our school values, the SMSC themes and British Values.
- Fundraising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where children can learn both with teacher interaction and support, but increasingly with more independent study.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – further education colleges – to better understand other cultures and ways of life.
- Access to the internet to explore cultures and activities as extension learning.
- Encouraging an appreciation of art, music, language and literature, the wonders of mathematics, science, the natural world and the wider world, both past and present and the pleasure of expression through movement.

We provide a safe environment where we promote children's welfare and develop the skills and attitudes to enable children to participate fully and positively in democratic and modern Britain. Within our school environment we work tirelessly to build children's resilience to radicalisation and extremism from a strong platform of spiritual, moral, social and cultural development provision and by promoting fundamental British values. We want our children to develop their knowledge and skills to challenge extremist views.

Aims and Objectives:

We aim to:

- Explain how Libra promotes spiritual, moral, social and cultural development
- Clarify for staff, children, parents / carers and other stakeholders what is meant by 'British values' and to actively promote and embed British Values.
- Explain why promoting spiritual, moral, social and cultural development raises attainment for our children.
- To encourage children to develop their own beliefs and values about life and religion.
- To promote an appreciation of alternative individual and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To give children first-hand experience of the diverse make-up of modern British society.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of individuals, developing a sense of community and the ability to build relationships with others.
- To promote curiosity to make sense of the world.
- To protect children from the risk of radicalisation and extremism.

When children leave Libra, we want them to:

- Have attained some literacy and numeracy qualifications as a minimum and have been challenged to succeed academically across all subjects at a level commensurate with their ability and difficulties.
- Have developing life and independence skills to live at an appropriate level of independence.
- Be able to contribute to a community usefully showing tolerance, understanding of others and respect for British law.
- Demonstrate age-appropriate self-discipline and are more emotionally regulated, confident and resilient.
- Have an increased repertoire of soothing strategies which they are using more independently to help them manage emotional dysregulation.
- Have a greater ability to self-reflect and to consider advice offered.
- Have excellent attachments to staff and a strong sense of belonging.

- To talk positively about themselves and their wishes and thoughts for the future. They have some aspirations.
- To recognise the steps required to move forward in the achievement of their aspirational goals.

The spiritual development of our children is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and 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.

The moral development of our children is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of their behaviour and actions.
- ability to tell the truth, have self-discipline and take personal responsibility for their actions.
- respect the rights and property of others and act with consideration towards others.
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of our children is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other children, 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 our children 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 in the school and further afield as an essential element of their preparation for life in modern Britain.
- ability to recognise, and value, the things we share across cultural, religious, ethnic and socio-economic communities.
- 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.
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Monitoring and evidence

- Spiritual, Moral, Social and Cultural Development overview map to include British Values.
- PHSE Curriculum overview in the appendices of the PSHE and RSE policy
- Assemblies Programme
- Displays of children's work
- The school council minutes of meetings
- Attainment records
- Assessment and attainment data and minutes of SMT meetings
- Relational policy and Managing a Crisis policy

Staff Training

Through induction and on-going training and with strong leadership, Libra staff are expected to challenge our children, other staff or parents who express opinions contrary to British values

Responsibilities

The senior management team will:

- work in conjunction with the Directors to ensure all school staff, children and parents are aware of and comply with this policy.
- Undertake audits and observations of developments in SMSC provision.
- Promote and facilitate enrichment events in school.
- Promote children "voice" opportunities to maximise children's participation.
- Encourage staff and children to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.
- provide an environment that is safe, fun, stimulating and challenging to all children.
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- encourage parents to take an active role in policy development where appropriate.
- ensure all relevant risk assessments are in place to ensure a safe school environment.
- provide leadership and vision in respect of equality.
- provide guidance, support and training to all staff.
- consider providing remote learning to children in circumstances when in-person attendance is either not possible or contrary to government guidance in accordance with school risk assessments and safeguarding guidance. This might include occasions when:
 - we decide that it is not possible for the school to open safely, or that opening would contradict guidance from local or central government.
 - individual children, for a short period, are unable to physically attend school but are able to continue learning.
- monitor and evidence the effectiveness of this policy.

Teaching and learning support staff will:

- comply with all aspects of this policy.
- Model outstanding conduct in the classroom and around the school; to provide an inclusive classroom environment; to teach lessons which evidence the fundamental British values, and the SMSC aims of the school.
- Contribute to the pastoral ethos and teaching of the school in both CPD sessions and inset.
- implement the school's equalities policy and schemes.
- report and deal with all incidents of discrimination.
- attend appropriate training sessions.
- report any concerns they have about any aspect of the school community.
- receive relevant training, periodically and ongoing as required, according to their role.
- have equal chances of training, career development and promotion.
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Children will:

- be aware of and contribute to all appropriate policies through the school council.

- work with and support the school council on all agenda items.
- strive to take pride in their work and work to the highest standard that they are capable of.
- listen carefully to all instructions given by the teacher, ask for further help if they do not understand and participate fully in all lessons.
- participate in discussions concerning progress and attainment.
- treat others, their work and equipment with respect.
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school.
- talk to others without shouting and or using physical aggression and will use language which is neither abusive nor offensive.
- hand in homework properly completed and on time.
- wear correct uniform.

Parents and Carers will be encouraged to:

- be aware of and comply with all school policies including this one.
- be encouraged to become involved in policy development by taking part in parent engagement opportunities and by maximising learning opportunities between home and school.
- Keep informed via termly newsletters of the children's curriculum.
- be encouraged to take an active role in the life of the school by attending parent-teacher consultations / Parent Open Days / fundraising and social events.
- ensure regular and punctual attendance of their child.
- notify school on the first day of child absence.
- have holidays out of term time and authorised by school.
- encourage effort and achievement.
- encourage completion of homework and return it to school on time.
- provide the right conditions for homework to take place.
- ensure correct school uniform is worn.
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.
- speak with children and staff respectfully and expect the same in return.

Linked Policies and documents:

Curriculum / Safeguarding including Extremism, Radicalisation incorporating Prevent / PHSE and RSE / Relational

Policy Location

This policy can be found:

- on SharePoint within the staff and master's folder
- on the school website www.libraschool.co.uk
- available upon request from the office: admin@libraschool.co.uk / 01598 740044

