



# Spiritual Moral Social Cultural Policy

(Including EYFS)

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<b>Responsible:</b>	Deputy Head Pastoral / SLT		

## **1. Promoting Fundamental British Values**

The school actively promotes fundamental British values as part of pupils' spiritual, moral, social and cultural development and prepares them effectively for life in modern Britain. These values are embedded throughout the curriculum, pastoral provision and wider life of the school.

Orley Farm defines Spiritual, Moral, Social and Cultural (SMSC) development as way a school helps pupils grow as individuals and responsible members of society. It includes developing their sense of identity and belonging, their understanding of right and wrong, their ability to work and relate to others and their appreciation of the diversity and cultural richness of modern Britain.

We are a diverse and inclusive community in which pupils are supported to develop respect for their own and others' backgrounds, cultures and beliefs. Through carefully planned provision, pupils develop a secure understanding of British values, institutions and systems, enabling them to participate positively, responsibly and confidently in society.

This policy applies to all staff, pupils and visitors, including external speakers.

## **2. Government Advice to Guide School Policy**

In line with the Education (Independent School Standards) (England) Regulations and current statutory guidance, the school ensures that:

- Fundamental British values are actively promoted across all areas of school life
- Teaching is free from partisan political views
- Where political issues are discussed, pupils are offered a balanced and age-appropriate presentation of opposing views, enabling them to develop critical thinking and informed opinions

These principles apply to the curriculum, extra-curricular provision and activities both on and off site.

The school's approach supports pupils to:

- Develop self-knowledge, self-esteem and self-confidence
- Distinguish right from wrong and respect the civil and criminal law of England
- Take responsibility for their behaviour, including online behaviour and understand the consequences of their actions
- Contribute positively to their community and wider society
- Develop respect for public institutions and services in England
- Show respect for others, with regard to the protected characteristics outlined in the Equality Act 2010

## **3. British Values: Expectations for Pupils**

Provision enables pupils to develop a clear understanding of:

- How democratic processes operate and how individuals can influence decision-making

- The role of law in protecting individuals and maintaining an orderly society
- Accountability of public institutions through democratic systems
- The legal protection of freedom of belief and expression, and the importance of respecting differing views

As a result, pupils demonstrate tolerance, respect and an ability to engage thoughtfully with a range of perspectives.

#### **4. How British Values Are Actively Promoted**

##### *Democracy*

Provision across the curriculum and pastoral programme enables pupils to develop an understanding of democratic systems and participation. Pupil voice is actively promoted through councils and leadership roles, allowing pupils to contribute meaningfully to decision-making. As a result, pupils understand how their views can be expressed responsibly and respectfully.

The school promotes pupils' resilience against radicalisation and extremist views (see Safeguarding Policy / Prevent Duty guidance).

##### *The Rule of Law*

Clear expectations, consistently applied, support pupils in understanding the importance of rules and laws. Curriculum opportunities enable pupils to develop an understanding of civil and criminal law and their role in protecting individuals. Pupils demonstrate respect for rules and an understanding of consequences.

##### *Individual Liberty*

A strong safeguarding culture ensures pupils feel safe, valued and supported. Pupils are encouraged to develop independence, confidence and self-awareness while understanding the responsibilities that accompany personal freedom. The school's approach effectively promotes resilience and responsible decision-making.

The school supports pupils to understand that individual liberty applies both online and offline. Through PSHE/JIGSAW, assemblies and pastoral guidance, pupils learn to use digital technologies responsibly, to respect others online and to understand the consequences of their actions. This provision supports pupils' moral and social development and reinforces the school's safeguarding culture (see [E-Safety Policy](#))

##### *Mutual Respect and Tolerance*

Pupils are supported to develop respect for others through curriculum provision, assemblies and enrichment activities. Teaching encourages understanding of different cultures, faiths and beliefs. Pupils demonstrate tolerance, empathy and respect in their interactions with others.

#### **5. Political Impartiality**

The school ensures political impartiality in accordance with statutory requirements. Teaching does not promote partisan political views and where political issues arise, pupils are presented with a balanced range of perspectives appropriate to their age and stage of development.

## **6. Monitoring, Evaluation and Review**

The Governing Body holds oversight of the school's provision for pupils' spiritual, moral, social and cultural development, including the promotion of fundamental British values. The effectiveness of this policy is monitored through:

- Reports from senior leaders on curriculum provision, pastoral systems and pupil wellbeing
- Regular review of safeguarding, behaviour, anti-bullying and inclusion data
- Feedback from pupils, staff and parents
- Outcomes from internal monitoring and external inspection

Senior leaders are responsible for ensuring that this policy is implemented consistently across the school. The policy is reviewed on a regular cycle, or sooner in response to changes in statutory guidance or inspection requirements, to ensure continued compliance with current legislation and best practice.

## **7. Consistency with Safeguarding, Prevent and HRSE**

This policy operates in conjunction with the school's Safeguarding and Child Protection Policy, Prevent Duty Policy, Health Relationships and Sex Education (RSE) Policy, Behaviour Policy and Online Safety Policy.

The promotion of British values and pupils' SMSC development supports the school's safeguarding culture by:

- Encouraging respect, tolerance and inclusion
- Supporting pupils to recognise risk, challenge harmful attitudes and seek help
- Promoting resilience, critical thinking and responsible decision-making

Through consistent and joined-up practice, the school ensures that pupils are protected from radicalisation, discrimination and harm and are supported to develop healthy relationships, respect for others and an understanding of their rights and responsibilities within modern British society.

All staff receive regular training on SMSC and British Values to ensure consistent delivery and modelling.

## **8. Summary**

The school's provision for SMSC development effectively supports pupils' personal development and wellbeing. Pupils demonstrate respect, tolerance and an understanding of their responsibilities within a democratic society. Through consistent practice and clear expectations, Orley Farm prepares pupils well for life beyond school.