



**Blackburn with Darwen L.A.**

St. Thomas's Centre

**SMSC Policy and Fundamental British Values**

**2024-2025**

**Review: September 2025**

## **Social Moral Cultural and Spiritual (SMSC) Policy and fundamental British Values**

This is a non - statutory advice from the Department for Education. Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This guidance relates specifically to the requirements to actively promote fundamental British Values in schools and explains how this can be met through the general requirement in 2002 Act.

### **SMSC Policy**

At St Thomas PRU we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- Their own values and beliefs
- Spiritual awareness
- High standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of the cultures

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of the PRU and is an essential ingredient of school success.

### **Guidelines**

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

### **Fundamental British Values and SMSC General Aims:**

- To ensure that everyone connected with the school is aware of our values and principles
- To ensure a consistent approach to delivery of SMSC issues through the curriculum and general life of the school
- To ensure that pupils know what is expected of them and why

- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for **their** behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the **locality** of the school and to society more widely
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in **Britain**
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- **Encourage respect for other people, understanding of democracy and support for participation in the democratic processes, including the basis on which the law is made and applied in the UK**

**The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.**

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom **to** choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination.

### **Pupils' spiritual development**

Learning opportunities will develop the students' sense of self, their unique potential, their understanding of their strengths and weakness, and their willingness to achieve. They will have the opportunity to:

- Discuss their beliefs, feelings, values and responses to personal experiences
- Sustain their self-esteem in their learning experience
- Foster their emotional life and express their feelings
- Develop their capacity for critical and independent thought
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life
- Experience moments of stillness and reflection
- Prepare themselves for the challenges of independent living

### **Pupils' morals development**

Learning opportunities will provide students with the chance to acquire an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They will have the opportunities to:

- Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral responsible decisions and act on them
- Recognise the unique value of each individual
- Recognise the challenge of life today and the role they play in it
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment

### **Pupils' social development**

Learning opportunities will involve students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national, global) and an ability to relate to others and to work with others for common good. **They** will have opportunities to:

- Display sense of belonging and an increasing willingness to participate
- Make an active contribution to the democratic process in each of their communities
- Develop an understanding of individual and group identity
- Learn about service in the school and wider community
- Begin to understand the place they have within society and the role they need to play
- Understand the changing nature of society and how this is an opportunity not a threat
- Develop their compassion for others in society
- Take initiative on wider social issues and establish ways they can help on an individual, local, national and global scale

### **Pupils' cultural development**

Learning opportunities will involve the young people acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They will acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They will have the opportunity to:

- Recognise the values and richness of cultural diversity in Britain and how these influence individuals and society
- Recognise world faiths and beliefs and the impact they have on our culture
- Develop an understanding of Britain's local, national, European and global dimensions.
- Broaden their perspective on different communities and cultures within the local area
- Interact with different cultures/lifestyles and explore their advantages and disadvantages

## **British Values**

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014 and to ensure that they are taught in schools.

St Thomas's Centre is committed to serving the Blackburn with Darwen community. It recognises the multicultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the centre are not subjected to intimidation or radicalisation by those wishing to unduly or illegally influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

St Thomas's Centre is dedicated to preparing students for their adult life beyond formal education and ensuring that it promotes and reinforces British Values to all its students.

The government has identified (*promoting fundamental British values as part of SMSC in schools*, Nov 14) that schools should promote the fundamental British Values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance

At St Thomas's Centre we use strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways St Thomas's Centre seek to promote fundamental British Values.

### **Democracy**

We have a school council that have been voted into position. School council members have to convince and provide arguments for why they should be voted to have the responsibility they desire.

We provide pupils with a broad range of knowledge of, and promote respect for, public institutions and services (police visits, local leaders etc).

As part of our curriculum we provide opportunities for children to persuade each other or others of something and, as a result, are giving the children the opportunity to demonstrate they are able to come to a reasoned view.

We provide many opportunities for pupils to express their views about a range of subjects and we value pupil voice.

**We include pupil panels for interviews of new staff and take into consideration their feedback**

### **The Rule of Law**

We have good working relationships with the police and local community officers.

Our school rules are clear and are understood by the pupils. They are discussed regularly in assemblies and during nurture times. They are consistently used by staff.

**Our behaviour policy was revised in 2024.** It provides clear guidelines for the pupils and staff to follow and as a result pupils have a clear understanding of what is right and wrong and the consequences of breaking the rules. We teach pupils that rules are important in a variety of ways, such as rules for games.

### **Individual Liberty**

One of our main aims is to ensure pupils develop self-confidence, self-esteem and self-knowledge. We recognise that this is the cornerstone around which everything else can be created. We work hard to build pupil's self-knowledge through the feedback that pupils receive through formative assessment techniques, including marking, peer and self-evaluation. St Thomas's Centre believe that positive praise and celebration of achievements is key to developing self-worth, this is done on a regular basis. Our behaviour policy outlines rewards and the celebration of good work and behaviour. Pupils at St Thomas's Centre are encouraged to develop self-confidence through speaking in front of each other in performances, assemblies and through oracy lessons.

Pupils are encouraged to take responsibility for their own behaviour, as well as knowing their rights. We work hard to ensure that pupils know and feel that they are dealt with in a fair and equitable way.

We regularly challenge stereotypes and are quick to deal with any form of discriminatory behaviour. This includes anti bullying work. Bullying is not tolerated at St Thomas's Centre and is dealt with quickly if it occurs. Pupils have a good understanding of bullying and its many forms as we discuss them regularly.

### **Mutual Respect and Tolerance**

We are a highly multicultural school with many different faiths and cultures, so we work hard to promote respect for individual differences and to challenge stereotypes. We work in an environment of mutual respect and understanding of each other.

Pupils make visits to places of worship and learn about different world religions at school.

Through RE and SMSC we help pupils acquire an understanding of, and respect for, their own and other cultures and ways of life. prejudicial or discriminatory behaviour is challenged.

We discuss differences between people, including in relation to faith, ethnicity, disability, sexual orientation, gender and differences of family situations such as looked after children or young carers. Children are encouraged to share their faith or belief in school.

### **Teaching and Organisation**

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning and to recognise any challenges that there may be to their own attitude and lifestyles. Teachers will inspire pupils through the enthusiasm for the modelling of learning. Teachers at the PRU will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

All curriculum areas should seek illustrations and examples from as wide a range of cultural contexts as possible.

**Our SEMH/Wellbeing curriculum gives pupils opportunities to:**

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death, domestic abuse
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider others needs and behaviour
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable pupils to develop socially, morally spiritual and culturally - e.g. empathy, respect, open mindedness, sensitivity, critical awareness.

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different
- Agree and disagree
- Take turns and share equipment
- Work co-operatively and collaboratively

### **Links with the wider community**

- Visitors are welcomed into school
- The development of a strong home-school and hospital link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

### **Specific responsibilities:**

#### **Teachers will:**

Plan and deliver high quality lessons that promote SMSC development in their curriculum area, using curriculum opportunities to increase understanding the diversity of other cultures, offer a range of cultural opportunities and raise awareness of and discuss ethical, social and spiritual topics.

Ensure their learning space is one where everyone feels safe and confident to contribute.

Utilise opportunities for learning outside the classroom. Refer students for support, guidance and additional intervention where needed. Accurately assess the progress of their students. Keep to all school policies in particular: Safeguarding, equality, behaviour, anti-bullying, teaching and learning and assessment. SMSC celebrates progress and success contributes to enrichment activities and school events.

#### **Personal Development Lead will in addition:**

Ensure that schemes of work are in place in support their team's curriculum delivery. Ensure SMSC opportunities are identified in scheme of work and in school development plan. Monitor the quality of provision in their subject area. Monitor student progress and intervene to ensure value is added to learning. Support members of their team in meeting their responsibilities. Liaise with other middle leaders within school. Identify further

opportunities for students and staff. Develop links and partnerships with other agencies and the wider community. Deliver appropriate information, advice and guidance to staff and students.

**Liaise with other middle and senior leaders. Arrange assemblies to celebrate. Plan and arrange other activities for their provision including trips and out of hours opportunities.**

Monitor the progress of all students in the provision, intervening as needed to ensure value is added to the learning of all. Contribute to the school ethos by being high profile around the school, modelling the communication and behaviour expected, and intervening when needed to ensure all students feel safe and can learn.

Liaise with parents regularly, organise Family Academic Review days (ARD) and liaise with other professionals as needed. Monitor the information, advice and guidance for their students.

**Senior Staff (SLT) will:**

Ensure the ethos of the school is one where everyone feels safe and can learn

Ensure there is a range of events and opportunities across a year to develop the SMSC development of all students.

Ensure, through CPD provision that all staff know what SMSC development looks like and are able to develop effective strategies to promote it. Monitor the progress of students. Monitor the quality of SMSC provision across the school, including in lesson observations.

Support links and partnerships with other agencies and wider community that promote SMSC development

Represent the school with other professionals and in the wider community.

**Monitoring and Evaluation of social, Moral, Spiritual, Cultural (SMSC)**

Quality assurance of the delivery of SMSC is included in the monitoring process for PSHE. All staff record aspects of lessons that are relevant.