

Brandwood Community School

SMSC & British Values Policy

Approved by: The Teaching & Learning Committee February 2026
Review Date: February 2027

SMSC & British Values Policy

Rationale

At Brandwood Community Primary School our learners and their personal and academic development is at the heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. Our mission is to be a caring and secure learning space in which all learners are equally enabled to reach their full personal and academic potential, where their individual needs are met and expectations of their achievement and behaviour are consistently high.

Our school will help all learners to understand their rights through their knowledge of human rights and the United Nations Convention of the Rights of the Child (UNCRC). All learners will be encouraged to make their own decisions and accept responsibility for what they do. This will encourage them to be honest with themselves and with others.

Aims

At our school we strive to ensure all our learners:

- ◇ Develop their social skills in different contexts, including working in groups and socialising with learners from different religious, ethnic and socio-economic backgrounds
- ◇ Are willing to, and are given the opportunity to, participate in a variety of activities
- ◇ Understand and appreciate the wide range of cultures and families within school and the local community in preparation for life in modern Britain
- ◇ Can reflect on their own beliefs, religious or otherwise, that inform their perspective on life
- ◇ Have an interest in, and respect for, the views, feelings and values of others
- ◇ Develop their use of imagination and creativity
- ◇ Reflect on their experiences at home and at school
- ◇ Can recognise right and wrong and can take responsibility for their actions

Teaching & Learning

At our school, spiritual, moral, social and cultural (SMSC) learning is developed in all aspects of school life, including our daily interactions. Many of the SMSC and British Values expectations in school are delivered and explored in class presentations and phase or class assemblies, led by a class teacher, a support staff member (supported by detailed planning from class teachers) or member of the Senior or Middle Leadership Team. Learners are encouraged to actively participate in all assemblies and are taught spiritual, moral, social and cultural themes through the celebration of religious festivals as they occur in the year, thematic stories, current news articles, discussion, celebrations, UNCRC and British Values links and the work of the school council.

When planning lessons, teachers are aware of the need to plan opportunities to meet a wide variety of spiritual, moral, social and cultural needs. These lessons are delivered through cross-curricular activities as well as discrete PSHE Education and Relationships Education and RE lessons. Clear links are made to SMSC and British Values expectations as appropriate on planning.

Spiritual Development

Spiritual development of the learners 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 faiths, feelings and values
- A sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Their willingness to reflect on their experiences and that of others
- An awareness of their own feelings and those of others and how this impacts their mental health and wellbeing

We provide opportunities for learners to develop spiritually by:

- Teaching about a range of religious faiths, beliefs and traditions during discrete RE lessons
- Sharing class presentations and delivering phase or class assemblies about faith based celebrations, whereby learners are encouraged to share their own experiences with the wider school community, where appropriate
- Making multicultural links, where appropriate, in all planning and promoting this in our school environment and curriculum

- Virtually visiting different places of worship as part of the RE curriculum
- Encouraging emotional literacy development through 'Little Minds Matter' or Zumos activities
- Reinforcing wellbeing links through displays, posters and focused, themed days e.g. World Kindness Day and Children's Mental Health Week

Moral Development

Moral development of the learners is shown by their:

- Ability to recognise the difference between right and wrong, readily applying this understanding in their own lives and, in so doing, respecting the civil and criminal law of England
- Understanding and acceptance of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues

We provide opportunities for learners to develop morally by:

- ◇ Providing 'Class Promises' for learners to follow at all times, in and out of school
- ◇ Learning about citizenship in PSHE Education and encouraging our learners to be 'global citizens'
- ◇ Exploring relationships and different families in PSHE Education and Relationships Education and sharing stories about right and wrong (including through visits by external agencies e.g. FortAlice)
- ◇ Taking part in Parliament Week and learning about the rule of law
- ◇ Sharing, celebrating and encouraging acts of kindness in the class via 'Kindness Catchers'
- ◇ Using a consistent approach to behaviour management to ensure all learners are able to take responsibility for their actions and understand the difference between right and wrong
- ◇ Implementing a character education programme
- ◇ Rewarding expressions of good behaviour and moral judgements
- ◇ Providing opportunities for learners to make responsible and reasoned judgements
- ◇ Conducting half termly BIG (Bullying Intervention Group) focus groups led by the school council
- ◇ Excellent home-school links

Social Development

Social development of the learners is shown by:

- ◇ Applying their social skills in different contexts, including supporting, working and socialising with learners from different religious, ethnic and socio-economic backgrounds
- ◇ A willingness to participate in a variety of community and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- ◇ Their 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; development and demonstration of skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

We provide opportunities for learners to develop socially by:

- ◇ Providing all learners in each year group with opportunities to participate in outdoor learning and a wide range of trips and extra-curricular activities
- ◇ Encouraging learners to represent their class, and the rest of the school, in the school council
- ◇ Ensuring the work of the school council is allocated, protected class time so that all learners are provided with the opportunity to voice their opinions and ideas
- ◇ Supporting all learners to work and play with others from different religious, ethnic and socio-economic backgrounds without prejudice or discrimination
- ◇ Discussing issues of bullying, disagreements and name calling whenever they arise in school and ensuring the learners know what to do in each situation including racist, homophobic, transphobic and sexist incidents
- ◇ Utilising 'Picture News' weekly in class assemblies to learn about, discuss and debate current events and issues around the world
- ◇ Planning lesson organisation so that all learners take part in a range of activities which encourage them to work in pairs, groups and as a whole class
- ◇ Raising money for local charities and providing donations to food banks as part of school events

Cultural Development

Cultural development of the learners is shown by their:

- ◇ Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- ◇ Respect 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 our 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, 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, 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

We provide opportunities for learners to develop culturally by:

- ◇ Encouraging learners to talk about and embrace their heritage and mother tongue and share and celebrate this across the school and local community through class multicultural displays and planned events
- ◇ Participating in Parliament Week to learn about the running of parliament, how new laws are made, and democracy and hosting regular visits from our local MP
- ◇ Allowing all learners the opportunity to represent their class in the school council and appointing a school councillor as a result of a democratic vote
- ◇ Providing opportunities for the learners to participate in sporting, artistic and cultural events, both in and out of school
- ◇ Providing all learners opportunities to participate in class presentations and phase and class assemblies about religious, cultural and current events
- ◇ Reinforcing cultural links through displays, posters and focused, multicultural themed enterprise days e.g. World Food Day or Fairtrade Fortnight

Monitoring

Monitoring of the provision of SMSC in school is the responsibility of the Senior Leadership Team. Monitoring involves looking at examples of planning alongside learner interviews and monitoring behaviour in school, using the CPOMS reporting system. Following all monitoring activities, feedback is given to staff about how they can improve and develop their practice and CPD (Continuous Professional Development) opportunities are identified for teachers and support staff.

This policy should be read in conjunction with the following policies:

- ◇ School Context Policy
- ◇ Collective Worship Policy
- ◇ RE Policy
- ◇ PSHE Education Policy
- ◇ Relationships Education Policy
- ◇ Race Equality & Cultural Diversity Policy
- ◇ Anti-Bullying Policy
- ◇ Behaviour Management Policy

Approved by: The Teaching & Learning Governor Committee February 2026

Review Date: February 2027