

New Perspectives School Social, Moral, Spiritual, Cultural (SMSC) Policy

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Introduction

At New Perspectives School, we aim to deliver an engaging, challenging, and nurturing curriculum for young people with SEND giving them new perspectives and firm foundations for the future. Our pupils are given a broad and balanced curriculum encompassing a rich tapestry of learning opportunities tailored to support their academic and life learning journey.

Social, Moral, Spiritual, Cultural (SMSC) Policy

New Perspectives School firmly believe in a holistic education and curriculum that ensures that our pupils receive a comprehensive SMSC experience.

SMSC is the Social, Moral, Spiritual and Cultural development of the pupils in our school. The SMSC Curriculum can be described as the 'hidden curriculum'. It is all the things that we do in New Perspectives School to build our pupils SMSC understanding. Thoughts and experiences. It is not taught as a discrete lesson, rather it may be part of RE,

PE, PSHE/RSE. Life Skills and part of the ethos of the school which pupils experience daily, it is woven into our behaviour expectations and attitudes in school.

We want to create confident, resilient, empathetic, compassionate, and kind adults who have an aspiration for self-improvement and who are respectful of others' beliefs and cultures and are valued members of their community.

We recognise that the development of pupils, socially, morally, spiritually, and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and wider British values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people and understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage, and develop through our subject and wider curriculum.

All curriculum areas have a contribution to a child's social, moral, spiritual, and cultural development and opportunities for this will be planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for pupils and their families and stakeholders. Pupils will 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 their rights and accept their responsibilities and the need to respect the rights of others. Academy expectations and values should promote responsible behaviour. 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 the teacher's planning and learning resources.

General Aims

We aim to ensure:

That everyone connected with the school is aware of our values and principles.

A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school community.

That a pupil's education is set within the context that is meaningful and appropriate to their age, ability, and background.

That pupils have a good understanding of their responsibilities and how to exercise them.

Through classroom activities and dialogue in the wider curriculum we will give the students opportunities to:

- Share their achievements and successes with others.
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g., bullying, death etc.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show compassion and empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually, and culturally e.g., empathy, compassion, respect, resilience, honesty, kindness, open-mindedness, sensitivity, critical awareness etc.

All curriculum areas provide opportunities to:

- Listen and talk to each other.
- Develop an awareness of treating all as equals, accepting people who are different because of SEND.
- Agree and disagree in an appropriate manner.
- Experience good role models.
- Take turns and share ideas, equipment, and peers the opportunity to contribute.
- Work co-operatively and collaboratively.

All curriculum areas plan & provide opportunities to cultivate:

Spiritual Development

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

Moral Development

- Recognise the unique value of each individual.
- 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.
- Make informed and independent judgments.
- Take action for justice.

Social Development

- Develop an understanding of their individual and group identity.
- Helping others in the school and wider community.

Cultural Development

- Recognise the value and richness of cultural diversity in Britain.
 - Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.
- Respect others' beliefs and cultures

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Encouraging the students to behave appropriately at break/lunch times.
- Taking responsibility e.g., Student Voice, Community Group Meetings
- Encouraging teamwork in all group activities.
- Showing appreciation of the performances of other students regardless of ability.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Use of themes to explore important aspects of our heritage and other cultures e.g. national celebrations, Black History Month.
- Studying the 'Arts' from different cultures supported by visits to Art Galleries and displays.
- Opportunities for the students to hear and see live performances by professional actors, dancers, and musicians such as visiting the theatre.
- Studying the contributions to society that certain famous, historical, and influential people have made.

Links with the wider community

- Visitors are welcomed into our school.
- The development of strong home-school communication routes is regarded as very important, enabling parents and teachers to work in an effective partnership to support the students.
- Students will be taught to appreciate and take responsibility for their local environment.

Promoting British Values

In the document "Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools - November 2014" the DfE state:

"Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC."

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values."

Through our SMSC Policy, New Perspectives School aim to:

- 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 England.
- 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.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of students as a result of the School 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.
- An understanding of the importance of identifying and combatting discrimination.

Performance Monitoring and Evaluation

- Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:
- Monitoring of teaching and learning and work scrutiny by the Teaching and Learning Lead and the SLT
- Regular discussions at staff and Board meetings.
- Audit of policies and Schemes of Work.
- We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC development will purposefully ensure our pupils develop the skills they need to achieve success and fulfilment in life.

September 2026 SMSC Update

New Perspectives School recognises that SMSC development is integral to safeguarding, personal development, emotional wellbeing and preparation for adulthood. SMSC is promoted through the curriculum, therapeutic approaches, enrichment activities, pupil voice, careers education and wider school culture.

The school actively promotes Fundamental British Values, equality, diversity, inclusion, protected characteristics, online safety and respectful relationships. Opportunities for SMSC development are embedded across all curriculum areas and are adapted to meet the needs of pupils with SEND, SEMH needs and EHCPs.

The Governing Board and Senior Leadership Team monitor the effectiveness of SMSC provision through quality assurance activities, curriculum review, pupil voice, behaviour and attendance information, safeguarding monitoring and stakeholder feedback.