



Spiritual, Moral, Social and Cultural (including British Values) Policy

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Intent

The intent of our SMSC provision including British Values at Cann Bridge School is to support the personal and social development of all our learners, helping them to become respectful, responsible, and confident individuals. Through a tailored, person-centred approach, we aim to equip each learner with the skills and understanding they need to engage positively with the world around them and to contribute to their community, regardless of the challenges they face.

We are committed to fostering an environment where SMSC including British Values are integrated into all aspects of school life, ensuring that every learner, regardless of ability, has the opportunity to thrive and develop to their full potential by providing curriculum which engages, stimulates and enables all learners to achieve, be safe, be healthy and make a positive contribution. We aim to equip our learners with the knowledge, skills and attributes they need for life in modern Britain. At Cann Bridge School we value the diverse backgrounds of all learners, families and the wider school community.

Implementation

Curriculum

We integrate SMSC and British Values into the curriculum in a way that is age/stage-appropriate and accessible, using sensory, interactive, and visual resources. Through our Curriculum Long-Term Rolling Programme, we highlight where SMSC is explicitly covered. This policy provides an overview of how SMSC and British Values is covered.

Role of Staff

All teaching and support staff are trained to deliver SMSC and British Values in a way that meets the needs of each individual child, while also fostering a positive school culture. Bi-annually all staff receive professional development in SMSC and British Values. All staff must actively demonstrate and promote SMSC and fundamental British Values at all times across the school day.

Parental Involvement

We involve parents and carers in promoting SMSC and British Values through home-school communication and supporting learning at home.

Assessment and Monitoring

We assess and monitor learners' progress in understanding and applying SMSC and British Values through curriculum conversations ensuring that learners' personal development is prioritised. We assess progress through B Squared.

Spiritual, Moral, Social and Cultural (SMSC)

SMSC education is critical in developing the whole child, particularly in schools for learners with learning difficulties.

Spiritual Development:

This area relates to the beliefs, feelings and emotions through which learners acquire worthwhile insights into their own lives and all areas of the curriculum may contribute to the learners' spiritual development.

Although education and spiritual development are not synonymous, religious education can make a significant contribution to spiritual development.

At Cann Bridge School learners will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Set aside calm, quiet moments during the day for learners to engage in sensory or mindfulness activities. This might include listening to relaxing music, observing nature, or simply sitting quietly with soft lighting and calming visuals to help learners develop self-awareness.
- Introduce simple concepts of spirituality through visual storytelling, music, or sensory experiences related to different religions or philosophical ideas.
- Use creative arts such as drawing, music, or movement to help learners express their personal experiences, emotions, and thoughts. These learning opportunities provide time for learners to connect with their inner selves.

Moral Development:

Moral development refers to the learners' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Positive Behaviour Support Policy, underpinned by the trauma informed practice, where staff proactively promote and model the schools Behaviour Curriculum known as the 'Behaviour Values'; be our best, be kind, be friendly and be helpful.

- Use clear, simple examples of right and wrong through visual aids, role play, and social stories. For instance, learners can be shown a story where a character shares a toy (positive choices) and where a character takes a toy without asking (less desirable choices), encouraging discussions about the consequences of actions.
- Teachers and staff consistently model moral behaviours such as honesty, fairness, and kindness, and encourage learners to do the same. We use praise and reward systems such as Wow, Certificates, House Points and We Cann Awards to reinforce these positive behaviours and establish a sense of belonging in our school.
- Use social stories to help learners understand how to manage challenging situations and moral dilemmas (e.g., what to do if someone is sad, how to help a peer). These stories can help children make moral decisions in real-life situations.

Social Development:

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

- Developing communication skills using tools like Makaton, PECS, or AAC devices, depending on individual needs.
- Teaching about relationships, friendships, and how to manage feelings and emotions for example through our whole school SoSAFE! programme educating our learners about social safety.

- Focus on teaching key social skills such as turn-taking, sharing, and working as part of a group. Structured group activities, such as games or collaborative projects, can help learners practice these skills in a supportive environment.
- Provide opportunities for learners to build relationships with peers through buddy systems, group work, and partner activities. Encourage empathy and cooperation through group play, helping learners understand the importance of mutual respect and teamwork.
- Invite guest speakers, organise school events, or visit local community centres to foster a sense of belonging to a wider community. These experiences can help learners feel connected to others and develop social awareness.

Cultural Development:

Cultural development refers to learners increasing understanding and response to those elements, which give societies, and groups their unique characters. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

- Ensuring inclusivity by recognising and valuing each child's background, including those with disabilities or from different ethnic backgrounds.
- Provide sensory-rich activities related to different cultures, such as trying foods from different countries, exploring music, or engaging in cultural dance or craft activities. These experiences help broaden learner's understanding of diversity.
- Incorporate cultural awareness into the classroom setting by displaying images, posters, and resources that reflect a variety of cultures, backgrounds, and abilities. Use inclusive resources that show the diversity of people in a positive and engaging way.
- Through simple, accessible stories, videos, or sensory-based activities, introduce learners to global issues, helping them understand that there are different countries, languages, and traditions beyond their immediate experience.

British Values

Our SMSC offer in its entirety is underpinned by the fundamental British Values. British Values are taught and embedded in everyday school life. These values are:

Democracy:

Democracy refers to the principle that all members of a society have a say in decisions that affect them.

- Give learners opportunities to make simple choices in their learning and daily activities (e.g., selecting tasks, choosing between different sensory activities, picking what to wear, or choosing what story to listen to).
- Regularly seek feedback from learners about their preferences, likes, and dislikes. Use simple voting systems (e.g., thumbs up/down, color-coded cards) to involve them in decisions that affect their environment and learning.
- Set up group sessions where learners can express their opinions or participate in turn-taking activities, even if it is through non-verbal means (e.g., pointing, using a switch or communication board).

Rule of Law:

The rule of law emphasises the importance of following laws and rules that govern behaviour.

- Use visual aids (such as a daily timetable) and social stories to help learners understand and follow routines, class rules, and expectations. For example, social stories can be used to teach about the importance of taking turns, sharing, or following safety rules.
- Staff and peers can model the behaviours expected in school. Praise and reward systems, such as stickers or certificates, can be used to reinforce good behaviour linked to the rules i.e. house points, We Cann Awards and Wow Awards.
- Use role-play or dramatic play activities to help learners understand the importance of rules in daily life. For example, role-playing a scenario where learners have to wait for their turn can help reinforce the concept of patience and fairness i.e. queuing in the restaurant and Post Bridge Cafe.

- Learners are taught the value and reason behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken, which is woven through the curriculum.

Individual Liberty:

Individual liberty involves the freedom for individuals to make choices and express themselves.

- Provide opportunities for learners to make choices safely that reflect their interests and needs. For example, during sensory play or art activities, give learners options for materials, colours, or textures they would like to explore.
- Promote life skills and independence in activities such as self-care (e.g., washing hands, getting dressed), navigating the school environment, and using communication systems. This builds confidence and encourages the exercise of individual liberty.
- Create opportunities for learners to express their thoughts, preferences, self-expression and feelings through a range of mediums, such as art, music, movement, or technology (e.g., using a communication device).
- Teaching respect for others' personal choices and promoting a safe space for diversity whilst being aware of their own rights and personal freedoms.

Mutual Respect and Tolerance of Different Faiths and Beliefs:

Mutual respect and tolerance involve recognising and valuing the beliefs, backgrounds, and abilities of others.

- Introduce learners to different cultures, beliefs, and backgrounds through sensory experiences, music, stories, and celebrations of various holidays. For instance, celebrate festivals and assemblies like Diwali, Chinese New Year, or Christmas with sensory activities like themed music, food tastings, or art projects.
- Use stories, role-play, or video resources to teach learners about respect for people of all abilities, backgrounds, and cultures. Tailor these resources to be accessible, using visual cues or social stories.
- Through group activities and structured play, learners can learn to understand others' feelings and needs. Activities can include "buddy systems," where learners work with peers to help each other with tasks, fostering cooperation, kindness, and understanding.
- We actively challenge learners, staff, parents/carers or visitors expressing opinions which are contrary to fundamental British Values, including 'extremist' views.

School Council

The School Council is a learner-led group elected by peers to represent their views and contribute to decision-making within the school. The council plays a vital role in improving school life, undertaking projects that enhance learning and development, and ensuring all learners have a voice. Representatives are recruited annually, ensuring fair and democratic representation. They engage in activities such as sharing positive news, addressing concerns, generating ideas, and collecting feedback through surveys. Meetings focus on discussing progress, setting new goals, and gathering input from classmates. The council supports the School Development Plan by providing valuable learner insights to senior leaders. Membership offers learners the opportunity to develop key skills, including communication, teamwork, problem-solving, and self-confidence. Regular meetings are held to facilitate coordination and ensure effective operation.

Educational Visits & Visiting Professionals

Educational Visits and Visiting Professionals play a crucial role in supporting SMSC (Spiritual, Moral, Social, and Cultural) development and British Values by providing multi-sensory and tangible learning experiences. For example, trips to historical sites, museums, and cultural landmarks allow learners to connect with the past and appreciate cultural heritage, while visits to places of worship foster understanding and respect for different religions. Interactions with professionals such as local artists, scientists, and community leaders bring real-world expertise into the classroom, enriching the curriculum. These visits and interactions bring the curriculum to life, allowing learners to engage directly with the material in a hands-on manner. Through these enriched learning opportunities, learners develop a deeper understanding of the world around them,

fostering respect, tolerance, and a sense of community. By encountering diverse perspectives and real-world applications of their studies, learners are better equipped to appreciate cultural diversity and the fundamental principles of British Values, thus enhancing their overall educational journey.

Assemblies & Collective Worship

Collective worship and assemblies are integral to supporting the delivery of SMSC and British Values. These gatherings provide a shared space for reflection, celebration, and learning, fostering a sense of community and belonging among learners. Through thoughtfully planned themes and activities, collective worship and assemblies address all areas. By bringing the school community together, these sessions promote an inclusive environment where learners can explore and appreciate diverse perspectives, reinforcing the principles that underpin a cohesive and respectful society. We do this through a whole school Monday assemble and a Friday afternoon Celebration Assembly. We hold daily celebrations within EYFS and Key Stage 1. Each class has an end of day reflection.

Curriculum

At Cann Bridge School, SMSC (Spiritual, Moral, Social, and Cultural) education and British Values are intricately woven into the long-term curriculum across all national curriculum subjects. By adopting the local SACRE guidelines and the PSHE Association planning framework for pupils with SEND, we ensure a comprehensive and inclusive approach to teaching these values. NOCN qualifications build upon the skills and knowledge learners acquire at Cann Bridge, providing seamless progression in their learning journey. We also consider a diverse range of literature to support character development and deepen learners' understanding of different perspectives, enriching their educational experience and fostering a well-rounded worldview. We highly adapt teaching and learning approaches to meet the needs of all our learners with special educational needs. Personalised learning, considering each learner's strengths, interests, and needs, ensures activities are accessible and engaging for all.

Promoting Positive Behaviour

Our Positive Behaviour Support Policy explicitly links to SMSC and British Values. The school council in 2023 devise Behaviour Values which inform the Behaviour Curriculum. We reinforce behaviours that demonstrate respect, tolerance, and responsibility, using individualised approaches where needed. These values are regularly referred to throughout the day to recognise when these values are observed and celebrated through House Points and celebration awards and assemblies.

Safeguarding and Welfare

SMSC and British Values link with our child protection and safeguarding policies and practices. This includes ensuring that all children feel safe, valued, and included in all aspects of school life. For example, we actively teach and address potential risks related to bullying or discrimination, providing specific support for learners who may struggle with social interactions or understanding these issues. All staff receive annual child protection and safeguarding training and bi-annual Prevent Awareness.

Impact

Learners leave Cann Bridge School with a strong foundation for becoming active, respectful, and engaged members of society, equipped with the skills, values, and understanding necessary for their ongoing personal development and participation in life in modern Britain. They gain the confidence to make informed choices, demonstrate empathy and respect for others, and contribute positively to their communities. Learners develop an understanding of key British Values, including democracy, the rule of law, individual liberty, and mutual respect, empowering them to navigate the world around them with greater awareness and understanding. Through a focus on independence, emotional resilience, and social awareness, we support learners in developing the tools to face future challenges with dignity and confidence. Above all, they leave school with a respect for diversity, embracing differences in background, culture, and ability, and understanding their role in building a more inclusive and compassionate society.

Monitoring, Evaluation and Review

This policy will be reviewed and updated regularly, incorporating feedback from staff, learners, and parents, or in light of any new guidance from the Department for Education or Local Authority.

Links Policies

- Collective Worship
- PSHE
- RSHE
- Careers
- RE
- Child Protection & Safeguarding
- Educational Visits
- Positive Behaviour Support Policy
- Pathways to Independence Curriculum

Appendix

British Values Examples

Democracy

- The principle of democracy is explored during assemblies, in the wider curriculum and is embedded throughout PSHE. For example, we promote the election of the Plymouth Youth Parliament and school council.
- All learners are encouraged to debate topics of interest, express their views and make a meaningful contribution to discussions
- Our school has an active school council, elected by the learners. They have a learner voice in the running of the school – there is a ‘you said, we did’ culture.
- Learners also have the opportunity to have their voices heard through pupil questionnaires and surveys.

Rule of Law

- We believe that our learners learn best in an environment that is safe, secure and in which expectations of good behaviour is both encouraged and implicit. We do this through our Behaviour Values.
- There is a ‘house points’ system and recognition for showing good and caring behaviour and consistent demonstration of our values through such things as our celebration assemblies.
- Learners are always helped to distinguish right from wrong, in the classroom and in unstructured times.
- Learners are encouraged to respect the law and we have visits from the Police and Fire Service to help reinforce this message.
- Our Behaviour, Online Safety and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to our whole school community.

Individual Liberty

- Learners are supported to develop their self-esteem and self-confidence holistically. They are taught about personal responsibility, choices, ambition and aspiration through PSHE and careers education.
- Learners are taught how to keep themselves safe. This is through computing lessons, assemblies, circle/tutor time as well as through the PSHE and RSHE curriculum.
- Stereotyping is challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents.
- Learners are encouraged to take on key roles and responsibilities in school e.g. School Council members and buddies.
- Through our SoSAFE! programme, we instil a strong understanding of consent to ensure our learners understand that consent must be sought from others to ensure social safety and understanding of personal rights and boundaries.

Respect and tolerance

- Respect is a core value of our school. Through our day to day practice, learners know and understand that it is expected that respect is shown to everyone in our school community
- The curriculum, visiting speakers and enrichment activities ensures that learners are helped to acquire an understanding of and respect for their own and other cultures and ways of life and

broaden their understanding of the traditions of different nations. We use international events for example to study and learn about the life and culture in other countries.

- The school supports local, national and international charities.
- Staff and learners are encouraged to challenge prejudicial or discriminatory behaviour.
- Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all learners experiences and awareness of others.
- Through the PSHE, Humanities, and RE curriculum, learners are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Staff have a secure knowledge of the Prevent Duty and our responsibilities within this.