

FALCONHURST SCHOOL

Spiritual, Moral, Social and Cultural Education

and Promoting Fundamental British Values

POLICY



Policy owner	Headteacher
Monitoring responsibility	Full Governing Body
Date adopted	September 2026
Review date	September 2029
Review cycle	Three yearly, or sooner if guidance changes
Applies to	All pupils, staff, governors, volunteers and visitors

1. Introduction and purpose

Falconhurst School is committed to developing the whole child. We want every pupil to grow as a thoughtful, confident and responsible person who can participate fully in modern Britain. Spiritual, moral, social and cultural development (SMSC) is therefore woven through our curriculum, relationships, routines and wider school life rather than treated as a separate subject.

Our values of Courage, Ambition, Determination and Success help pupils to make positive choices, persevere, respect others and contribute to their community. Our principle, 'Good for all and harms none', underpins inclusive practice and the way we remove barriers so that every pupil can belong, participate and achieve.

This policy sets out how the school promotes SMSC development and the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs. These values are promoted in an age-appropriate way and never used to imply that other cultures or nationalities are less worthy of respect.

2. Aims

Through SMSC and British values provision, Falconhurst School aims to enable pupils to:

- develop self-knowledge, confidence, resilience and a positive sense of identity;
- reflect on beliefs, experiences and the questions that give life meaning and purpose;
- recognise right and wrong, understand consequences and make reasoned moral choices;
- work and communicate well with others, resolve disagreement peacefully and contribute to the community;
- appreciate cultural influences, creativity and the diversity of Britain and the wider world;
- understand their rights alongside their responsibilities and respect the rights of others;
- challenge prejudice, discrimination and harmful stereotypes;
- recognise attempts to manipulate, intimidate or radicalise and know how to seek help; and
- be prepared for the opportunities, responsibilities and experiences of later life.

3. Statutory and guidance framework

This policy supports the school's duties and responsibilities under the Education Act 2002, the Equality Act 2010 and the Public Sector Equality Duty, relevant curriculum

requirements, safeguarding legislation and guidance, and the Prevent duty. It should be read alongside the school's Safeguarding and Child Protection, Behaviour, Anti-bullying, Equality, RE, Relationships and Health Education, Online Safety and Curriculum policies.

Safeguarding and impartiality

Staff must remain alert to safeguarding concerns, including extremist narratives, intolerance and attempts to undermine fundamental British values. Concerns are reported immediately in line with the safeguarding policy. Teaching is balanced, age-appropriate and politically impartial; differing views may be explored without promoting partisan political opinions.

4. What SMSC means at Falconhurst

The four dimensions overlap. Effective provision gives pupils knowledge and rich experiences, provides language for reflection and discussion, and enables pupils to apply what they learn through their choices and actions.

4.1 Spiritual development

Spiritual development concerns pupils' beliefs, sense of self, values, imagination and search for meaning and purpose. It includes, but is not limited to, religious belief.

We develop this by enabling pupils to:

- explore beliefs, worldviews and experiences, including religious and non-religious perspectives;
- develop knowledge of themselves and respect for the feelings, values and beliefs of others;
- experience awe, wonder, curiosity, creativity and enjoyment in learning;
- reflect on 'big questions', personal experiences and the natural and human-made world; and
- use imagination and creativity across the curriculum and respond thoughtfully to new ideas.

4.2 Moral development

Moral development is pupils' ability to recognise right and wrong, understand the reasons for rules, consider ethical questions and take responsibility for their conduct.

We develop this by enabling pupils to:

- understand that actions have consequences for themselves and others;
- use reasoned discussion when considering moral and ethical issues;
- recognise fairness, honesty, compassion, justice and responsibility;

- respect people's rights, property, views and dignity;
- repair harm and resolve conflict through calm, restorative approaches; and
- understand that discrimination, harassment, victimisation and abuse are unacceptable.

4.3 Social development

Social development concerns pupils' ability to cooperate, build healthy relationships, participate in different communities and contribute positively to society.

We develop this by enabling pupils to:

- work with pupils and adults from different backgrounds and circumstances;
- listen, negotiate, cooperate, lead and contribute as a member of a team;
- develop empathy, self-regulation and appropriate ways to manage disagreement;
- take responsibility through classroom roles, pupil voice and service to others; and
- understand how communities and democratic institutions function.

4.4 Cultural development

Cultural development concerns pupils' understanding and appreciation of the cultures, traditions and influences that shape their own lives, modern Britain and the wider world.

We develop this by enabling pupils to:

- explore their own cultural heritage and identity while valuing those of others;
- experience literature, music, art, drama, heritage, sport and cultural events;
- understand Britain's diverse communities and how they have shaped national life;
- recognise shared humanity while respecting difference; and
- identify and challenge prejudice and cultural stereotypes.

5. Promoting fundamental British values

The school actively promotes the five fundamental British values through curriculum content, assemblies, relationships, pupil leadership and daily practice. Promotion is meaningful and developmentally appropriate, not tokenistic.

Value	What pupils learn	Examples in practice
Democracy	Everyone can express a view, be heard and take part in fair decision-making. Majority decisions sit alongside protection of individual rights.	Pupil voice; class choices; elections and representation; discussion and debate; consultation on school life.
Rule of law	Rules protect people and support safe, fair communities. Laws and school rules have reasons and consequences.	Clear routines and expectations; class agreements; visits or links with civic services; learning about rights and responsibilities.

Value	What pupils learn	Examples in practice
Individual liberty	People can make choices and express themselves within the law while respecting the rights and safety of others.	Safe choices; online safety; consent and personal boundaries; opportunities to choose, pursue interests and share views.
Mutual respect	Every person has dignity. Respect includes listening, empathy, courtesy, fairness and challenging prejudice.	Inclusive language; cooperative learning; restorative conversations; anti-bullying work; celebration of achievement.
Tolerance of different faiths and beliefs	Pupils learn about and respect different religions, beliefs and worldviews, including the right to hold no religious belief.	High-quality RE; visitors and visits; stories and artefacts; marking significant occasions; respectful questions and dialogue.

6. Teaching, learning and the wider life of the school

SMSC is planned through subjects and developed through high-quality interaction, discussion and reflection. Staff make links explicit so pupils can recognise, name and apply their learning.

- English and drama: diverse texts, moral dilemmas, empathy, voice and perspective;
- RE: religious and non-religious worldviews, respectful dialogue and thoughtful reflection;
- relationships and health education: healthy relationships, feelings, identity, safety, rights and responsibilities;
- history and geography: communities, migration, democracy, justice, diversity, place and global interdependence;
- science and computing: curiosity, evidence, ethical questions, online citizenship and responsible use of technology;
- art, music and design: creative expression and engagement with a range of traditions and artists;
- PE and sport: teamwork, fairness, self-discipline, resilience and respect;
- assemblies and shared reflection: values, current issues, celebrations and opportunities to think and respond; and
- enrichment and community links: leadership, service, visitors, visits, cultural experiences and engagement with the local area.

Teaching approaches include stories, questioning, structured talk, debate, philosophical enquiry, reflection, creative response, cooperative learning and real-life problem solving. Staff establish safe discussion norms and correct factual misconceptions and prejudicial language clearly and sensitively.

7. Inclusion, equality and accessibility

SMSC belongs to every pupil. Provision is adapted so pupils with SEND, pupils learning English as an additional language, disadvantaged pupils, pupils who join at different points and those with other identified needs can participate meaningfully. Adaptations may include visuals, pre-teaching, vocabulary support, concrete examples, alternative communication, sensory adjustments, careful grouping, additional adult support and varied ways to respond.

The school values the family, cultural, linguistic, religious and non-religious experiences pupils bring. No pupil is required to disclose or defend a personal belief. Staff teach respectfully about difference and ensure that the protected characteristics within the Equality Act 2010 are understood in an age-appropriate way. Any discriminatory incident is challenged, recorded and followed up in accordance with school procedures.

Falconhurst's inclusive principle

'Good for all and harms none' means that universal approaches are designed to benefit everyone, while reasonable adjustments and targeted support are used whenever a pupil needs them. Equality does not always mean treating every pupil in exactly the same way.

8. Safeguarding, Prevent and controversial issues

SMSC education supports safeguarding by helping pupils build trusting relationships, recognise unsafe or harmful behaviour, evaluate information and seek help. Staff receive appropriate safeguarding and Prevent training and understand that vulnerability to radicalisation may be connected with other safeguarding risks.

- Concerns about a pupil are passed promptly to the Designated Safeguarding Lead in line with school procedures.
- Potentially sensitive or controversial matters are handled in a way that is suitable for pupils' age, maturity and needs.
- Staff distinguish between fact, opinion and belief; present a balanced range of views where political issues are discussed; and do not promote partisan political views.
- Hateful, discriminatory or extremist claims are not treated as equally valid viewpoints. They are challenged appropriately while the pupil is supported and safeguarded.
- Visitors and external resources are checked in advance, supervised appropriately and used in line with safeguarding and impartiality duties.

9. Roles and responsibilities

9.1 Governing Body

- approve and periodically review this policy;
- ensure the curriculum and wider provision promote pupils' SMSC development and fundamental British values;
- assure itself that statutory equality, safeguarding, Prevent and political impartiality duties are met; and
- monitor impact through leaders' reports, visits, pupil voice, curriculum evidence and safeguarding information.

9.2 Headteacher and senior leaders

- set a clear, inclusive culture and ensure this policy is implemented consistently;
- secure a coherent curriculum and appropriate staff training;
- ensure concerns are managed through safeguarding and behaviour procedures;
- provide governors with evaluative information about provision and impact; and
- respond to findings by improving curriculum, practice or resources.

9.3 Curriculum and subject leaders

- identify meaningful SMSC and British values opportunities within curriculum planning;
- support staff with progression, subject knowledge and suitable resources;
- evaluate pupils' experiences and understanding without creating unnecessary evidence; and
- ensure representation is accurate, respectful and sufficiently diverse.

9.4 All staff

- model the school values and respectful, inclusive conduct;
- create safe opportunities for reflection, questioning and discussion;
- challenge prejudicial, discriminatory or harmful language and behaviour;
- make reasonable adjustments and remove barriers to participation; and
- report safeguarding concerns promptly and follow relevant school policies.

10. Monitoring and evaluation

The school evaluates both provision and its impact on pupils. Monitoring is proportionate and may include:

- curriculum plans, pupils' work and displays;
- lesson visits, learning walks and assembly review;
- pupil voice, including the experiences of pupils with SEND and other groups;

- staff discussion, professional development and subject-leader evaluation;
- behaviour, bullying, discriminatory incident and safeguarding patterns;
- participation in enrichment, leadership and community activity; and
- feedback from families, governors and community partners.

Leaders use this information to identify strengths, gaps and next steps. The school does not reduce SMSC to a checklist or assess pupils' private beliefs. Evaluation focuses on whether pupils gain knowledge, develop respectful attitudes, participate meaningfully and can apply learning in age-appropriate ways.

11. Parent, carer and community partnership

The school works openly with parents and carers and welcomes respectful discussion about the curriculum. Families are informed about relevant learning through normal school communication. Partnerships with community, cultural, faith and civic organisations are selected carefully to enrich pupils' knowledge and experience while maintaining safeguarding, equality and impartiality expectations.

12. Policy review

The Governing Body will review this policy every three years, or earlier when legislation, statutory guidance, school circumstances or evaluation findings make this necessary. Day-to-day implementation is monitored by the Headteacher and senior leaders.

Reference framework

This policy has been prepared with reference to the following national framework:

- Department for Education, Promoting fundamental British values as part of SMSC in schools (2014).
- Department for Education, The Prevent duty: guidance for England and Wales (2023, as updated).
- Department for Education, Keeping Children Safe in Education (current statutory guidance).
- Department for Education, Political impartiality in schools (2022).
- Equality Act 2010 and the Public Sector Equality Duty.
- Education Act 2002, section 78 (balanced and broadly based curriculum).