



# Heath Mount School

## **Spiritual, Moral, Social and Cultural (SMSC) & Fundamental British Values Policy**

---

**Heath Mount School, Hertfordshire**

**Independent Day and Boarding School for Boys  
and Girls**

September 2021

## 1. **Legal Status**

- 1.1. This policy complies with Part 2, paragraph 5 of the Education (Independent School Standards) (England) 2019.

## 2. **Related Policies**

- 2.1. Curriculum Policy
- 2.2. Equality and Accessibility Plan
- 2.3. Child Protection and Safeguarding Policy
- 2.4. Behaviour and Discipline Policy
- 2.5. PSHEE Policy

## 3. **Application and Accessibility**

- 3.1. This is a whole school policy is available to parents, staff and pupils in the following ways:
  - 3.1.1. via the school website;
  - 3.1.2. In the policies file on the Staff drive.

## 4. **Definitions**

- 4.1. Under Section 78 of the Education Act 2002, all schools must promote Spiritual, Moral, Social and Cultural (SMSC) education. Definitions provided by the Act are:
  - 4.1.1. **Spiritual** - the growth of a sense of self, unique potential, understanding of strengths and weaknesses, a will to achieve, question and challenge and recognition of a need to address one's mental well-being.
  - 4.1.2. **Moral** - an understanding of the difference between right, wrong, moral conflict, developing concern for others reflection on the consequences of actions and making responsible moral decisions and acting on them.
  - 4.1.3. **Social** - a realisation of responsibilities and rights, ability to relate to others, to work with them for the common good, a sense of belonging and the awareness of the need and possibility of making an active contribution to society.
  - 4.1.4. **Cultural** - an understanding of cultural traditions, to appreciate and respond to a variety of aesthetic experiences; respect for one's own culture/s and the cultures of others; a curiosity about difference; an ability to contribute to culture.

5. The Department for Education has also identified the following core British values:

- 5.1. **Democracy:** Respect for democracy and support for participation in the democratic process;
- 5.2. **The rule of law:** Respect for the basis on which the law is made and applied in England;
- 5.3. **Individual liberty:** Support and respect for the liberties of all within the law;
- 5.4. **Mutual respect and tolerance:** Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs.

## 6. **Policy Statement**

6.1. Heath Mount School ('the School') recognises the essential role SMSC education has to play in both pupil's individual development and the development of society as a whole. We aim to create the right culture and conditions to allow our pupils to flourish, not only during their time at school, but by building their character and values so that they can excel in life when they move on and benefit others by doing so. We aim to do this by being a school that:

6.1.1. actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

6.1.2. ensures that principles are actively promoted which:

- a. enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- b. enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- c. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- d. enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- e. Enable further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- f. encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act;

- g. encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- h. precludes the promotion of partisan political views in the teaching of any subject in the school;
- i. will take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils:
  - while they are at the school;
  - while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
  - in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.

## **7. Implementation**

7.1. The School works to nurture the right culture and conditions to allow pupils to flourish, not only during their time at school, but by building their character and values to excel in life when they move on. Our ethos is underpinned by both our Values and our Attitudes to Learning. Staff promote these and this in turn influences the behaviour and attitudes within the school. The Values consist of Integrity, Respect, Acceptance, Industry and Achievement. In addition to these key values, we equip the boys and girls with the skills to become lifelong learners. The attitudes to learning encompass collaboration, reflection, perseverance and respect and are taken from the Learning Power Approach ethos that we follow as a whole school from Early Years through to Year 8 (see Curriculum Policy).

7.2. See the attached Appendix to this policy which shows how the themes and units of work within the PSHEE Programme contribute to the different aspects of the SMSC agenda.)

## **8. Spiritual Development**

8.1. Through assemblies (whole school, section, and year group), the curriculum, extracurricular clubs, the pastoral care system and trips, the School will:

- 8.1.1. assist pupils to reflect, question and explore;
- 8.1.2. develop their capacity for critical and independent thought;
- 8.1.3. discuss their beliefs, feelings, values and responses to personal experiences;
- 8.1.4. encourage pupils to relate their learning to a wider frame of reference;
- 8.1.5. enable pupils to engage in and ultimately to contribute to "the great conversation";
- 8.1.6. engage their imaginations and feelings;

- 8.1.7. experience moments of stillness and reflection;
- 8.1.8. form and maintain worthwhile and satisfying relationships;
- 8.1.9. give pupils the opportunity to explore values and beliefs, including religious belief, and the way in which they affect peoples' lives;
- 8.1.10. give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful;
- 8.1.11. promote their self-esteem by valuing and commending their achievements;
- 8.1.12. provide opportunities for them to debate, discuss and exchange views and insights;
- 8.1.13. reflect on, consider and celebrate the wonders and mysteries of life and;
- 8.1.14. sustain their self-esteem in their learning experience.

## 9. Moral Development

- 9.1. Through assemblies (whole school, section, and year group), the curriculum, extracurricular clubs, the pastoral care system and trips, The School will:
  - 9.1.1. provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
  - 9.1.2. provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship;
  - 9.1.3. promote respect for others, including understanding the challenges of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The School does not have to necessarily address all of the protected characteristics in every year group in its teaching and other activities. However, in the event of an occurrence at school involving one or more protected characteristics becomes an issue amongst the pupils, the School will help the children understand the issues and ensure the children respect those with those characteristics.
  - 9.1.4. promote a respect for the Law and do so offering a balanced presentation of opposing views;
- 9.2. Through this the School will enable pupils to:
  - 9.2.1. distinguish between right and wrong;
  - 9.2.2. recognise the unique value of each individual;
  - 9.2.3. recognise the challenge of religious teaching;
  - 9.2.4. listen and respond appropriately to the views of others make informed and independent judgement;
  - 9.2.5. take initiative;
  - 9.2.6. act responsibly with consideration for others;
  - 9.2.7. gain the confidence to cope with setbacks and learn from mistakes;
  - 9.2.8. show respect for the environment.

## **10. Social Development**

10.1. Through assemblies (whole school, section, and year group), the curriculum, extracurricular clubs, the pastoral care system and trips, the School will:

- 10.1.1. foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of race, learning and physical needs, nationality, gender, ability, sexual orientation and religion can flourish;
- 10.1.2. help pupils develop personal qualities which are valued in a civilized society;
- 10.1.3. help pupils develop a readiness to celebrate others' achievements;
- 10.1.4. help pupils develop a sense of how their lives and that of the school relate to the wider community it serves;
- 10.1.5. help pupils develop an understanding of their individual and group identity, and through that a willingness to co-operate with other pupils by balancing individual and collective needs;
- 10.1.6. teach pupils to work, play and compete together supportively and co-operatively;
- 10.1.7. help pupils debate social issues;
- 10.1.8. help pupils begin to understand the need for social justice and a concern for those in the wider community;
- 10.1.9. help pupils learn about service in the school and wider community;
- 10.1.10. teach the value of participation in community service, charitable activities and the continued development of such initiatives.

## **11. Cultural Development**

11.1. Through assemblies (whole school, section, and year group), the curriculum, extracurricular clubs, the pastoral care system and trips, the School will:

- 11.1.1. provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encourage pupils to reflect on their significance;
- 11.1.2. enable pupils to discover and develop their aesthetic, creative, intellectual and physical skills;

- 11.1.3. provide opportunities for pupils to explore their own cultural traditions and values;
- 11.1.4. develop in pupils an awareness of their own cultural roots;
- 11.1.5. extend pupils' knowledge and use of cultural imagery and language;
- 11.1.6. present authentic accounts of the attitudes, values and traditions of diverse cultures;
- 11.1.7. help pupils recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- 11.1.8. recognise religions as world faiths and their global significance;
- 11.1.9. help pupils to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact;
- 11.1.10. provide opportunities to explore what is meant by 'Britishness' and to identify with core British values. (See below).

## **12. Promotion of British Values**

- 12.1. The British values of democracy, rule of law, individual liberty, mutual respect and tolerance of other faiths and beliefs are promoted:
  - 12.1.1. through their being embedded in our values;
  - 12.1.2. through specific PSHEE sessions;
  - 12.1.3. through assemblies (whole school, section, and year group), the curriculum, extra-curricular clubs, the pastoral care system and trips.

## **13. Government Advice on School Policy**

- 13.1. The Education (Independent School Standards) (England) (Amendment) Regulations 2014 govern this area. Alongside the DfE's document: 'The Independent Schools Standards: guidance for independent schools 2019.
- 13.2. The Regulations state that, to meet the standard for the SMSC development of pupils, the proprietor of an independent school must:
  - 13.2.1. Actively 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;
  - 13.2.2. Prevent the promotion of partisan political views in the teaching of any subject in the School;

- 13.2.3. Take such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.
- 13.3. The balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in co- or extra-curricular activities provided by, or on behalf of, the school, and in the promotion of those co- or extra-curricular activities, whether they are taking place at the school or elsewhere.
- 13.4. Schools must also ensure they actively promote principles that:
  - 13.4.1. Enable pupils to develop their self-knowledge, self-esteem and self-confidence Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
  - 13.4.2. Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely;
  - 13.4.3. Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
  - 13.4.4. Enable further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures;
  - 13.4.5. Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
  - 13.4.6. Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

#### **14. Fundamental British values: expectations for pupils**

- 14.1. The Independent School's Standards: guidance for schools 2019 contains advice DfE's for improving the SMSC development in independent schools has information on expectations for pupils. Paragraph 3.4 (page 18) of the document gives examples of the understanding and knowledge that may be expected of pupils as a result of schools meeting the standard to respect 'fundamental British values'. These include:



- 14.1.1. An understanding as to how citizens can influence decision-making through the democratic process;
- 14.1.2. An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy;
- 14.1.3. An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government;
- 14.1.4. An understanding that the freedom to hold other faiths and beliefs is protected in law, and acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

## 15. How the School actively promotes fundamental British values

### 15.1. In the Pre-Prep

#### 15.1.1. **Democracy:** making decisions together:

- a. As part of a focus on self-confidence and self-awareness, staff allow children to make decisions for themselves as well as collectively for a class or year group. For example, at the beginning of the year, all classes make up their own 'Class rules'.
- b. As part of our restorative practice when dealing with incidents, children all have a voice and a part in 'what happens next'.
- c. times as part of planned lessons or as a consequence of an incident involve the children discussing their feelings, thoughts and ideas, with everybody respecting everyone else's point of view.
- d. Children are asked their views on a range of subjects, which may involve the raising of hands to share a view or cast a 'vote'.
- e. Teachers support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children are given opportunities to develop enquiring minds – topics are often started with topic webs, topics are about finding out.

#### 15.1.2. **Rule of law:** understanding that rules matter:

- a. Teachers ensure that children understand their own and others' behaviour and its consequences and help them learn to distinguish right from wrong.
- b. Class rules are made by children who collectively agree the rules help to ensure that all children understand that the rules apply to everyone.

#### 15.1.3. **Individual liberty:** freedom for all:

- a. As soon as children start in the Nursery, they are encouraged to develop a positive sense of themselves.
- b. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks either in Stumble Trip Wood, where they can explore fairly independently, or in the classroom, for example ,when creating pictures, writing and so on. Children are encouraged to talk about their experiences and learning.
- c. Staff plan for a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that we are free to have different opinions. Small groups, for example, may discuss what they feel about transferring into different year groups.

15.1.4. **Mutual respect & tolerance:** treat others, as you would like to be treated:

- a. The School creates an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- b. There are a range of assemblies, which celebrate different festivals, for example, Divali. TPR lessons teach about different faiths. In Years 1 and 2, visitors or visits help the children to learn about different faiths. Where possible, parents or children talk about their personal experiences with regard to their own beliefs and traditions.
- c. The School encourages a tolerance and appreciation of and respect for children’s own and other cultures; we teach/talk about diversity in terms of similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences in class assemblies, and in celebrations such as Harvest Festival and Chinese New Year.
- d. Staff always emphasise the importance of tolerant behaviours such as sharing and respecting other’s opinions.
- e. Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.
- f. The School has access to a range of resources to reflect diversity – a collection of books are available in the library and in book boxes in the classroom. There are a range of different skin-coloured dolls, and puzzles reflecting different cultures as well as women and men doing a range of jobs and people with disabilities, for example in wheelchairs. Paints reflect different colour skins; the School tries to ensure display pictures include a mix of girls, boys, and skin/hair colours. Our musical instruments are multicultural; sometimes the items in the role play areas reflect different lifestyles, for example, the woks in the playhouse. Many classrooms have a globe in them.

## 15.2. In the Prep School

### 15.2.1. Democracy

- a. Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, assemblies and the PSHEE curriculum programme.
- b. The Smart School Council teaches pupils how they can influence decision-making through democratic processes.
- c. Include information about the advantages and disadvantages of democracy and how it works and has worked in Britain and abroad through the PSHEE, history, TPR, Latin and English curricula.
- d. Encourage pupils to be aware of injustice and think about ways in which this can be challenged through school processes or in the wider world, for example, through charity fundraising initiatives and awareness-raising campaigns, such as the support the School has provided to the Dalit school in India.
- e. Use assemblies to explore themes relating to democracy in the UK and around the world.
- f. Run shadow general elections to mirror national elections, giving the children the chance to participate in the process as candidates, party members and/or voters.

### 15.2.2. Rule of Law

- a. Ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school.
- b. Help pupils to distinguish right from wrong through discussion, the implementation of restorative practice and the modelling of positive behaviour.
- c. Help pupils to understand that the law and living under the rule of law is intended to protect individuals. Use opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups.
- d. Help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules.
- e. Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.
- f. Explore the possibility of introducing police visits to build links between and understanding of the police force and its work to support local communities.

### 15.2.3. Individual Liberty

- a. Support all pupils to develop positive self-esteem, self-confidence, self-awareness and self-knowledge.

- b.** Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others.
- c.** Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school.
- d.** Educate pupils to understand that their rights and liberties entail correlative responsibilities towards others.

#### 15.2.4. **Respect and Tolerance**

- a.** Promote respect for individual differences.
- b.** Use curricular and co-curricular opportunities to expose pupils to British and other cultures, their ways of life and religion and beliefs; encourage and support pupils in developing their understanding and appreciation of these, encouraging acceptance of different ways of worship and different perspectives on faith where these are not themselves in conflict with fundamental British values.
- c.** Use curricular opportunities in TPR and history, for example, to encourage critical thinking and deeper understanding of difference and beliefs.
- d.** Discuss differences between people: race, gender, religion and beliefs, disability, sexuality and family situations such as young carers or looked after children, ensuring that pupils can understand these different elements within British society.
- e.** In Years 7 and 8, discuss current affairs and issues, including areas such as terrorism and radicalisation.

## 16. **Summary**

16.1. All staff and pupils at the School are expected to behave with integrity, tolerance and compassion in their dealings with one another. The School provides opportunities for all pupils not only to explore their own cultures, but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist, it will not be tolerated, and there will be an appropriate response that ensures the protection of the rights of individuals in the context of the promotion of fundamental British values.

16.2. Examples of opportunities and activities to promote fundamental British values at the School include:

16.2.1. The promotion of British values to all students via Curriculum and Discovery Days;

- 16.2.2. In lessons, all students are encouraged to debate and discuss ideas, sharing and defending their beliefs in a way that is collaborative and supportive;
- 16.2.3. Teachers model positive behaviour and democratic values in their interactions with colleagues and pupils;
- 16.2.4. Subjects, such as art, use inspirational British people as focal points for topic work;
- 16.2.5. Assemblies are frequently used as vehicles through which the children are presented with examples of key moments, people or ideas from British history;
- 16.2.6. Lessons are exploited, when appropriate, to provide forums in which pupils can learn more about and question the notions of liberty, justice, democracy, law, governance, faith and belief systems. The School takes care to ensure that all pupils feel safe, secure and able to celebrate their own and each other's' backgrounds, beliefs and cultural practices.

## **17. Monitoring and Review**

- 17.1. There will be a formal review of this policy every two years, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
- 17.2. The effectiveness of the SMSC & British Values provision in the school is assessed on a regular basis via:
  - 17.2.1. academic monitoring of teaching and learning ;
  - 17.2.2. pastoral monitoring of behaviour and achievements;
  - 17.2.3. regular discussions at staff meetings.

Governors' committee reviewing	Education Committee
Effective From	October 2021
Date last formally approved	
Period of review	Biannually
Next review date	October 2023
Person responsible for implementation and monitoring	Director of Curriculum
Related policies	Curriculum Policy Equality and Accessibility Plan Child Protection and Safeguarding Policy Behaviour and Discipline Policy

## **Appendix: SMSC**

### **SMSC Requirements**

#### Pupils' spiritual development

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible use of imagination and creativity in their learning
- willingness to reflect on their experiences.

#### Pupils' moral development

- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

#### Pupils' social development

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

#### Pupils' cultural development

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The following table shows how the themes and units of work within the PSHEE Programme contribute to the different aspects of the SMSC agenda. Those listed in brackets show area where there are links, rather than explicit teaching content.

<b>Social Development</b>	<b>Moral Development</b>
Beginning and Belonging	Rights, Rules and Responsibilities
Rights, Rules and Responsibilities	Anti-bullying
My Emotions	Diversity and Communities
Family and Friends	Financial Capability
Working Together	Managing Risk
Anti-bullying	Drug Education
Diversity and Communities	Safety Contexts
Managing Risk	Planning for the Future
Personal Safety	(Family and Friends)
Sex and Relationships Education SR2, SR4, SR6 (Y7&8)	(Sex and Relationships Education SR2, SR4, SR6, Y7&8)
Healthy Lifestyles	(Working Together)
Drugs, alcohol and Tobacco	(Beginning and Belonging)
Emotional Wellbeing and Mental Health	
Identity	
Planning for the Future	
<b>Spiritual Development</b>	<b>Cultural Development</b>
My Emotions	Beginning and Belonging
Working Together	Diversity and Communities
Sex and Relationships Education SR1, SR3, SR5, Y7&8)	(Rights, Rules and Responsibilities)
Managing Change	(Family and Friends)
(Sex and Relationships Education SR2, SR4, SR6)	(Anti-bullying)
	(Drugs, Alcohol and Tobacco)

October 2021