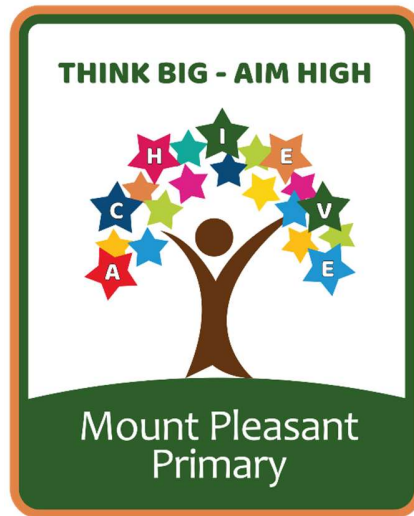




British Values and SMSC Policy

Mount Pleasant Primary School

Approved by Standards Committee	May 2026
1 st Review	May 2028

Mission statement

This policy relates to the whole school ethos of Mount Pleasant Primary School. The promotion of pupils' spiritual, moral, social and cultural (SMSC) development and fundamental British values is a whole-school responsibility. SMSC and British Values are promoted through the curriculum, enrichment, school systems and the wider community. This policy should be read alongside the school's Safeguarding Policy, Prevent Duty Action Plan, Behaviour Policy, Equality and Diversity Policy, RSE policy, E-safety policy and Acceptable Use Policy.

Introduction and statutory context

This policy sets out how the school meets its statutory duties under section 78 of the Education Act 2002 and DfE guidance on promoting fundamental British values. It reflects the Prevent Duty (Counter-Terrorism and Security Act 2015) and the Department for Education's requirement that schools 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. Staff must follow safeguarding procedures if any concerns about radicalisation, extremism, exploitation or pupils' welfare arise. Prevent-related concerns should be reported immediately to the Designated Safeguarding Lead (DSL).

Fundamental British Values

The school promotes the following British values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those of different faiths and beliefs

At the heart of these values lie positive relationships where staff and pupils work together towards common goals. These values are integral to our vision and ethos and are reinforced across the curriculum, assemblies, enrichment and daily school life.

Aims

This policy aims to:

- Embed SMSC and British Values across all areas of school life.
- Ensure all pupils develop self-knowledge, self-esteem, self-confidence and the ability to distinguish right from wrong.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and contribute positively to the local and wider community.
- Enable pupils to acquire knowledge of and respect for public institutions and services in England.
- Promote tolerance and harmony between different cultural traditions and beliefs.

- Provide clear responsibilities, monitoring, measurable indicators of impact and governance oversight.

Accountability, leadership and monitoring

- The Headteacher is responsible for ensuring the policy is implemented across the school.
- The DSL is responsible for Prevent-related matters and staff training on safeguarding and radicalisation risks.
- The named leader with responsibility for Personal Development along the SMSC Lead will:
 - Lead whole-school audits of SMSC and British Values provision.
 - Maintain the SMSC portfolio of evidence (assembly plans and evaluations, pupil work samples, school council minutes, visit records, CPD attendance and pupil voice summaries).
 - Provide CPD and ensure induction covers SMSC, British Values, Prevent
 - Monitor implementation and evaluate impact using agreed measures.
 - Report outcomes to SLT and the Governing Body at least annually.
- The Governing Body will review this policy annually, receive an SMSC report that includes evaluation against key performance indicators (KPIs) and ensure resources and time are available to support provision.

Measuring impact

The school will evaluate effectiveness through:

- Termly pupil voice surveys, including targeted groups (EAL, new arrivals, SEND).
- Analysis of behaviour, safeguarding and prejudice-based incident logs.
- Monitoring participation in democratic processes (school elections turnout and representation).
- Review of RE and PSHE outcomes, lesson monitoring and work samples.
- Evidence of impact on school priorities (e.g. pupil articulation of learning, reading-for-pleasure engagement).
- Findings will inform the school improvement plan and be reported to governors. The SMSC portfolio will be available to SLT, governors and inspectors on request (photographs will be stored in line with consent and data protection procedures).

Delivery of SMSC and British Values: whole-school approach

The following actions and provision are examples of how SMSC and British Values are promoted across school life. This list is not exhaustive.

Curriculum and subject-specific practice

- RE, PSHE and the wider curriculum provide planned opportunities to explore beliefs, values, ethics, law and civic life.
- Subject leaders will ensure whole-school policies allow subject-specific adaptations (for example, marking and feedback approaches that differ for spoken language and writing or practical sciences) so that subject pedagogy is not undermined by blanket policies.
- Teachers will adapt content and approaches to meet the needs of pupils with EAL and SEND. Resources include visual supports, simplified language, translations where feasible, scaffolded speaking opportunities and reasonable adjustments (e.g. small-group supported sessions, communication aids).
- Teaching will develop critical engagement: pupils will learn to consider, evaluate and respectfully challenge different viewpoints, explore the strengths and limitations of different systems of government and understand the limits of freedoms when they cause harm.

Assemblies and PSHE time

- Weekly assemblies and PSHE time themes support SMSC, British Values, reflection and collective worship in line with statutory expectations. Plans and evaluations will be retained in the SMSC portfolio.

Pupil voice and democracy

- The school council is an active democratic forum with elected representatives from across key stages. Election processes are age-appropriate (show of hands to secret ballots) and used to teach voting systems, majority vs plurality and democratic decision-making.
- The school will run mock elections and use local or national elections as learning opportunities. The school council meets with staff and senior leaders, participates in fundraising decisions and will make periodic visits to the town hall and local civic representatives.
- Turnout, representation data and pupil council outcomes will be monitored as impact measures.

The rule of law

- Pupils learn about the importance of rules and laws, the responsibilities they entail and consequences of breaking them. School and classroom rules are taught, modelled and applied consistently through the Behaviour Policy.
- External visits from emergency services and representatives (police, fire service, local courts) support pupils' understanding of law and public institutions.
- The school teaches the difference between religious law and the law of the land and ensures lessons explore this relationship carefully.

Individual liberty and digital citizenship

- Pupils are supported to understand and exercise their rights and personal freedoms within a safe framework. They are encouraged to express opinions respectfully and to make informed choices about health, wellbeing and lifestyle.
- Digital citizenship is taught explicitly, including safe online behaviour, recognising misinformation, personal data protection, respectful communication and safe, purposeful use of AI tools.
- eSafety is age-appropriate and incorporated into PSHE, computing and subject lessons.

Mutual respect, tolerance and inclusion

- Mutual respect and courtesy are modelled by staff and expected of all pupils. The school actively promotes equality, tackles prejudicial or discriminatory behaviour and teaches about protected characteristics as defined in the Equality Act 2010.
- Incidents of prejudice are recorded, monitored and used to inform targeted interventions and training.
- The school celebrates cultural and religious diversity through curriculum content, assemblies and annual festivals (e.g. Christmas, Eid, Diwali, Vaisakhi, Rosh Hashanah) and through visits to places of worship. RE follows the Kirklees Agreed Syllabus.
- Parents may withdraw pupils from RE or collective worship in line with statutory rights. Requests must be made in writing to the Headteacher. Where withdrawal is agreed, the school will provide appropriate supervised alternative activities that continue to support SMSC objectives and will seek to work with parents to minimise loss of learning.

SMSC in practice: spiritual, moral, social and cultural development

Spiritual development

Aim: To develop pupils' beliefs, feelings and emotional awareness.

Practice: RE programme, PSHE spiral curriculum, assemblies with reflection, enrichment visits and opportunities for quiet reflection and creative expression.

Moral development

Aim: To develop knowledge, understanding and behaviour in relation to right and wrong.

Practice: Clear models of staff behaviour, comprehensive PSHE themes, behaviour policy applied consistently, assemblies exploring moral issues, restorative approaches and use of external visitors to support moral learning.

Social development

Aim: To develop skills and qualities necessary for effective social participation.

Practice: Opportunities to work collaboratively, roles such as play leaders and wellbeing champions, school council, community engagement and curriculum tasks that build speaking, listening and teamwork skills.

Cultural development

Aim: To broaden pupils' understanding and appreciation of cultural diversity.

Practice: Educational visits (museums, theatres, places of worship), celebrations of cultural traditions, curriculum links across subjects and enrichment activities that expose pupils to a range of cultural experiences.

Differentiation, inclusion and accessibility

The school recognises its highly diverse intake and ensures SMSC and British Values teaching is accessible to all pupils. Staff will:

- Provide language scaffolds, visuals and translated materials where feasible for pupils with EAL and newly arrived families.
- Implement reasonable adjustments for pupils with SEND, identified through the SEND provision map and individual plans.
- Ensure extra-curricular and enrichment activities are inclusive and accessible through appropriate support, differentiated tasks and careful planning.

Safe recruitment, staff training and CPD

- Staff induction covers SMSC, British Values, Prevent, safeguarding, digital citizenship and the school's expectations.
- The school provides regular CPD to ensure staff can deliver subject-specific SMSC effectively and meet the needs of EAL and SEND pupils.
- Senior leaders will ensure subject-specific CPD needs are supported and that whole-school policies allow subject flexibility where appropriate.

Evidence collection and inspection readiness

The SMSC portfolio will contain: assembly plans and evaluations, RE and PSHE curriculum documentation and work samples, pupil voice summaries, school council minutes, visit records, CPD logs and photographic evidence (with consents). This portfolio supports internal monitoring and external inspection and will be made available to governors and inspectors on request.

Governance, review and publication

- The Governing Body will receive annual reports on SMSC and British Values implementation and impact.
- This policy will be reviewed every two years or earlier if required by statutory changes.

Conclusion

Mount Pleasant Primary School is committed to embedding SMSC and fundamental British Values across all aspects of school life, ensuring all pupils are prepared for the responsibilities and opportunities of later life. By naming responsibilities, defining

measurable indicators of impact, strengthening safeguarding and Prevent links, providing guidance for differentiation and digital citizenship and ensuring transparent monitoring and governance, this policy seeks to provide clear, accountable and inclusive provision that meets statutory expectations and serves our diverse school community.