



LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

SMSC, BRITISH VALUES AND PROTECTED CHARACTERISTICS POLICY

Supporting pupils to care, grow and shine

1. Purpose and school ethos

At Longton Primary School and Nursery, the spiritual, moral, social and cultural (SMSC) development of pupils is integral to the life of the school. SMSC is developed through the curriculum, school ethos, relationships, assemblies, opportunities for reflection and the way adults model respect, fairness, responsibility and care.

Our values are CARE, GROW and SHINE:

- CARE through respect, support and togetherness.
- GROW through choice, opportunity and imagination.
- SHINE through challenge, achievement and celebration.

This policy explains how Longton promotes pupils' SMSC development, the fundamental British values, equality and respect for people with different backgrounds, beliefs and characteristics. It should be read alongside the school's curriculum, behaviour, safeguarding and equality arrangements.

2. Statutory and guidance framework

The school will meet its statutory duties and have regard to relevant guidance, including:

- Department for Education (DfE) advice, Promoting fundamental British values as part of SMSC in schools.
- The Counter-Terrorism and Security Act 2015 and the Prevent duty guidance for England and Wales (2023), which came into force on 31 December 2023.
- The Equality Act 2010, including the Public Sector Equality Duty (PSED) and applicable specific duties.
- DfE statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, effective from 1 September 2026, where relevant to curriculum content.
- The current State-funded school inspection toolkit, in use from September 2026, which considers SMSC, responsible and respectful citizenship, fundamental British values, equality of opportunity and age-appropriate understanding of protected characteristics.
- The current statutory safeguarding guidance, including Keeping Children Safe in Education, and the school's safeguarding and child protection procedures.

This policy is not a substitute for the school's separate statutory policies and procedures. Where guidance changes, the Headteacher will ensure the school checks the current version and updates practice as needed.

3. Aims

Through SMSC and the promotion of British values, Longton aims to enable pupils to:



LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

- develop self-knowledge, self-esteem, confidence and an age-appropriate understanding of their own values and beliefs;
- reflect on questions of meaning, purpose, right and wrong, responsibility and the experiences of others;
- make thoughtful choices, understand consequences and take responsibility for their actions;
- build positive relationships, cooperate, resolve disagreements and contribute to the school and wider community;
- understand and respect a range of cultures, faiths, beliefs, traditions and viewpoints, including those different from their own;
- participate in democratic processes and understand how decisions are made and how they can influence them;
- understand the importance of the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs;
- recognise prejudice, discrimination, bullying and unfair treatment, and know how to seek help or challenge these safely;
- understand, in an age-appropriate way, that people have different characteristics and circumstances and are entitled to dignity, fairness and respect;
- become responsible, respectful and active citizens who can contribute positively to modern Britain.

4. Spiritual development

Spiritual development is not limited to religious belief. It includes pupils' capacity to reflect on themselves and others, explore questions of meaning and purpose, experience awe and wonder, use their imagination and appreciate human relationships, the natural world and the arts.

Opportunities may include:

- quiet reflection, discussion and thoughtful questioning in lessons and assemblies;
- appreciating beauty, creativity, music, literature, art, nature and the world around them;
- learning about religious and non-religious worldviews through the curriculum and RE;
- considering different viewpoints and developing their own ideas without being required to adopt a particular belief;
- celebrating achievement, showing gratitude and reflecting on experiences and relationships.

5. Moral development

Moral development supports pupils to consider right and wrong, fairness, justice, consequences and responsibility. Adults model honesty, fairness and respectful conduct and help pupils to understand why rules and expectations matter, rather than relying solely on sanctions.

Pupils are supported to:

- recognise the impact of their choices on other people;
- understand the importance of honesty, fairness, respect for others and respect for property;
- take responsibility for their behaviour and make amends where appropriate;
- discuss ethical questions and consider evidence, reasons and different perspectives;
- understand that disagreement can be expressed respectfully and that harmful or discriminatory behaviour is not acceptable.



LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

The school's behaviour and restorative approaches should support these aims and be applied consistently, fairly and in a way that takes account of pupils' age, needs and circumstances.

6. Social development

Social development enables pupils to build positive relationships and participate constructively in their class, school, family, local community and wider society. It includes communication, cooperation, empathy, conflict resolution, initiative and understanding rights and responsibilities.

Longton's existing approaches include pupil voice, School Parliament, the Eco Team, buddy support, shared class expectations, collaborative learning, restorative conversations, extra-curricular opportunities and charitable or community activities. These opportunities should be accessible and inclusive, with appropriate support where needed.

Adults will promote respectful relationships between pupils and between pupils and adults. Bullying, harassment, discriminatory language and exclusion will be addressed through the relevant school policies.

7. Cultural development

Cultural development supports pupils to understand their own identity and to appreciate the diversity of cultures, histories, traditions, faiths, beliefs, languages, arts and ways of life within the school, local community, Britain and the wider world.

The school's existing approaches include RE, assemblies, stories, visitors, cross-curricular learning, the arts, community links, visits to places of worship where appropriate, and charitable activities. The policy does not assume that any one pupil represents a whole culture or faith. Teaching should avoid stereotypes and present people and communities with accuracy, dignity and balance.

Pupils may explore similarities and differences, ask respectful questions and express their own views, while learning that people's rights and dignity must be respected.

8. Fundamental British values

Longton actively promotes the fundamental British values identified in DfE guidance. These are shared civic values and are not a test of a pupil's nationality, ethnicity, religion or personal identity. They are promoted alongside respect for human rights, equality, freedom of belief and the democratic process.

8.1 Democracy

Pupils learn how decisions can be made fairly, how to express and listen to different views, and how democratic processes work.

Examples include elections for pupil responsibilities such as School Parliament and the Eco Team, pupil voice and surveys, discussions about school and class rules, and opportunities for pupils to influence choices and activities.



LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

8.2 The rule of law

Pupils learn why laws and rules exist, how they protect people and communities, and the importance of fairness, responsibility and consequences. They are supported to distinguish between right and wrong and to resolve conflict safely.

Longton promotes this through its behaviour expectations, shared class rules, restorative approaches and buddy system. Teaching should explain that laws and rules must be applied fairly and that concerns can be raised through appropriate processes.

8.3 Individual liberty

Pupils learn about freedom, rights, responsibilities and making informed choices within safe and lawful boundaries. They are encouraged to express opinions respectfully, develop independence and recognise that their choices can affect other people.

The school supports pupils to make choices in learning and activities, take part in discussions, and understand how to seek help if they feel unsafe, pressured or unable to express a concern.

8.4 Mutual respect and tolerance of different faiths and beliefs

Pupils learn to respect people with different faiths, beliefs, backgrounds, identities and viewpoints. Respect does not require agreement, and it does not mean accepting bullying, prejudice or harm. Pupils should be able to discuss differences calmly and challenge discriminatory ideas in a safe, age-appropriate way.

Longton's approach include RE, assemblies, stories, visitors, links with local faith communities, visits to places of worship where appropriate, and charitable work. Staff should ensure that religious and non-religious worldviews are represented fairly and that pupils are not expected to speak on behalf of a whole group.

9. Protected characteristics and equality

The Equality Act 2010 identifies nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The way the Act applies varies by context. For pupils in school education, the protected characteristics relevant to the school's education duties are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation; age and marriage or civil partnership do not apply to pupils in the same way.

The school will meet the duties that apply to it and have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act;
- advance equality of opportunity between pupils who share a relevant protected characteristic and those who do not;
- foster good relations between people who share a relevant protected characteristic and those who do not.

In practice, this means considering equality implications when developing policies, planning curriculum content, making decisions, organising activities and responding to incidents. The school should identify potential barriers, take reasonable and lawful steps to reduce disadvantage, and review whether its actions are effective.



LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

Teaching about protected characteristics must be age-appropriate, factual, respectful and consistent with current statutory guidance. It should help pupils understand that people may differ in their characteristics and circumstances, that discrimination and harassment are not acceptable, and that all pupils should be able to participate in school life.

The school will not promote stereotypes or present a protected group as a problem. Staff will handle questions sensitively, maintain professional boundaries and seek advice from the Headteacher where a question or incident requires further consideration.

The school's equality information and objectives are maintained and published separately in accordance with applicable requirements. This policy does not replace those documents.

10. Curriculum and teaching

SMSC, British values and respect for protected characteristics are developed through the whole curriculum and the daily life of the school, not through one subject or a single annual event. All staff contribute to this work.

Relevant opportunities may arise through:

- Kapow Primary PSHE, including relationships, health, citizenship-related learning where included in the school's plan, decision-making, safety, respect and inclusion;
- Kapow Religious Education, including learning about Christianity and other religious and non-religious worldviews in line with the school's RE arrangements;
- English, reading, writing, stories, discussion and drama;
- history, geography, art, music, science and other subjects where ethical, cultural, social or environmental questions arise;
- assemblies, with appropriate opportunities for reflection;
- pupil leadership, school responsibilities, buddy support, charitable activity, visits and enrichment.

Teachers should use the school's adopted curriculum plans and resources, adapt teaching to pupils' ages and needs, provide accessible participation, and ensure that examples and materials are suitable for a primary audience. Staff should avoid presenting contested or sensitive issues as if every family holds the same view. Where an issue requires particular care, staff should consult the Headteacher and relevant curriculum or safeguarding lead.

Pupils should have opportunities to ask questions, reason, listen and disagree respectfully. Staff should not require pupils to disclose personal or family experiences in front of others.

11. Prevent, safeguarding and safe discussion

The school's promotion of British values is part of its wider safeguarding work and should help pupils develop resilience, recognise harmful influence and understand how to seek help. Longton will have due regard to the Prevent duty guidance applicable to schools.

The school will provide a safe environment for age-appropriate discussion and help pupils learn to consider information critically, including information encountered online. Staff should be alert to concerns that a pupil may be vulnerable to radicalisation or extremist influence, while avoiding assumptions based on a pupil's religion, ethnicity, family background or lawful political or religious views.



LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

Where a concern arises, staff must follow the Safeguarding and Child Protection Policy and report it promptly to the Designated Safeguarding Lead (DSL) or deputy. The DSL will assess the concern and follow current safeguarding and Prevent procedures, including seeking advice or making a referral where appropriate. This policy does not replace the school's safeguarding referral pathway.

Staff must respond to disclosures in accordance with safeguarding procedures, record concerns factually and share information only through appropriate channels. Immediate risks must be acted on without delay.

12. Inclusion and accessibility

All pupils should have meaningful opportunities to develop SMSC understanding and participate in school life. Teachers should consider pupils' age, developmental stage, SEND, communication needs, prior knowledge, cultural context and individual circumstances when planning activities.

Adaptations may include accessible resources, pre-teaching vocabulary, structured discussion, visual supports, additional processing time, alternative ways to contribute and appropriate adult support. Adaptation should maintain the learning intention while enabling pupils to participate.

The school will respond to incidents of bullying, discriminatory language or exclusion in line with the Behaviour Policy, Anti-Bullying Policy, Equality Policy and safeguarding procedures. The response should protect the affected pupil, address the behaviour and consider any wider pattern or underlying concern.

13. Working with parents, carers and the community

Longton recognises that parents and carers play an important role in pupils' development of values, relationships and understanding of the world. The school will communicate relevant curriculum aims and work with families respectfully.

Visitors and community partners may contribute to learning where the contribution is relevant, age-appropriate, inclusive and consistent with school safeguarding and visitor procedures. Staff should check the suitability of resources and contributions and remain responsible for the teaching and learning taking place.

Where parents raise concerns about curriculum content or the way an issue has been taught, the school will respond through its usual communication and complaints procedures. The school will meet any specific consultation or information requirements that apply to related statutory curriculum policies.

14. Roles and responsibilities

- Governing Body: approves the policy, provides oversight and considers relevant information about its implementation and the school's equality duties.
- Headteacher and senior leaders: ensure the policy is implemented, curriculum and safeguarding arrangements are aligned, staff understand their responsibilities, and concerns are followed up.
- Designated Safeguarding Lead: leads safeguarding responses where concerns relate to radicalisation, extremism, discrimination, abuse or other risks to pupils.
- Teachers and support staff: model respectful conduct, plan relevant learning, respond to pupils' questions appropriately, challenge discriminatory behaviour and report safeguarding concerns.



LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

- All adults working with pupils: treat children and families with dignity, uphold the school's values and follow the relevant policies and procedures.

15. Monitoring, evaluation and review

The school will review the impact of this policy through a proportionate range of evidence, which may include:

- curriculum plans and examples of pupils' learning;
- pupil voice, discussions and age-appropriate surveys;
- participation in pupil leadership, enrichment and community activities;
- behaviour, bullying and safeguarding records, considered carefully and confidentially;
- staff feedback, parent feedback and relevant equality information;
- review of whether pupils can explain, in age-appropriate language, democracy, fairness, respect, rights, responsibilities and how to seek help.

Monitoring should focus on what pupils learn and experience, not simply whether activities have taken place. Any identified gaps or patterns should inform curriculum planning, staff guidance, safeguarding practice or school improvement priorities.

The policy will be reviewed at least annually and sooner if relevant legislation, statutory guidance, the curriculum or school arrangements change.

16. Related policies and official guidance

Read this policy alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Equality Information and Objectives, RE Policy, RSHE Policy, Curriculum Policy, Online Safety Policy and Prevent arrangements.

- DfE: Promoting fundamental British values through SMSC:
<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>
- Home Office: Prevent duty guidance – England and Wales (2023):
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- DfE: The Prevent duty – safeguarding learners susceptible to radicalisation (updated October 2026):
<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-susceptible-to-radicalisation>
- DfE: Equality Act 2010 – advice for schools: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- EHRC: Public Sector Equality Duty guidance for schools:
<https://www.equalityhumanrights.com/guidance/public-sector/public-sector-equality-duty/public-sector-equality-duty-guidance-schools-0>
- DfE: Relationships Education, RSE and Health Education statutory guidance (effective September 2026):
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Ofsted: State-funded school inspection toolkit (for use from September 2026):
https://assets.publishing.service.gov.uk/media/6a2abaf3c39255c595b50722/Schools_inspection_toolkit_for_use_from_September_2026.pdf



LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

- GOV.UK: What maintained schools must publish online – equality information and objectives:
<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>