



Lawrence House School

SMSC Policy

Document Reference	SMSC Policy
Publication Date	November 2025
Review Date	November 2026
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Approved Chair of Governors	Tony Nolan

1. Purpose

The purpose of this policy is to outline Lawrence House School's approach to promoting the spiritual, moral, social, and cultural (SMSC) development of our students. SMSC education is fundamental to the overall personal development and well-being of our students, and is essential in supporting them to become confident, resilient, and responsible citizens.

This policy aims to:

- Ensure a consistent and coherent whole-school approach to SMSC development
- Provide guidance on the school's expectations and strategies for promoting SMSC
- Outline the roles and responsibilities of staff, students, parents, and the wider community in supporting SMSC
- Establish a framework for monitoring, evaluating, and reviewing the impact of SMSC provision

SMSC development is integral to students' personal development and wellbeing, as evaluated under Ofsted's 2025 inspection framework. Our SMSC provision supports students to develop the knowledge, skills, character and resilience they need for participation and success in later life, both in school and beyond.

2. Legislation and Guidance

This policy has been developed in accordance with the following legislation and guidance:

- The Education (Independent School Standards) Regulations 2014
- Ofsted's Education Inspection Framework (2025)
- DfE guidance on Promoting fundamental British values as part of SMSC in schools (2014)
- DfE guidance on Personal, social, health and economic (PSHE) education (2020)

3. Roles and Responsibilities

School Leaders

- Ensure that SMSC development is a priority within the school's strategic plan and curriculum
- Allocate appropriate resources, time, and training to support the delivery of SMSC education
- Monitor and evaluate the effectiveness of SMSC provision, making improvements as necessary
- Engage with parents, carers, and the wider community to promote SMSC

Teachers

- Incorporate SMSC themes and opportunities within their lessons and across the curriculum
- Model and promote positive SMSC values and behaviours
- Identify and address any SMSC-related needs or concerns among students
- Participate in relevant SMSC-focused professional development

Students

- Engage actively in SMSC-related learning and activities
- Demonstrate respect, tolerance, and understanding towards others

- Contribute positively to the school and local community
- Reflect on and apply SMSC principles in their daily lives

Parents and Carers

- Support the school's SMSC ethos and initiatives
- Encourage their children to participate in SMSC-related opportunities
- Communicate any SMSC-related concerns or suggestions to the school

Governors

- Ensure that the school's SMSC provision meets statutory requirements and Ofsted expectations
- Monitor the implementation and impact of the SMSC policy
- Provide strategic oversight and challenge to school leaders on SMSC matters

4. Guiding principles

Spiritual development

The spiritual development of students is shown by their:

- Ability to be reflective about their beliefs, religious or otherwise, that inform their perspective on life.
- Knowledge of, and respect for, different people's faiths, feelings, and values.
- Sense of enjoyment and fascination in learning about themselves, others, and the world around them.
- Use of imagination and creativity in their learning. Willingness to reflect on their experiences.

Moral development

The moral development of students is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and their ability to understand and appreciate the viewpoints of others on these issues.

Social development

The social development of students is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic, and socio-economic backgrounds.
- Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet, and social media, safely.

- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. The students should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Cultural development

The cultural development of students is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in, and respond positively to, artistic, sporting, and cultural opportunities.
- Interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic, and socioeconomic groups in the local, national, and global communities.
- Ability to recognise and value the things shared across cultural, religious, ethnic, and socio-economic communities.

Understanding protected characteristics

Through our SMSC provision, students will develop an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010. These are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Students will learn that individual characteristics make people unique, and that everyone should be treated with respect and dignity regardless of these characteristics. We promote equality of opportunity so that all students can thrive together and understand the importance of celebrating diversity within our school community.

Supporting all Students

Our SMSC provision is designed to support all pupils, including:

- Students who are disadvantaged
- Students with SEND
- Students who are known (or previously known) to children's social care

- Students who may face other barriers to their learning and/or wellbeing, such as students who share a protected characteristic or students who are young carers

We ensure that SMSC opportunities are accessible to all students and that reasonable adjustments are made where necessary.

5. Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum, assemblies, and visits from external providers.

SMSC has particularly strong links to religious education, pastoral sessions and PSHCE education.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

Our SMSC programme is coherently planned and suitable for our school's context. Staff receive appropriate training and support to deliver SMSC content effectively, and we regularly monitor and evaluate the impact of our provision on students' development.

In order to develop a strong sense of identity in our students, we will use classroom discussion to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g., bullying and death.
- Share thoughts and feelings with other people.
- Explore relationships with friends, family, and others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable them to develop socially, morally, spiritually, and culturally, e.g., empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

Many areas across the curriculum provide opportunities for students to:

- Listen and talk to each other.
- Learn to treat all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

We may use the following methods to help students develop an understanding of how they can influence decision making through the democratic process:

- Hearing students' voice
- Voting on charities to support
- Writing balanced arguments in English lessons

- Providing students with opportunities to take part in debates and public speaking activities

We may use the following methods to help students develop an understanding of the rule of law:

- Setting high expectations for attendance, punctuality, and behaviour
- Setting classroom and school rules
- Teaching students about health and safety laws, including e-safety laws, relevant to the school setting
- Teaching students about the roles of all those who help us, including staff members, emergency services, friends, and family
- Teaching students about the role of the monarchy and of previous monarchies
- Providing students with opportunities to celebrate the lives of people who have influenced the course of history

We may use the following methods to help students develop an understanding of different faiths and beliefs:

- Celebrating differences and similarities through cultural event days, for example, International Day
- Teaching about different beliefs and cultures
- Exploring morals through lessons, stories, and assemblies

Additional practical activities to encourage students' SMSC development include:

- Working together in different groupings and situations.
- Hearing music from different composers, cultures, and genres.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participating in live performances.
- Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.
- Hearing and seeing live performances by professional actors, dancers, and musicians.
- Studying the contributions to society that certain famous people have made.

Teachers will help students' SMSC development by:

- Encouraging teamwork in PE and games.
- Encouraging an appreciation of, and respect for, the work and performance of other students, regardless of ability.
- Using assembly themes to explore important aspects of both British heritage and other cultures, e.g., festival days, the patron saints, and global events.

6. Promoting fundamental British values

We will take the following actions to promote fundamental British values:

- Including in suitable parts of the curriculum age-appropriate material on the strengths, advantages, and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching students a broad and balanced international history.
- Representing the cultures of all our students within the curriculum.
- Teaching a wide range of English and non-English literature.

- Commemorating World War 1 and 2.
- Ensuring that all students have a voice that is listened to.
- Using general and local elections to hold mock elections and provide students with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help students learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

Through our SMSC programme, we will:

- Enable students to develop their self-knowledge, self-esteem, and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students 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 of the school and to society more widely.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

By promoting fundamental British values through SMSC education, we will provide students with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

Through our SMSC provision, we also support students to recognise online and offline risks to their wellbeing, including risks from criminal and sexual exploitation, domestic abuse, and online harms. We develop students' confidence, resilience and knowledge so that they can keep themselves mentally and physically healthy.