



Meadow View Farm School
excellence as standard

Spiritual, Moral, Social and Cultural Development Including British Values Policy

Approved by:

Katie Simpson

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Last reviewed on:

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Next review due by:

August 2027

1. Introduction and Aims

At Meadow View Farm School (MVFS), we are committed to supporting the spiritual, moral, social and cultural (SMSC) development of every pupil and to actively promoting the fundamental British values that prepare pupils for life in modern Britain.

We recognise that our pupils have a wide range of special educational needs and disabilities (SEND), including social, emotional and mental health (SEMH) needs. Our approach is therefore inclusive, developmentally appropriate and responsive to individual need.

We aim to provide pupils with the knowledge, understanding, skills and experiences they need to participate positively in school, their local community and wider society.

The fundamental British values are:

- **democracy**
- **the rule of law**
- **individual liberty**
- **mutual respect and tolerance of those with different faiths and beliefs**

Through our curriculum, relationships, routines and wider school experiences, we aim to:

- develop pupils' self-knowledge, self-esteem, confidence and sense of belonging;
- support pupils to understand and manage their emotions and behaviour;
- encourage pupils to take responsibility for their choices and understand how these choices can affect others;
- develop respect for democracy and an understanding of how people can participate in democratic processes;
- develop an age-appropriate understanding of the rule of law and why rules and laws help to keep people and communities safe;
- support pupils to understand their rights, responsibilities and individual freedoms;
- promote respect for others, including people with different backgrounds, cultures, faiths, beliefs, families, identities and experiences;
- develop pupils' understanding of equality and discrimination in an age- and developmentally appropriate way;
- enable pupils to recognise and challenge prejudice and discrimination;
- develop pupils' understanding of public institutions and services in England;
- enable pupils to contribute positively to school and their wider community;
- provide opportunities for pupils to express their views, listen to others and respectfully consider different viewpoints; and
- prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.

2. Legislative and Statutory Framework

This policy has regard to relevant legislation and national guidance, including:

- Department for Education guidance, *Promoting fundamental British values as part of SMSC in schools*;
- the **Education Act 2002**;
- the **Equality Act 2010**, including the Public Sector Equality Duty where applicable;

- the **Counter-Terrorism and Security Act 2015**;
- the **Prevent Duty Guidance: England and Wales (2023)**;
- current Department for Education safeguarding guidance, including *Keeping Children Safe in Education*;
- Department for Education guidance on **political impartiality in schools**;
- statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, where applicable; and
- the **SEND Code of Practice: 0 to 25 years**.

These duties and expectations are considered alongside the school's Safeguarding and Child Protection Policy, SEND Policy, Behaviour Policy, Equality information and objectives, RSHE/PSHE provision and wider curriculum policies.

3. Fundamental British Values at MVFS

Democracy

Pupils are supported to understand that their views matter and that they can contribute positively to decisions affecting them and their community.

Opportunities may include:

- School Council and pupil representatives;
- voting and democratic decision-making;
- pupil voice activities;
- class discussions and debates;
- contributing to school initiatives, charity events and community projects;
- making choices within appropriate boundaries;
- listening to and considering the views of others; and
- learning about democratic institutions and processes at an age-appropriate level.

Adults model respectful discussion and support pupils to understand that people can hold different opinions.

The Rule of Law

Pupils are supported to understand why rules and laws exist and how they can help to protect people's rights, wellbeing and safety.

This is promoted through:

- clear, predictable and consistent school expectations;
- teaching pupils about rights and responsibilities;
- helping pupils understand the relationship between choices and outcomes;
- restorative and relational approaches;
- visits from, or learning about, public services and community organisations; and
- age-appropriate learning about laws and the justice system.

Within our SEND and SEMH context, adults recognise that behaviour can communicate an unmet need or dysregulation. Pupils are supported to understand expectations through

appropriate teaching, co-regulation, emotion coaching and reasonable adjustments while maintaining clear expectations around safety and the rights of others.

Individual Liberty

Within a safe and supportive environment, pupils are encouraged to make choices, express their views and develop increasing independence.

Pupils are supported to:

- make informed and appropriate choices;
- develop confidence and self-advocacy;
- recognise their rights and the rights of others;
- understand personal boundaries and consent;
- understand how to keep themselves safe, including online;
- identify trusted adults and seek help when needed;
- develop their interests and aspirations; and
- understand that individual freedoms exist alongside responsibilities towards others.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Respect is central to the culture and ethos of MVFS.

Pupils learn that everyone deserves to be treated with dignity and respect. They are provided with opportunities to learn about different cultures, religions, beliefs, traditions, families, identities and experiences.

We promote:

- kindness, empathy and respectful relationships;
- curiosity about and respect for difference;
- age-appropriate understanding of equality and protected characteristics;
- recognition and challenge of prejudice, discriminatory language and behaviour;
- cultural and religious learning and celebrations;
- opportunities to engage positively with the wider community; and
- respectful discussion where pupils encounter different beliefs and viewpoints.

Promoting tolerance does not mean that discriminatory, prejudicial or extremist views are left unchallenged. Adults respond appropriately to language, attitudes or behaviour that conflict with the school's expectations of safety, equality and respect.

4. SMSC and the Curriculum

SMSC development and fundamental British values are embedded throughout school life rather than being restricted to individual lessons or themed events.

Teachers carefully plan learning and experiences that enable pupils to develop spiritually, morally, socially and culturally.

Opportunities are provided through areas including:

- PSHE and Relationships Education;
- Protective Behaviours and safeguarding education;
- English;
- Religious Education;
- history and geography;
- science;
- online safety and computing;
- assemblies and whole-school activities;
- therapeutic and pastoral provision;
- farm and forest learning;
- educational visits and community experiences;
- School Council and pupil voice;
- charity and fundraising activities; and
- interactions and relationships throughout the school day.

Learning is reinforced through everyday experiences so that pupils can increasingly apply their understanding to real-life situations.

5. SEND, SEMH and Accessibility

MVFS recognises that pupils may require different levels and forms of support to access learning relating to SMSC and fundamental British values.

Staff adapt teaching and experiences according to pupils' communication, cognition, sensory, emotional and developmental needs.

Approaches may include:

- visual supports and concrete examples;
- simplified or personalised language;
- social stories;
- modelling;
- repetition and revisiting key concepts;
- practical and experiential learning;
- emotion coaching and co-regulation;
- small-group or individual teaching;
- additional processing time;
- alternative methods for communicating views and choices; and
- links to pupils' individual plans, targets and lived experiences where appropriate.

Adaptation does not mean reducing ambition. All pupils are supported to develop the greatest possible understanding of their rights, responsibilities, relationships and role within society.

6. Equality, Diversity and Protected Characteristics

MVFS is committed to equality of opportunity and promoting an environment in which difference is understood, respected and valued.

In accordance with the Equality Act 2010 and relevant statutory guidance, pupils are provided with age- and developmentally appropriate opportunities to understand diversity and the protected characteristics where relevant to their education.

Staff challenge discrimination, prejudice, harassment, victimisation and discriminatory language appropriately.

Learning is carefully adapted to pupils' developmental understanding while maintaining high expectations that everyone within the school community is treated with dignity and respect.

7. Preventing Radicalisation and Extremism

MVFS recognises its responsibilities under the Prevent duty.

The school supports pupils to develop the knowledge, skills and values that can help build resilience to radicalisation and extremist influences.

This includes:

- actively promoting fundamental British values;
- providing safe and appropriately supported opportunities to discuss different ideas and viewpoints;
- developing critical thinking;
- supporting pupils to recognise reliable and unreliable information, including online;
- promoting respectful relationships and a sense of belonging;
- teaching pupils how and where to seek help;
- recognising and responding to potential safeguarding concerns; and
- ensuring relevant staff understand the school's safeguarding and Prevent procedures.

Concerns that a pupil may be vulnerable to radicalisation or extremist influence are treated as safeguarding concerns and managed in accordance with the school's Safeguarding and Child Protection Policy and current statutory guidance.

8. Political Impartiality

MVFS recognises its duties relating to political impartiality.

Where political or controversial issues arise through the curriculum, current events, pupil discussion, visitors or external organisations, staff will take a reasonable and proportionate approach.

Where different political views are presented, pupils will be supported to understand that different opinions may exist and, where required, receive a balanced presentation of opposing views.

Staff must not promote partisan political views to pupils or allow their personal beliefs to exploit pupils' vulnerability.

This does not prevent the school from promoting fundamental British values, equality, safeguarding, respect, tolerance or challenging discrimination and prejudice.

9. Opportunities and Experiences

MVFS provides a wide range of opportunities through which pupils can experience and apply SMSC development and fundamental British values.

These may include:

- School Council and pupil voice;
- pupil-led charity and fundraising events;
- whole-school cultural and community celebrations;
- open days and events involving parents and carers;
- **MVFS Against Hate Week**, celebrating difference, positivity and kindness;
- visits from public services and community organisations;
- educational visits within the local and wider community;
- work with charities and community groups;
- class performances and whole-school assemblies;
- farm and forest experiences;
- opportunities to take responsibility and contribute to school life; and
- activities that develop teamwork, resilience, cooperation and independence.

The purpose of these experiences is not simply participation. Staff use them to develop and reinforce pupils' understanding of respect, responsibility, belonging, democracy, individual liberty and life within a diverse society.

10. Working with Parents and Carers

MVFS values close partnership with parents and carers.

Parents and carers are kept informed about relevant aspects of pupils' SMSC development and the school's work to promote fundamental British values through appropriate communication, school events, open days, curriculum information and individual discussions.

The school recognises that families may hold a range of beliefs and perspectives. We aim to maintain respectful communication while ensuring that the school's statutory responsibilities relating to safeguarding, equality, curriculum provision and fundamental British values are met.

Where appropriate, staff work collaboratively with families to ensure that pupils receive clear and consistent messages and that learning is accessible to their individual needs.

11. Challenging Views and Behaviours Contrary to Fundamental British Values

The school will not promote or tolerate behaviour that undermines fundamental British values, including discrimination, intimidation or the promotion of extremist views.

Where pupils express concerning views or use discriminatory language, staff will respond in a way that is proportionate to the pupil's age, understanding, SEND and individual circumstances.

Responses may include education, restorative discussion, pastoral support, safeguarding action and work with parents/carers or external agencies where appropriate.

Our aim is to help pupils understand why particular language, attitudes or behaviours may be harmful while maintaining appropriate boundaries and safeguarding everyone within the school community.

12. Staff Responsibilities

All staff contribute to pupils' SMSC development and the active promotion of fundamental British values.

Staff are expected to:

- model respectful, inclusive and lawful behaviour;
- create environments in which pupils feel safe to express appropriate views;
- challenge prejudice and discrimination;
- make reasonable adjustments to enable pupils with SEND to participate;
- identify appropriate opportunities to reinforce SMSC and fundamental British values;
- maintain political impartiality;
- recognise potential safeguarding concerns, including concerns relating to radicalisation; and
- follow school safeguarding procedures where concerns arise.

13. Monitoring and Evaluation

The SMSC Coordinator and senior leaders will monitor the implementation and impact of this policy.

Monitoring may include:

- curriculum planning and curriculum review;
- pupil voice;
- observations of learning and school life;
- discussions with staff;
- review of School Council and enrichment opportunities;
- evidence from assemblies, visits, events and community experiences;
- safeguarding and behaviour information where relevant;
- feedback from pupils and parents/carers; and
- consideration of how effectively pupils with SEND are able to access and demonstrate their understanding.

Monitoring will focus not simply on whether opportunities have been provided, but on their impact on pupils.

Leaders will consider whether pupils, according to their age, development and individual needs, are increasingly able to:

- understand and respect differences;
- recognise their rights and responsibilities;
- contribute positively to their community;

- make appropriate choices;
- understand why rules and laws are important;
- express their views appropriately and listen to others;
- recognise discrimination or unsafe behaviour;
- identify trusted adults and seek support; and
- demonstrate attitudes and behaviours that prepare them for life in modern Britain.

14. Monitoring and Review of this Policy

This policy will be reviewed annually, or sooner where there are significant changes to legislation, statutory guidance or the needs of the school.

The policy will be approved by the Headteacher and shared with the governing board in accordance with the school's governance arrangements.

Next review: September 2027