



MEADOW PARK SCHOOL

SMSC Policy

December 2025

Background

The policy has been informed by the following documents:

- Promoting Fundamental British Values through SMSC, November 2014:
 - <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>
- The National Curriculum Programme of Study for Personal, Social, Health and Economic Education, QCA 2007:
 - <http://curriculum.qca.org.uk/>
- DfE guidance document regarding PSHE, 2020
- The Big Picture of The Curriculum, QCA, 2008
- PSHE at Key Stages 1-5: guidance on assessment, recording and reporting:
 - <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>
- Briefing by PSHE Subject Association on ‘Drop-down’ or Off Timetable Days, 2008
- Ofsted Education Inspection Framework, April 2021
- Ofsted Chief Inspector Speech, July 2019:
 - <https://www.gov.uk/government/speeches/amanda-spielman-at-stonewall>
- DfE Guidance document regarding Citizenship, 2013
- Introduction to the National Healthy Schools Programme – NHSP, 2007:
 - www.healthyschools.gov.uk
- Aspects of Learning for Secondary Schools – SEAL, DfES 2007:
 - www.teachernet.gov.uk/SEAL
- DfE Guidance on Keeping Children Safe in Education 2023:
 - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- PSHE Association:
 - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Introduction

At Meadow Park School, our vision is to nurture excellence, grow aspirations and thrive together. Meadow Park is a mixed comprehensive secondary school serving a suburban area of South Coventry. Our pupils come from a large variety of social-economic and ethnic backgrounds.

Meadow Park is an inclusive school which takes a holistic approach to education and development of the 'whole' child. Our Personal Development process and PSHE curriculum work hand in hand to grow every pupils' spiritual, moral, social and cultural awareness and responsibility. In turn, all areas are embedded in the curriculum where appropriate and relevant.

It is this holistic and embedded approach that allows us to develop the essence of SMSC and British Values in each of our pupils so that they can make informed choices as they grow and develop into adulthood.

The 2019 Ofsted Inspection Framework for the first time has a separate judgement of 'Personal Development'. According to Ofsted, this is to acknowledge the importance of "pupils' wider personal development and their opportunities to grow as active, healthy and engaged citizens."

It allows Ofsted to recognise schools' efforts to look after pupils' broader development and prepare them for life outside of education.

Personal development is familiar territory for schools as it includes:

- Spiritual, moral, social and cultural (SMSC) development.
- Personal, social, and health education (PSHE) education.
- Careers information, education, advice and guidance (See separate CEIAG Policy).

Curriculum and Policies

This Policy will work in unison and alongside the CEIAG policy and RSHE Policy to offer a wider SMSC/PSHE curriculum framework and ensure full coverage of DFE criteria.

Our combined Curricula ensures that:

- All curriculum areas address learners' broader development, enabling them to develop and discover their interests and talents.

- Learners are supported to develop ‘character’ traits such as resilience, confidence and independence.
- Learners understand how to keep physically and mentally healthy.
- Learners are prepared for success in the next step of their education journey and future career.
- Learners are empowered to explore their leadership qualities and given plenty of opportunities to take up leadership roles within the school.
- Learners are prepared for life in modern Britain by ensuring our pupils:
 - Are responsible, respectful, active citizens who contribute positively to society.
 - Understand fundamental British values.
 - Appreciate diversity and respect people different from themselves.

Monitoring and Evaluation

The School will evidence the standards by monitoring and evaluating the following:

- The quality, range and take-up of enhanced-curricular activities.
- The impact of personal, social, health and economic (PSHE) education, and relationship and sex education on learners’ personal development.
- How British Values are promoted through visits, discussions, assemblies, and wider opportunities.
- How well leaders develop pupils’ character through the quality of education.
- The quality of debate and discussions.
- How well learners understand protected characteristics; how equality is promoted, and diversity is celebrated.
- The quality of careers information, education, advice and guidance.

SCHOOL VISION for SMSC

SMSC makes a unique and substantial contribution towards the School’s aims in its core belief that the personal development of young people is essential to their health, safety and achievements as individuals within society.

This policy was developed in response to national guidance from OFSTED and refers specifically to recent guidance from OFSTED, considering the critical role SMSC has to play in ensuring young people know how to be safe and develop into young adults with the capacity to make positive informed choices.

We aim to incorporate the four core themes; Spiritual, Moral, Social and Cultural by focussing on five areas of development:

Rights, Responsibilities and British Values
Relationships and Sex Education
Staying Safe Online and Offline
Life Beyond School
Health and Wellbeing
Celebrating Diversity and Equality

Each area of development is explored explicitly through PSHE lessons, tutor time, assemblies, workshops, trips, enrichment and careers interventions as well as being embedded throughout the whole curriculum. Through these 5 areas of development our aims are to enable students:

- To form and manage supportive and stable relationships.
- To develop awareness of themselves as learners and managers of change.
- To anticipate the demands and challenges of adult life, including the world of work and leisure opportunities.
- To demonstrate their creativity enterprise and economic wellbeing.
- To make informed choices on their lifestyle.
- To be aware of the need for good health and physical well-being.
- To value themselves as an individual and promote their self-esteem.
- To promote a spirit of inquiry.
- To have the confidence and skills to make learning a lifelong process.
- To communicate appropriately, effectively and safely using all forms of communication and social media.

Objectives

1. To deliver an interesting, enjoyable and thought-provoking programme, through tutor time, assemblies, workshops, trips and other enrichment opportunities.

2. To identify opportunities through the wider curriculum and to organise activities for students to participate in through school and community-based projects.

3. Integration of Relationships and Sex Education (RSE) within SMSC: In line with statutory guidance, Relationships and Sex Education (RSE) is a core part of the school's PSHE and SMSC curriculum. RSE helps to develop pupils' understanding of healthy, respectful relationships and is critical to their broader personal development. It is taught with sensitivity and in an age-appropriate manner, with strong links to the school's commitment to SMSC, safeguarding, and promoting British values.

Pupils are equipped with the knowledge to make informed decisions about their wellbeing, relationships, and mental health, which is reflected in the wider personal development programme. Workshops, assemblies, and targeted lessons ensure that key elements of RSE—such as consent, respectful communication, and understanding diversity—are integrated across the curriculum.

Staff are trained to have an awareness of RSE in accordance with government guidelines, and the school regularly reviews its RSE provision to ensure it meets the needs of all learners.

Personnel

- Form Tutors – responsible for delivery, SLT to arrange assemblies. Middle Leader to coordinate/ oversee programme.
- Specialist teams – The school collaborates with numerous specialist teams.
- Outside Agencies - School Community Police Officer, Workshop providers etc
- In accordance with the guidelines provided from the radicalisation training all staff are mindful of the need to be alert to any potential radicalisation and should in the first instance report it to a senior member of staff who will take the appropriate action.

Resources

- PSHE is also taught through the curriculum.
- ICT deliver lessons on internet safety.
- Involvement of other agencies/ external bodies who can deliver specialist information, advice and guidance.

All resources and learning materials are quality assured to ensure that the potential for radicalisation is minimised.

Conclusion

The success of Meadow Park's SMSC provision is monitored by the SLT, with the assistance of Form Tutors, The Orchard, Safe guarding Lead and middle managers responsible for Thrive and Growing Aspirations.

This policy should be read in conjunction with other school policies on Equal Opportunities, CEIAG, SEND, Safeguarding & Child protection and PSHE.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

1. Vision

At Meadow Park, our vision is to nurture excellence, grow aspirations and thrive together.

2. Definitions

Through planning work with staff and through our daily interaction with students the following working definitions have emerged. All four aspects involve getting our students to ask questions about their own experiences and the world, together with that of considering the feelings of others.

Spirituality

Spirituality is concerned with:

Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that students and adults share.

A sense of awe and wonder – the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities.

Feelings of transcendence – the opportunity for students to discuss unexplainable issues and to feel that there is something beyond themselves.

A search for meaning and purpose – this is encouraged through students asking questions about what is going on in their lives.

Relationships – recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.

Creativity – where the student has the opportunity to express his or her thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.

Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

We therefore aim to promote spirituality through: -

- The values and attitudes the School identifies, upholds and fosters.
- The contribution made by the whole curriculum and in particular Religious Education.
- Assemblies.
- Extra-curricular activity, together with the general ethos and climate of the School.

Moral Development

"Moral development refers to students'

- Knowledge.
- Understanding.
- Intentions.
- Attitudes.
- Behaviour.

in relation to what is right and wrong" (OFSTED Framework)

This involves making clear to our students the values that we subscribe to as an institution and as a community. The will to behave morally as a point of principle is fundamental to moral development.

In this sense, moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.

We therefore aim to promote moral development through: -

- Quality of relationships.
- Behaviour Policy.
- Tutor and House-based activities.
- Quality of leadership given by the School.

- The values the School sets and exhibits through its structures.
- The curriculum and teaching.

Social Development

Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society.

We therefore aim to promote social development through; -

- Classroom organisation and management.
- The grouping of students in Houses and Tutor Groups.
- Extended Student Leadership opportunities and responsibility.
- Extra-curricular activity.
- Oracy initiative.

Cultural Development

Cultural development is students' understanding of their own cultural identity. More than this however, it is also about understanding other groups in a particular society and of other societies beyond their own. The students need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

We therefore aim to promote cultural development through: -

- An explanation of the influences that have shaped our culture
- The extension of our cultural horizons, through the influences of other cultures therefore extending cultural horizons beyond the immediate and the local.
- Past cultural features which influence and shape the present.
- A study of the present values and customs of our nation and of other nations' cultures and societies.
- Developing in our students respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups.

3. Policies and Practice

(A) SPIRITUALITY

(i) Beliefs

This is seen in a discussion of formal religious beliefs and also through simply exploring what students themselves believe in respect to their own lives and the wider community. Example areas of exploration:

- PSHE.
- RE.
- Assemblies.
- English.
- Science.
- Tutor time.
- Workshops.

(ii) A sense of Awe and Wonder

Where students are struck by what they see, feel and hear. Opportunities provided for visits to music, art and theatre events.

Example areas of exploration:

- All subjects.
- Trips.

(iii) Feelings of Transcendence

Where students are given the opportunity to feel that there is something more than just themselves, which includes unexplained issues.

Example areas of exploration:

- All subjects.
- Assemblies.
- Workshops.
- Trips.

(iv) Search for meaning and purpose (in what is going on in their lives)

This has involved exploring such issues as self-awareness, planning ahead, understanding the pressures placed upon us and looking beyond 16.

- Charity initiatives.
- Tutor time.
- PSHE.
- Career education.
- Assemblies.
- Workshops.

(v) Relationship (In particular the fostering of positive relationships, between student and student and student and teacher.

- All areas of life at Meadow Park.

(vi) Feelings and Emotions Therapy

Example areas of exploration:

- Counselling.
- Tutor Time.
- PSHE.
- Assemblies.
- Workshops.

(B) MORAL DEVELOPMENT

School values are made clear to our students. Also refer to:

- Code of Conduct.
- Anti-bullying policy.
- Equal opportunities policy.
- Tutor work.
- Student Leadership.
- Department Schemes of Learning.

(C) SOCIAL DEVELOPMENT

(i) Co-operation and partnership:

- Students work together.
- Students work with teachers.
- Students work with other adults and the wider community.
- Links and relationship with families.

(ii) Classroom organisation and management

Teachers and support teachers take account of the school's criteria for effective teaching and learning.

(iii) Extracurricular activities – Trips and Workshops.

(D) CULTURAL DEVELOPMENT

(i) Influences that have shaped our culture

- History.

- PE and Sport.
- Science.
- PSHE.
- Assemblies.
- Workshops.

(ii) Extension of our cultural horizons through the influence of other cultures.

- History.
- Geography.
- Assemblies.
- Workshops.
- World Culture Week.

4.Ethos and Climate

Clearly in all the above, the ETHOS and CLIMATE of the School make an important contribution. In all the above, the following also play an important contribution:

- The pastoral system
- The emphasis on student care
- The student leadership system.
- The behaviour policy
- The system of rewards an emphasis on prasié
- Target setting and review
- The anti-bullying policy
- the extra -curricular activities and clubs at lunchtime and after school
- The range of teaching and learning styles

5.Learning Experience

In terms of Learning Experiences, across the curriculum, we encourage our students to:

- Discuss matters of personal concern.
- Develop relationships with adults and peers.
- Develop a sense of belonging to a community.
- Be challenged by exploring beliefs and values.

- Discuss philosophical questions.
- Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives.

6. Review and Monitoring

All the elements of SMSC are tracked and monitored in the school's strategic framework and action plans.

In addition to tracking, we gather qualitative feedback through pupil surveys, staff reflections, and parental input to evaluate the impact of SMSC initiatives.

Termly questionnaires are distributed, and we collect case studies that reflect the influence of SMSC on pupil development. Book reviews from PSHE lessons are also used as evidence to assess student engagement and progress.

The school's strategic framework and associated action plans, updated each term, help to ensure continuous improvement.

7. Extra Information

Note on Safeguarding

Safeguarding: In accordance with the school's safeguarding policy, all staff are vigilant in identifying and reporting any safeguarding concerns, including potential radicalisation, bullying, and online safety risks. SMSC activities play a critical role in fostering safe environments where students learn about healthy relationships, online safety, and how to seek help when needed. All staff have received safeguarding training, and this includes understanding the connection between SMSC and safeguarding practices. Learning materials and resources are regularly reviewed to ensure they promote a safe and inclusive environment, minimising risks of radicalisation or other safeguarding concerns. The school uses a range of strategies, including workshops, assemblies, and PSHE lessons, to reinforce key safeguarding messages and ensure pupils are aware of how to keep themselves and others safe.

Guidance on the teaching of potentially sensitive and controversial issues

Handling sensitive and controversial issues

Learning from real life experience is central to the development of social, emotional and behavioural skills. Sensitive and controversial issues are certain to arise. Students should not be sheltered from such issues, through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case,

dealing with conflict and dealing with difficult feelings. Teachers/ practitioners need to be prepared however to handle personal issues arising from the work, to deal sensitively with, and follow- up appropriately, disclosures made in a group or individual setting, and to know what to do in the case of a potential child protection issue. This will involve being clear about issues of confidentiality.

Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse strong feelings. Those which deal with values and beliefs are also potentially sensitive or controversial. Issues likely to be sensitive or controversial include:

- family and lifestyle values
- physical and medical issues
- law and order
- financial issues
- unemployment
- environmental issues
- bullying

However, almost any issue can prove sensitive to specific individuals, whether they are adults or students.

It is important to establish a classroom climate in which students can express a point of view that may differ from those held either by their teachers/practitioners or their peers. Ground rules will need to include being able to listen to and learn from the experiences of others, showing sensitivity to diversity of experience and lifestyle, respecting others' rights and taking care not to put each other down.

Teachers/practitioners need to be ready to:

- judge when to allow students to discuss issues confidentially in groups and when to support by listening into those group discussions
- ensure that students have access to balanced information and differing views with which they can then

clarify their own opinions and views, including contributions made by visitors to the classroom

- decide how far they are prepared to express their own views, bearing in mind that they are in an influential

position and that have to work within the framework of the school's values

- ensure they take due care of the needs of individuals in the class when tackling issues of a controversial nature – know your group, and their background.

Ensuring balance

There is a need for balance when discussing sensitive or controversial issues and teachers/practitioners can seek to avoid bias by using the measures outlined below. However, the need for balance should not be regarded as inhibiting a clear stand against racism and other forms of discrimination. Our common values require that there are behaviours we should not tolerate, for example racism, bullying, including homophobic bullying, and cruelty are never acceptable in any form and should be challenged.

Teachers/practitioners should seek to avoid bias by:

- trying to highlight a particular selection of facts or items of evidence in a way that gives it a greater importance than other equally relevant information
- actively encouraging students to offer alternative or contradictory interpretations of information, for

example of facial expressions, conventions of deference or politeness

- making clear that they are not the sole authority of matters of fact or opinion
- helping students to distinguish opinions and value judgements from facts
- opening up opportunities for all students to contribute their views to a discussion, avoiding any implication by their choice of respondents
- challenging a consensus of opinion that emerges too easily.

Confidentiality

Students occasionally make personal disclosures, either in class or to individual teachers/practitioners. For example, they may disclose that they or their friends or relatives are using drugs, that they are engaging in illegal activity or that they have been abused. As there are many circumstances through which teachers/practitioners may come to possess sensitive information about students, a school policy about confidentiality should be developed to provide guidance for all. The following issues should be covered:

- Making sure that all staff, students and their parents/carers are aware of the policy and how it works in practice.

- Encouraging students to talk to their parents and carers and giving them support to do so.
- Ensuring that students know that teachers cannot offer unconditional confidentiality.
- Reassuring students that if confidentiality has to be broken, they will be informed and then supported as appropriate.
- Making sure that students are aware of confidential sources of support.
- Using ground rules in lessons.

Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. A clear and explicit confidentiality policy should ensure good practice which both students and parents/carers understand.

It is only the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge. Where younger students are involved this will be grounds for serious concern and child protection issues should be addressed.

In lessons teachers/practitioners should establish from the beginning that there is no pressure to disclose personal experiences if children are not comfortable to do so. Equally, if children wish to discuss something personal and important to them, it is entirely appropriate for them to approach an adult individually to do so.

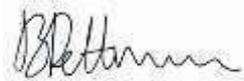
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Approved by Governors: January 2026

Signed:



Signed:



Bernadette Pettman Headteacher

David Kershaw Chair of Governors

