Leigh Academy Tonbridge

Social, Moral, Spiritual and Cultural (SMSC) Policy

Written by	Tom Hickey - Assistant Principal
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Statement of intent

At Leigh Academy Tonbridge, the students and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of students and does not discriminate against any protected characteristics.

The school prides itself on providing a consistently safe, caring and happy environment where each student is valued as an individual and can develop towards their full potential.

This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's activities and is not limited to specific SMSC lessons.

Mission Statement

At Leigh Academy Tonbridge, we are dedicated to promoting our values of integrity, courage and imagination, which ensure that students develop a strong sense of social and moral responsibility.

We support students in recognising right from wrong, learning how to resolve conflicts calmly, understand and explore diversity by learning about and celebrating people who represent the protected characteristics, developing a moral code, appreciating others' beliefs and understanding how communities function.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2023) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

2. A whole-school approach to SMSC education

The governing board will ensure that SMSC education is embedded across the school's activities to ensure that the potential of each student is developed in accordance with their individual needs and capabilities.

The Principal and SLT will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of manners, acceptance, respect and kindness and to encourage students to take responsibility for their own actions.

The school's spiritual development provision enables students to:

- Be reflective about their beliefs, religious or otherwise, and their perspective on life
- Have knowledge of, and respect for, different people's faiths, feelings and values
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use imagination and creativity in their learning
- Develop willingness to reflect on their experiences

The school's moral development provision enables students to:

- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England
- Understand the consequences of their behaviour, words and actions
- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues

The school's social development provision enables students to:

- Use a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socioeconomic backgrounds
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain

The school's cultural development provision enables students to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Participate in, and respond positively to, artistic, sporting and cultural opportunities • Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures
- Understand, accept, respect, and celebrate diversity, as shown by their acceptance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

The Principal and SLT will work in collaboration with the SENDCO to ensure that lessons and activities, and expectations of students in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of students with SEND.

3. Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to religious education, English, geography, history, art, personal development time and RSHE.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and teamwork are encouraged and prioritised in line with the guiding principles of SMSC education.

Teaching staff will use classroom discussion to support students to:

- Talk about their experiences, thoughts and feelings
- Express and clarify personal ideas and beliefs
- Speak about difficult events, e.g. bullying, conflict and death
- Share their thoughts and ideas with other people
- Explore their relationships with friends, family and others
- Seek to understand the needs and behaviours of other people
- Consider, and show empathy towards, the needs and experiences of others
- Develop self-esteem and personal confidence
- Respect themselves, other people and the environment
- Develop a sense of belonging
- Develop the skills and attitudes that enable children 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
- Develop awareness that we treat one another as equals, regardless of protected characteristics and/or background
- Recognise and celebrate the differences and similarities between themselves and others
- Agree and disagree with people respectfully
- Work co-operatively and collaboratively
- Learn about diverse role models in a wide variety of areas

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

- Hearing students' voices through surveys, interviews and group panels
- Appointing student representatives, Student Ambassadors and Sports Leaders to leadership roles
- Providing students with opportunities to build balanced arguments and form opinions, such as taking part in debates and public speaking
- Educating students about democracy and other approaches to decision-making around the world

The school will use the following methods to help students develop an understanding of the rule of law:

- Teaching students about laws that are relevant to them
- Teaching students about adults who fulfill roles designed to help others, 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
- Setting and enforcing high expectations for attendance, punctuality and behaviour • Setting and enforcing classroom and school rules
- Implementing reasonable consequences for challenging behaviour in line with the Behaviour Policy • Promoting social behaviour through the Behaviour Curriculum

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

- Celebrating differences and similarities through cultural event days, for example, international awareness days for the protected characteristics
- Teaching students about different beliefs and cultures
- Exploring moral values through lessons, stories and assemblies
- RE lessons
- Understanding religious allusions in literary texts and art

The school will also employ additional practical activities and practices to encourage students' SMSC development, including:

- Encouraging students to work together in different groupings and situations
- Providing opportunities for students to consume and study literature, art, music and media from artists of different cultures, backgrounds, genres and faiths
- Organising a variety of different social and cultural school trips, e.g. to museums, places of historic interest, live performances, areas of natural environmental beauty or places of worship
- Hearing and seeing live performances by professional actors, dancers and musicians

- Learning songs from different cultures and playing a range of instruments
- Making and consuming food from diverse countries and cultures
- Studying the contributions to society that famous people of all backgrounds have made to the body of human knowledge and achievement

Teaching staff will help students' SMSC development by:

- Encouraging collaboration and listening skills across all subjects
- Encouraging an appreciation of, and respect for, the work and performance of other students, regardless of perceived ability
- Using themes, e.g. in assemblies and lessons, to explore important aspects of British heritage and other cultures, e.g. religious festival days, local, national and global events

4. Community links

The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities, including:

- Community fundraising activities
- IBMYP Community Project
- Hosting school events to which community members are invited as participants or audience members
- Setting up work experience and volunteering opportunities for students and having an effective approach to careers information, education, advice and guidance (CIEAG)
- Questionnaires sent to parents and other members of the community to gather opinions, e.g. on school initiatives or practices
- Opportunities for members of the community to visit the school
- Concerts and school productions

The school will engage parents/carers and members of the wider community in the educational life of students, ensuring that the diversity and varying experiences of the local community and beyond are reflected in the way in which students are educated.

5. Promoting fundamental British values

The school will use SMSC education to promote fundamental British values by:

- Including, in suitable parts of the curriculum and in assemblies, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries

Dedicated tutor time session for Citizenship

- Teaching students a broad and balanced international history
- Representing a wide range of cultures, including those of our students, within the curriculum. •

Teaching a wide range of English and non-domestic literature

- Listening to the voices of all students and promoting active participation in democratic processes.
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide

students with the opportunity to learn how to argue and defend points of view appropriately • Using

teaching resources to help students learn about and understand a range of faiths • Using extra-curricular activities, including Personal Development Time to promote fundamental British values

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

6. Monitoring and review

SMSC provision is reviewed on an annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by senior leaders and curriculum leaders, Principal and governors as part of our general monitoring
- Discussions at staff and governors' meetings
- The development of RE, RSHE, collective assemblies and personal development curriculum to reflect the diversity of both our school and wider national and international communities

- The sharing of classroom work and practice

This policy is reviewed on an annual basis by the Principal and curriculum lead, and any changes will be communicated to all stakeholders.