

The Croft Preparatory School

Spiritual, Moral, Social and Cultural (SMSC) Policy including British Values

Whole School Policy, including Early Years Foundation Stage

Reviewed (JFe)	9 May 2025
Peer review completed	23 May 2025
Ratified by SLT	03 June 2025
Next Review Date	April 2028

Introduction

The legal responsibility for ensuring that the Croft Preparatory School adheres to all relevant statutory regulations, as issued by the DfE, lies with the Proprietors. At their discretion, the Proprietors may delegate the monitoring of the efficacy with which the school discharges its statutory duties to The Headmaster and Governing Committee.

Notwithstanding the above delegation, the Proprietors retain ultimate responsibility for how the statutory functions are executed.

SMSC and British Values Mission Statement

At The Croft, we believe that children's Spiritual, Moral, Social and Cultural understanding and development is central to their experiences at our school. We believe strongly that children's attitudes and beliefs are formed in their early life and will influence the role that they play as a citizen in society.

We create confident and well-rounded pupils who demonstrate a growth mindset to all changes in life. We recognise that all children need to develop spiritually, morally, socially and culturally so that they can make sense of our ever-changing world. Our curriculum has been created to develop an informed and balanced view on world events, beliefs and the values of others.

Our Core Values of Respect, Friendship & Trust, Resilience, Growth Mindset, Creativity and Excellence play a vital role in underpinning SMSC priorities and British Values throughout our school.

Aims & Objectives

- To ensure that all School Leaders, staff, pupils and parents have a clear understanding of how the school implements its SMSC and British Value priorities
- To prioritise that all stakeholders' views are considered
- Promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and in society
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Enable pupils to distinguish right from wrong
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in Britain
- Promote respect and consideration for differences in gender, race and religion
- Develop the individual strengths of all pupils and to help and provide support in areas for development
- Help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast-changing society

- Develop respect for religious and moral values and understanding of other races, religions and ways of life while challenging opinions, stereotyping or behaviours in school that are contrary to British values
- Help the pupils understand the world in which they live
- Develop a sense of responsibility, consideration for others, self-respect and self confidence
- Promote good relationships between home, school and the local and wider communities

Spiritual Development

Spiritual Development is not exclusive to R.E lessons, although these lessons do include learning about their own faith tradition and reflecting on values. Spirituality is fostered through encouraging children as individuals in their understanding of and ability to relate to, others and of society as a whole. Spiritual development may lead to the acceptance of a faith or it may not.

The spiritual development of pupils at The Croft is shown by their:

- ability to be reflective about their own beliefs that inform their perspective on life and their interest in and respect for different people's faiths, feelings and value
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in all aspects of their learning

Moral Development

Moral Development is about learning the difference between right and wrong and understanding that there are consequences to our actions. At The Croft, we prioritise helping our pupils to balance their right to an opinion and to freedom of speech, with their respect and tolerance of others' values and beliefs – this is driven by our Core Values of Respect, Friendship and Trust.

The moral development of pupils at The Croft is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this
- understanding in their own lives, recognise boundaries 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 ability to understand and appreciate the viewpoints of others regarding these issues

Social Development

Social Development is about how we equip our children to have an understanding of the part that they play within the school community and wider society. Through their social development, we encourage children to build relationships with a wide variety of peers, participate fully in the community and develop an understanding of good citizenship.

The social development of pupils at The Croft is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different backgrounds

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively 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
- ability to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural Development

Cultural Development is about children understanding and appreciating their own culture and other cultures in Britain and throughout the world. It is an exploration of how we are the same and how we are different; how we came to be the way we are and how we are changing. Cultural development at our school is key to developing community cohesion and pride as well as curiosity and wonder at the world.

The cultural development of pupils at The Croft is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within 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
- understanding of, and appreciation of, different faiths and cultural diversity and the way in which they understand, respect and celebrate diversity.

What are British Values?

The DfE has recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

Here at The Croft, fundamental **British Values** are promoted in the following ways:

Democracy

- Giving pupils a 'Voice' e.g. a democratically elected School Council, Student Food Council and voting for House Captains and end of year awards
- Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future

Rule of Law

- The Croft has a high regard for the laws that govern and protect the school, the responsibilities that this involves, and the consequences when laws are broken (see Good

Behaviour Policy). All pupils are involved in the creation of school rules to inspire them with this understanding

- Pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their wellbeing and safety
- Pupils are allowed healthy debate in class to encourage recognition of the importance of the law
- The Croft understands the importance of promoting British values through a comprehensive and unprejudiced curriculum

Mutual Respect & Tolerance of different Cultures and Religions

- Respect forms a Core Value of the school's ethos. Pupils are treated with respect and learn to treat each other and all members of staff with respect
- This is reinforced through the Good Behavioural Policy and our Core Value displays
- Throughout the year, assemblies are held focussing on bullying, with reference to prejudice-based bullying, and discussion is encouraged
- Tolerance of those of different faiths and beliefs is supported by the RE and PSHE curriculum

Individual Liberty

- Pupils are always encouraged to make choices in a safe and nurturing environment. Children at The Croft are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely through:
- Online Safety and PSHE lessons
- Choices about their learning challenge and how they record
- Participation in our numerous extended learning clubs and opportunities
- Discussions and 'Show and Tell'
- Faculty Non-uniform days

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within all areas of Croft life. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of their schooling. Pupil Voice permeates all levels of our work, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school primarily through the School Council and Food Council.

At the Croft, staff engage in continuous self-evaluation and collaborative discussions to reflect on the impact of SMSC across the curriculum, ensuring that spiritual, moral, social and cultural elements are meaningfully embedded in both academic and extracurricular activities.