



Snowflake School

‘Improving the quality of family life’

Spiritual Moral Social and Cultural Development and Promoting British Values Policy

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Definitions Spiritual Development

Pupils’ spiritual development is shown by their:

- Beliefs, religion or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings & values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral Development

Pupils’ moral development is shown by their:

- Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- Understanding of the consequences of their actions
- Interest in investigating and offering reasoned views about moral and ethical issues

Social Development

Pupils’ social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development

Pupils’ cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

British Values

British values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- The Tolerance of Different Faiths and Beliefs

Aim

At Snowflake School, the children and their learning are at the very heart of every decision made. The ethos of our school is that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

Statutory Framework

This policy supports the school's compliance with the Independent School Standards Regulations (ISSR) Part 2 relating to Spiritual, Moral, Social and Cultural development. It also supports the promotion of Fundamental British Values as defined in the Prevent Strategy. The policy is implemented in line with:

- Keeping Children Safe in Education (KCSIE)
- The Equality Act 2010
- The SEND Code of Practice (2015)
- The Prevent Duty Guidance

Planning

In planning programmes, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. SMSC development is embedded across the curriculum and wider school life. It is primarily delivered through the PSHE curriculum, Relationships and Sex Education (RSE), assemblies, circle time, community learning and therapeutic interventions. Opportunities for SMSC development are also embedded within Natural Environment Teaching (NET), community visits and daily classroom routines.

Spiritual Development

As a specialist autism provision where all pupils have Education, Health and Care Plans (EHCPs), teaching is adapted to meet pupils' communication profiles, sensory needs and developmental levels. SMSC concepts are taught using structured teaching approaches including visual supports, modelling, repetition, social stories and Natural Environment Teaching (NET) to support understanding and generalisation.

Planned opportunities for spiritual development can be seen across the school. Children are given opportunities and exposure to spiritual experiences as appropriate to their level of understanding. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be important
- A sense of security, well-being, worth and purposefulness. The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected, accommodating differences and respecting the integrity of individuals. These can occur during any part of the school day, e.g. When listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

Moral development is closely linked with the school's safeguarding curriculum. Through PSHE and RSE teaching, pupils are supported to understand personal boundaries, consent, appropriate and inappropriate behaviour, online safety and how to seek help if they feel unsafe.

At Snowflake School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasonable judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognise and respect the codes and morals of the diverse cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care for the environment. Teachers always expect and discuss the code of conduct for the classroom based on the values held by the school. Where there are appropriate levels of understanding we teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think through them so that they are expressed in behaviour that is socially acceptable.

Social Development

At Snowflake School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common inclusive values
- Promoting racial, religious and other forms of equality

- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community e.g. through assemblies, team building activities, residential experiences and school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

Pupils are provided with opportunities to engage with the wider community through educational visits, work-related learning, community-based activities and life skills programmes. These experiences support the development of independence, responsibility and preparation for adulthood.

Cultural Development

The school promotes awareness and appreciation of the diversity of modern Britain. Pupils learn about different cultures, traditions, languages and beliefs through curriculum topics, themed events, visits to cultural institutions and engagement with members of the community.

This can be done through music, PE, art and many other curriculum areas. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events and how they are celebrated
- Recognising and nurturing gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art and crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

Promoting British Values

The DfE have 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.”***

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2023. At Snowflake School these values are reinforced regularly and in the following ways. We keep an up-to-date audit of all such teaching and learning opportunities.

Democracy

Snowflake School provides structured opportunities for pupil voice and participation. Children are encouraged to put forward their views about the school and all children make a relevant and active contribution towards their annual review. Children vote during Circle Time and are given choices whenever possible. Teachers follow the child’s motivation in Natural environment teaching sessions and use Token boards where appropriate.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies and circle time. Where appropriate pupils are taught the value and reasons behind laws; that they govern and protect us; the responsibilities that this involves; and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message. Behaviour plans promote good behaviour, School policies set rules and expectations and staff model good behaviour.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely. Teachers follow the child’s motivation in Natural Environment teaching sessions and use Choice Boards.

Mutual Respect

As a Rights Respecting School, mutual respect is at the heart of our values. Children learn that their behaviours influence their own rights and those of others. All members of the school community treat each other with respect. Children learn to wait and to take turns. Staff model mutual respect in groups and teach children to appropriately interact with others and respect privacy.

Tolerance of those of Different Faiths and Beliefs

Snowflake School is fortunate to be situated in an area which has great cultural diversity. We are able to celebrate festivals and share each other’s cultures and faiths. Celebrations are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures and each year parents help with our International Day.

Members of different faiths or religions are encouraged to share their knowledge to enhance learning within the school. Children visit places of worship that are important to different faiths.

Implementation opportunities

Pupils are provided with opportunities in a variety of ways including:

- Pupil voice opportunities such as class discussions, structured choices and participation in EHCP reviews.
- Teaching about rules and boundaries within school and society.
- Supporting pupils to make safe choices and develop independence.
- Teaching respect for diversity including disability, culture, religion, gender and family structure.

Prevent and Extremism

The school promotes resilience to extremist influences through the development of critical thinking, respect for diversity, and awareness of online safety risks.

Staff receive Prevent training and are vigilant in identifying concerns that may indicate vulnerability to radicalisation.

At Snowflake we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Monitoring and Evaluation

The effectiveness of SMSC provision is monitored through:

- Lesson observations and learning walks
- Curriculum monitoring and review of PSHE and RSE delivery
- Behaviour and safeguarding data analysis
- EHCP progress monitoring
- Pupil voice where appropriate
- Parent and carer feedback
- Staff supervision and professional development

The Senior Leadership Team reviews SMSC provision regularly to ensure that it remains effective and responsive to the needs of pupils. SMSC provision is also considered through safeguarding reviews, behaviour analysis and curriculum evaluation to ensure continuous improvement.

This policy is reviewed and updated annually or sooner if there are changes to relevant laws or guidance.

Revision

Version Update	March 2026
Review due	March 2027
Reviewed By	Sumen Starr
Approved by Board of Trustees on	March 2026