

SMSC (BRITISH VALUES) POLICY

Next Gen
Support
Services

Approved by: Omar Salahuddin **Date:** 08/08/25

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OUR VISION

Our vision is to provide a personalised support services in order to gain education, employment or training in a safe environment promoting self-discipline, motivation and excellence in learning, through which we will develop together as life-long and socially responsible citizens and to 'promote fundamental British values.'

We recognise that the spiritual, moral, social and cultural, ('SMSC') element of young peoples' education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens.

'SMSC' is about the values Young people and Vulnerable Adults are encouraged to hold and their attitude towards learning, knowledge and society. Through 'SMSC' we seek to develop attitudes and values that will enable Young people and Vulnerable Adults to become responsible and active members of society.

We are committed to the 'SMSC' development of all Young people and Vulnerable Adults at Next Gen Support Services. Our aim is to impact on our Young people and Vulnerable Adults':

- **SPIRITUAL** development so that they are creative in the way they approach challenges and are critical and reflective of their outcomes; are inquisitive and enjoy their learning and are accepting of others and embrace the wide range of cultures within the local, national and global communities.
- **MORAL** development so that they can recognise the difference between right and wrong; are respectful of each other; are willing to debate and are able to discuss moral and ethical issues openly.
- **SOCIAL** development so that they can develop highly effective social skills including collaboration and resilience; are happy to work and socialise with Young people and Vulnerable Adults from different religious, ethnic, and socio-economic background and take an active part in running the school. Young people and Vulnerable Adults voice is central to the process of self-evaluation and school improvement.
- **CULTURAL** development so as they are excited to investigate their own and others' heritage; participate in a wide range of extracurricular activities and understand, accept and respect diversity.

The implementation of this policy is the responsibility of all staff at Next Gen Support Services. This policy aims to ensure that everyone connected with the school is aware of our values and principles and that there is a consistent approach to the delivery of 'SMSC' through the curriculum, teaching and learning and the wider school community.

DEFINING 'SPIRITUAL, MORAL, SOCIAL AND CULTURAL' DEVELOPMENT

The **SPIRITUAL** development of Young people and Vulnerable Adults is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.

The **MORAL** development of Young people and Vulnerable Adults is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.
- recognition of legal 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 on these issues.

The **SOCIAL** development of Young people and Vulnerable Adults is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other Young people and Vulnerable Adults, including those from different religious, ethnic and socio-economic 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **CULTURAL** development of Young people and Vulnerable Adults 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, and in continuing to develop Britain.
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities through our embedded **CULTURAL CAPITAL** Programmes of Study
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

PROMOTING 'SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT'

The promotion of 'SMSC' helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect.

We seek to refer these qualities across our services through our partners and throughout referral stage and link them closely to our provisions values and ethos. These qualities are also embedded and reinforced through our ethos, values-based mentoring . This provision is actively supported by the range of external visitors who deliver workshops and training courses to our young people and vulnerable adults.

At Next Gen Support Services 'SMSC' is effectively promoted through:

- our whole support services ethos;
- outstanding pastoral care, guidance and support;

- Referral to Pastoral Curriculum (incorporating national, international, school events and celebrations);
- our Behaviour for Learning Policy, and Code of Conduct;
- the effective analysis of behaviour, including bullying and discriminatory behaviour;
- our system of promoting a sense of identity and community;
- a broad and balanced mentoring system;
- Young people and Vulnerable Adults Leadership, consultation and volunteering;
- SMSC 'Thought of the Week' promoted as part of our social media postings;
- reward and recognition events;
- involvement in fundraising and support for a variety charity;
- established links with community partners, including local churches, synagogues, mosques, temples etc
- maintaining positive relationships with the wider community, (e.g. West Midlands Police);
- local, national and international visits and visitors to school;
- effective induction and transition arrangements for Young people and Vulnerable Adults;
- effective parental engagement, (e.g. parent forums, regular communication); and
- an ethos of 'Growth Mindset' whereby all Young people and Vulnerable Adults should put learning, and developing in learning, at the forefront of all they do. The emphasis is on: learning at all costs; confronting mistakes; hard work and effort as keys to success.

'SMSC' is also developed through the school's approach to 'Worship'. Young people, of many different faiths, access our Prayer Room on a daily basis. It provides a safe space for young people to meet together in order to consider and reflect on common concerns, issues and interests, as well as praying.

THE LEADERSHIP AND MONITORING OF 'SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT'

The provision and impact of 'SMSC' education at Next Gen Support Services will be monitored and evaluated in the following ways:

- SMSC provision map: opportunities for SMSC education will be mapped across the school, taking into account the broad nature of these opportunities. Lesson planning, tutorials, assemblies/collective worship, visits, charity, sporting and other whole school events and all other relevant opportunities will be included. We track our SMSC provision based on our lessons, mentoring, pastoral sessions as well as internal and external opportunities including trips.
- SMSC training: the whole staff are to receive input into the significance and specifics of SMSC provision, delivery and impact. This will be linked in with whole-school ethos and vision.

THE IMPACT OF SMSC PROVISION

Whole school indicators - The following will be monitored with reference to 'SMSC' impact:

- The number of young people in education, employment, or training
- The number of incidents of reported racism, sexism, homophobia and bullying.
- The number and SEN/Pupil Premium/EAL status of Young people and Vulnerable Adults who have accessed our services and attained EET status
- The number and SEN/Pupil Premium/EAL status of Young people and Vulnerable Adults who take positions of responsibility in volunteer roles
- Attendance figures.

YOUNG PEOPLE AND VULNERABLE ADULTS VOICE:

Young people and Vulnerable Adults voice data, including regular surveys, will continue to be collected and analysed, and linked back to 'SMSC' priorities, taking in to account:

- Attitudes towards school and whole-school experience.
- Questions of safety and bullying.
- Questions on whole-school behaviour, both in and out of lessons, and the impact of this on learning.
- Specific questions on occurrences of racism, sexism, homophobia and bullying.

INTERNAL AND EXTERNAL REVIEW:

The impact of 'SMSC' is to be analysed and evaluated annually, in conjunction with SLT and the lead governor for 'SMSC', with input from external assessors where appropriate. 'SMSC' development will be included within the support services strategic development plan and department development plans.

'SMSC' has a significant role in our overall school provision to safeguard and promote the welfare of all children in line with our statutory duties set out at S157 of the Education Act 2002. As such 'SMSC' contributes significantly to our work to prevent extremism and radicalisation.

PROMOTING FUNDAMENTAL BRITISH VALUES THROUGH 'SPIRITUAL, MORAL, SOCIAL AND CULTURAL' DEVELOPMENT

Through our 'SMSC' Policy, Next Gen Support Services demonstrates its commitment to ensuring that all Young people and Vulnerable Adults:

- develop their self-knowledge, self-esteem and self-confidence;
- distinguish right from wrong and to respect the civil and criminal law of England;
- accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- acquire a broad general knowledge of and respect for public institutions and services in England;
- acquire an appreciation of and respect for their own and other cultures; and
- encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Through our 'SMSC' Policy, Next Gen Support Services demonstrates its commitment to ensuring that all Young people and Vulnerable Adults know and understand:

- how citizens can influence decision-making through the democratic process;
- that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- that the freedom to choose and hold other faiths and beliefs is protected in law and that other people having different faiths or beliefs to oneself (or having none) should be

accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and

- the importance of identifying and combatting all forms of discrimination.

MONITORING

It is our intention to inform all staff, Young people and Vulnerable Adults, parents and governors about these procedures and the context in which they apply. We will review this policy annually.

This policy should be read in conjunction with the following policies:

- Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Prevent Duty Risk Assessment
- Anti-Bullying Policy