**SPIRITUAL, MORAL, SOCIAL AND CULTURAL
DEVELOPMENT POLICY (incorporating British Values)**

Abbey Court's approach to the provision of SMSC is referenced in The Routledge Companion to Severe, Multiple and Profound Learning Difficulties (Editors Penny Lacey, Rob Ashdown, Phyllis Jones, Hazel Lawson, and Michele Pipe, 2015)

This policy has been designed to incorporate the following list of different actions that schools can take as recommended by the Department for Education (2014):

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

(From 'Promoting fundamental British values as part of SMSC in schools' dfe Nov 2014)

1. **Introduction**

1.1. Abbey Court School makes effective provision for these four aspects of pupils' personal development and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social, health, sex and relationship education and citizenship, and developing and respecting the rights of pupils. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people, therefore, we actively promote and evaluate pupils' spiritual, moral, social and cultural development incorporating British values across the curriculum.

1.2. The four SMSC aspects are connected and the school’s provision for one area will often make an impact on another, eg. when pupils listen to music from different cultures this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social
development. The school provides opportunities to promote these aspects of pupils’ development, within and beyond the formal curriculum. This policy enables staff to be clear about what it means to promote development in these four areas.

1.3. Abbey Court School evaluates the impact of the SMSC provision in different ways and, for example, by asking pupils to talk and or write about some of the different experiences provided. (See PARR Policy, Curriculum Handbook, Policy No. 4)

1.4 Abbey Court School is a Rights Respecting School and currently holds Level 1 of the Unicef award. Abbey Court puts the 54 articles of the Unicef Children’s Charter at the heart of the schools aims and ethos. As a school we believe that we must do everything possible to ensure that through their learning our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to and be treated fairly. SMSC at Abbey Court firmly reflects the rights of the child.

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 4 – Governments (schools) must do all they can to make sure every child can enjoy their rights.

1.5 The OFSTED Handbook (Oct 2017) offers a definition of SMSC:

Defining spiritual, moral, social and cultural development

1. The spiritual development of pupils 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.

2. The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise 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.

3. The social development of pupils 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 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.

4. The cultural development of pupils 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
   - 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.

(OFSTED Handbook, OCT 2017)

Abbey Court has developed its own definitions that reflect those above:

2. Spiritual Development

Definition:
Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil’s ‘spirit’. Some people may call it the development of a pupil’s ‘soul’; others as the development of ‘personality’ or ‘character’.

We plan, deliver and evaluate the following to enable pupils to develop all or some of the following characteristics:

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- An awareness and understanding of their own and others’ beliefs
- A respect for themselves and for others
- A sense of empathy with others, concern and compassion
- An increasing ability to reflect and learn from this reflection
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs
- A readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self interest, sexism, racism and other forms of discrimination
- An appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery paradox and ambiguity
- A respect for insight as well as for knowledge and reason
- An expressive and/or creative impulse
3. An ability to think in terms of the ‘whole’ – for example, concepts such as
   harmony, interdependence, scale, perspective
   An understanding of feelings and emotions, and their likely impact.

In order to achieve this at Abbey Court School we:
   Give pupils the opportunity to explore values and beliefs, including religious
   beliefs, and the way in which they affect peoples’ lives
   Where pupils already have religious beliefs, supporting and developing these
   beliefs in ways which are personal and relevant to them
   Encourage pupils to explore and develop what animates themselves and others
   Encourage pupils to reflect and learn from reflection
   Give pupils the opportunity to understand human feelings and emotions, the
   way they effect people and how an understanding of them can be helpful
   Develop a climate or ethos within which all pupils can grow and flourish,
   respect others and be respected
   Encourage accommodating difference and respecting the integrity of individuals
   Promote teaching styles which: (see section 7)
     ➢ Value pupils’ questions and give them space for their own thoughts,
       ideas and concerns
     ➢ Enable pupils to make connections between aspects of their learning
     ➢ Encourage pupils to relate to their learning to a wider frame of
       reference – for example, asking ‘why?’, ‘how?’ and ‘where?’ as well as
       ‘what?’
     ➢ Monitor in simple, pragmatic ways, the success of what is provided. (See
       section 9.)

3. Moral Development

Definition:
Moral development is about the building, by pupils, of a framework of moral values
which regulates their personal behaviour. It is also about the development of pupils’
understanding of society’s shared and agreed values. It is about understanding that there
are issues where there is disagreement and it is also about understanding that society’s
values change. Moral development is about gaining an understanding of the range of
views and the reasons for the range. It is also about developing an opinion about the
different views.

We plan, deliver and evaluate the following British values to enable pupils to develop all
or some of the following characteristics:

   □ An ability to distinguish right from wrong, based on a knowledge of the moral
     codes of their own and other cultures
   □ A confidence to act consistently in accordance with their own principles
   □ An ability to think through the consequences of their own and others’ actions
   □ A willingness to express their views on ethical issues and personal values
   □ An ability to make responsible and reasoned judgements on moral dilemmas
   □ A commitment to personal values in areas which are considered right by some
     and wrong by others
   □ A considerate style of life
   □ A respect for others’ needs, interests and feelings, as well as their own
   □ A desire to explore their own and others’ views
   □ An understanding of the need to review and reassess their values, codes and
     principals in the light of experience

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In order to achieve this at Abbey Court School we:

- Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school and reinforces British values.
- Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Give 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.
- Develop an open and safe learning environment in which pupils can express their views and practise moral decision-making.
- Reward expressions of moral insights and good behaviour.
- Make an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school.
- Model through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils’ welfare, respect for minority interests, resolution of conflict, keeping promises and contracts.
- Recognise and respect the codes and morals of the different cultures represented in the school and wider community.
- Encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- Provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.
- Reinforce the school's values through images, posters, classroom displays, screensavers, exhibitions.
- Monitor, in simple, pragmatic ways, the success of what is provided.

4. **Social Development**

Definition:
Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society’s institutions, structures and characteristics, economic and political principals and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

We plan, deliver and evaluate the following to enable pupils to develop all or some of the following characteristics:

- Adjust to a range of social contexts by appropriate and sensitive behaviour.
- Relate well to other peoples’ social skills and personal qualities.
- Work, successfully, as a member of a group or team.
- Challenge, when necessary and in appropriate ways, the values of a group or wider community.
- Share views and opinions with others, and work towards consensus.
- Resolve conflicts and counter forces which militate against inclusion and unity.
- Reflect on their own contribution to society and to the world of work.
- Show respect for people, living things, property and the environment.
- Benefit from advice offered by those in authority or counselling roles.
- Exercise responsibility.
Appreciate the rights and responsibilities of individuals within the wider social setting
Understand how societies function and are organised in structures such as the family, the school, and local and wider communities
Participate in activities relevant to the community
Understand the notion of interdependence in an increasingly complex society

In order to achieve this at Abbey Court School we:
- Identify key values and principles on which school community life is based
- Foster a sense of community with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- Encourage pupils to work co-operatively
- Encourage pupils to recognise and respect social differences and similarities
- Provide positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions
- Help pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self respect
- Help pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community
- Help pupils resolve tensions between their own aspirations and those of the group or wider society
- Provide a conceptual and linguistic framework within which to understand and debate social issues
- Provide opportunities for engaging in the democratic process and participating in community life
- Provide opportunities for pupils to exercise leadership and responsibility
- Provide positive and effective links with the world of work and the wider community
- Monitor, in simple, pragmatic ways, the success of what is provided.

5. Cultural Development

Definition:
Cultural development is about pupils’ understanding their own culture and other cultures in their town, region, and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils’ cultural development is intimately linked with schools’ attempts to value cultural diversity and prevent racism.

We plan, deliver and evaluate the following to enable pupils to develop all or some of the following characteristics:

- An ability to recognise and understand their own cultural assumptions and values
- An understanding of the influences which have shaped their own cultural heritage
- An understanding of the dynamic, evolutionary nature of cultures
- An ability to appreciate cultural diversity and accord dignity and respect to other peoples’ values and beliefs, thereby challenging racism and valuing race equality
An openness to new ideas and a willingness to modify cultural values in the light of experience
An ability to use language and understand icons/images – for example, in music, art, literature – which have significance and meaning in a culture
A willingness to participate in, and respond to, artistic and cultural enterprises
A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
A regard for the heights of human achievement in all cultures and societies
An appreciation of the diversity and interdependence of cultures.

In order to achieve this at Abbey Court School we:
- Provide opportunities for pupils to explore their own cultural assumptions and values
- Present authentic accounts of the attitudes, values and traditions of these diverse cultures
- Address discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promote racial and other forms of equality
- Extend pupils’ knowledge and use of cultural imagery and language
- Recognise and nurture particular gifts and talents
- Provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encourage pupils to reflect on their significance
- Develop partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges
- Reinforce the school’s cultural values through displays, posters, exhibitions etc
- Audit the quality and nature of opportunities for pupils to extend their cultural development across the curriculum
- Monitor, in simple, pragmatic ways, the success of what is provided.

6. **Curriculum Planning**

6.1. All leaders of curriculum subjects seek to enhance schemes of work by ensuring that within the delivery of each subject opportunities are provided to focus on aspects of SMSC.

6.2. Regular examination of long-term plans, ie. coverage plans allow for experiences to be planned within and across key stages thus ensuring continuity and progression.

6.3. Lesson plans highlight the delivery of the SMSC with groups/individuals and classes of pupils.

7. **Styles of Teaching**

SMSC is taught through a cross curricular approach, however the discrete subjects of R.E. and PSHCE allow great opportunities for SMSC delivery and development. (Please refer to Learning Policy, Curriculum Handbook, Policy No. 2.)

8. **Styles of Learning**

Pupils are given opportunities to respond to SMSC in a variety of ways. Pupils are given regular feedback so that they are assisted to progress and are aware of the purpose of the session. The focus for pupils with greater developmental delay will be in visual, auditory and tactile
input in a multi-sensory approach including opportunities for reflection and the investigation of emotions and feelings. Pupils will work individually, in pairs, in small groups or in whole class activities. The Schemes of Work and lesson plans will identify specific skills and experiences to be delivered in more detail.

9. **Assessment**

9.1. Pupils’ experiences in SMSC are recorded and will show the range of activities and experiences provided by the teacher.

9.2. The storage of evidence of pupil achievement is detailed in Abbey Court School’s Planning Assessment, Recording and Reporting policy.

9.3. Pupils’ participation in SMSC is reported to parents both written and verbally as part of the Annual Review of Pupil Progress. (Refer to PARR Policy, Curriculum Handbook, Policy No. 4.)

10. **Cross-Curricular links**

SMSC has close links with Sex Education and RE. It can also find expression through Art, Drama, Music, ICT, History and Multi-Cultural Education.

11. **SEN and Differentiation**

Pupils are given access to experiences appropriate to their individual needs whilst ensuring full access to SMSC education. A flexible approach to teaching is needed due to the wide range of ability within each class group. Ideas for strategies for differentiation are provided by subject leaders through the Schemes of Work.

12. **Staffing and Resources**

1. All class teachers are responsible for the SMSC and the effective deployment of support staff

2. Subject leaders ensure there are adequate resources, ideas and activities available within each subject. Department co-ordinators ensure resources provision is available across departments.

3. Specific training for teaching and support staff is facilitated by the Senior Management Team and included in the School Development Plan.

13. **Equal Opportunities**

All pupils (except those withdrawn due to parental instruction during, for example RE or Sex and Relationship Education) are given equal opportunity to access SMSC. (Please refer to Abbey Court School’s Equal Opportunities policy, Curriculum Handbook, Policy No. 21.)

14. **Health and Safety**

Educational visits and the use, for example, of lighted candles are subject to Risk Assessment. Please see the Abbey Court Health and Safety and Off-site policies (School Handbook, Section 3, Policy No. 1).

15. **Integration including community links**

1. Every opportunity is taken to make use of local places of interest to foster SMSC education
2. Opportunities are taken for integration with other schools that enrich SMSC experiences.

3. Visits from special people within the local community, such as a person from a particular religion, or culture are used to support lessons as appropriate.

4. Placements for post-16 pupils with local employers and services are undertaken and co-ordinated by the KS3/4 and FE Co-ordinators. (See Inclusion Policy, Curriculum Handbook, Policy No. 24.)

16. Evaluation and Review

1. The SMT will review this policy in line with the School Development Plan after monitoring and consultation with staff.

2. The SMSC policy will also be monitored in the light of any changes in legislation, the Medway Agreed Syllabus, OFSTED requirements, Health and Safety requirements or Abbey Court School’s organisation.

Appendices

Appendix 1: SMSC Development
Appendix 2: Reflection Time
Appendix 3: Monitoring / Reviewing SMSC

Karen Joy 2003, 2005
John Bosley November 2007
Karen Joy December 2009
Karen Joy December 2011
Paul Horsman December 2013
John Bosley November 2015
John Bosley December 2017
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<td>Inclusion Policy</td>
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<td>PSHCE Policy (inc work experience, careers behaviour policies)</td>
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<td>Ethos Presentation/care of school site</td>
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<td>Relationships across school</td>
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<td>Exploration of local culture</td>
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Appendix 2

Reflection Time at Abbey Court School

At Abbey Court School pupils are given opportunities for reflection throughout the school day as well as during assemblies and acts of collective worship. There are several contexts at Abbey Court School within which pupils are given the opportunity to reflect. These include Religious Education and Collective Worship, National Curriculum subjects and through teaching and learning strategies. Opportunities for reflection promote pupils’ spiritual, moral, social and cultural development.

During Religious Education and Collective Worship pupils receive a variety of input including listening to a story, music, video, OHP, drama, artefacts, a reading, poetry or prayer and sensory stimuli. These afford pupils the opportunity for quiet reflection and stillness. During Assembly and Collective Worship this is usually enhanced by a visual focus such as a candle. During Collective Worship at the end of the school day, pupils are given the opportunity to reflect on their own and the achievement of others throughout the day.

Pupils are offered opportunities for reflection during National Curriculum subjects. There are particular National Curriculum subjects that lend themselves to reflection. These include PSHCE, Science and Environmental Education although opportunities are by no means restricted to these subjects. The study of the Arts and Humanities also provides ample opportunities for reflection.

In addition, teaching and learning strategies provide pupils with a means of reflection. The handling of artefacts and other sensory stimuli, discussion work and questioning may develop pupils’ responses when reflecting. On a cross –curricular basis various stimuli are used such as everyday objects or artefacts relevant to a specific Scheme of Work, texts, drama, music, ICT, visitors to school, photographs or posters and items that may be special to particular pupils.

In addition there are other contexts for reflection at Abbey Court including relationships between staff and pupils and between pupils. The values and ethos of the school which incorporate British values, together with community links and extra-curricular activities also provide a valuable medium for reflection.
Appendix 3

**MONITORING / REVIEWING SMSC AT ABBEY COURT**

When considering how effectively Abbey Court provides for the pupils in SMSC, the starting point is how well the school provides an environment in which pupils’ spiritual, moral, social and cultural development can flourish. The climate and values of a school may be evident from the moment one enters it: whether it is welcoming, keen to help the visitor, and proud of the achievement of those who work and learn there. Is there a drive for learning and respect for reflective responses? Other pointers include:

- the values projected by staff, governors and pupils
- the relationships it encourages between pupils and staff and between pupils
- the way staff address pupils and vice versa
- the way pupils address and care for and support each other
- the way disputes and dissent are addressed
- the quality of the physical environment
- the range of opportunities provided by the school outside the formal curriculum
- the relationships developed by the school with the wider community and whether a cohesive learning community exists
- the tone and content of material published by the school.

The Abbey Court SMSC exemplar gives examples of pupils’ development in SMSC, and how this is planned for and promoted at Abbey Court School.

- Whether an environment and culture is created in the school in which pupils can thrive
- The quality of all experiences provided at the school
- Whether pupils are fully equipped for their next life stage

Activities are consciously planned to contribute to pupils’ SMSC development. There are important evidential contributions from the curriculum and the Schemes of Work to identify how SMSC is planned for and learning recorded across all subjects and in particular lessons in PSHCE.

Evidence for each pupil is collated within their Pupil progress file, each file has an SMSC section which is divided into subsections to show development of SMSC within:

- R.E and Multi-cultural Education
- Assemblies and Collective Worship
- Lunchtime Clubs and Extra Curricular activities.

Evidence of SMSC development is documented in Pupil portfolios across the curriculum.