

SMSC & British Values Overview

2026 - 2027



Purpose & Context



Our Ethos

This document sets out how LCE Academy promotes pupils' Spiritual, Moral, Social and Cultural (SMSC) development and actively promotes British Values, in line with the Independent School Standards. It outlines the school's approach to supporting pupils' personal development, helping them to build self-awareness, develop positive relationships and understand their role within the wider community.

SMSC development and the promotion of British Values are embedded across the curriculum, pastoral systems and wider school culture. Through everyday interactions, structured learning and consistent expectations, pupils are supported to develop respect for others, a sense of responsibility and the knowledge and skills needed to participate positively in society.

Read Alongside:

- [PSHE and RSHE Curriculum Policy and Statement](#)
- [Two-Part Medium Term Plans](#)
- [Behaviour Policy](#)
- [Equality, Diversity and Accessibility Policy](#)
- [Safeguarding and Child Protection Policy](#)

School Context & Approach

LCE Academy is an independent SEMH provision for pupils aged 11–16, many of whom have experienced disrupted education, trauma or barriers to engagement. The school's relational approach ensures pupils are regulated and secure, creating the foundation they need to take on challenging learning pathways and prepare for successful next steps.

SMSC provision is therefore deliberately:

- **Relational**
- **Developmentally appropriate**
- **Responsive to pupils' emotional readiness**
- **Inclusive and respectful of diversity**

Important Note



SMSC development at LCE Academy is closely linked to safeguarding, behaviour, wellbeing and curriculum design. This ensures that pupils are supported not only academically, but also in developing the personal, social and emotional skills needed to participate positively in school and wider society.

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01

Spiritual Development



1.1 Support

LCE Academy supports pupils' spiritual development by providing opportunities to:

- **Reflect on their own experiences, emotions and values**
- **Develop a sense of self, identity and purpose**
- **Experience awe, curiosity and creativity**
- **Consider questions of meaning in a safe and non-judgemental way**

1.2 Achievement

This is achieved through:

- **Reflective activities within PSHE, Humanities, English and creative subjects**
- **Opportunities for quiet reflection and discussion**
- **Engagement with art, music, nature and outdoor education**
- **Recognition of pupils' individual beliefs and backgrounds**

The school does not promote any particular faith or belief system.

02

Moral Development





2.1 Support

Pupils' moral development is supported by helping them to:

- Understand right and wrong
- Recognise the consequences of actions
- Develop empathy and compassion
- Take responsibility for their behaviour and choice



2.2 Development

Moral development is promoted through:

- The Behaviour Policy and restorative approaches
- PSHE and RSHE curriculum content
- Discussion of ethical issues within Humanities and other subjects
- Clear expectations, boundaries and consistent adult modelling

03

Social Development



3.1 Developing Social Skills & Positive Relationships

LCE Academy promotes social development by enabling pupils to:

- Build positive relationships with peers and adults
 - Develop communication and collaboration skills
 - Understand their role within the school and wider community
 - Develop independence and responsibility
-

3.2 Supporting Social Development

Social development is supported through:

- Structured group work and discussion
- Enrichment and extracurricular activities
- Leadership opportunities and pupil voice
- Alternative Provision and community-based learning where appropriate

04

Cultural Development





4.1 Promoting Cultural Awareness & Respect

Pupils' cultural development is promoted by:

- **Increasing understanding of diverse cultures, traditions and beliefs**
- **Encouraging respect for difference**
- **Exploring local, national and global contexts**
- **Challenging stereotypes and discrimination**

These experiences help pupils develop an open-minded perspective, appreciate diversity and understand the importance of respect within a modern, multicultural society.

4.2 How Cultural Development Is Supported

4.1 is achieved through:

- **Humanities curriculum content**
- **PSHE and RSHE learning**
- **Creative arts and cultural experiences**
- **Celebration of diversity within the school community**



05

Promotion of British Values

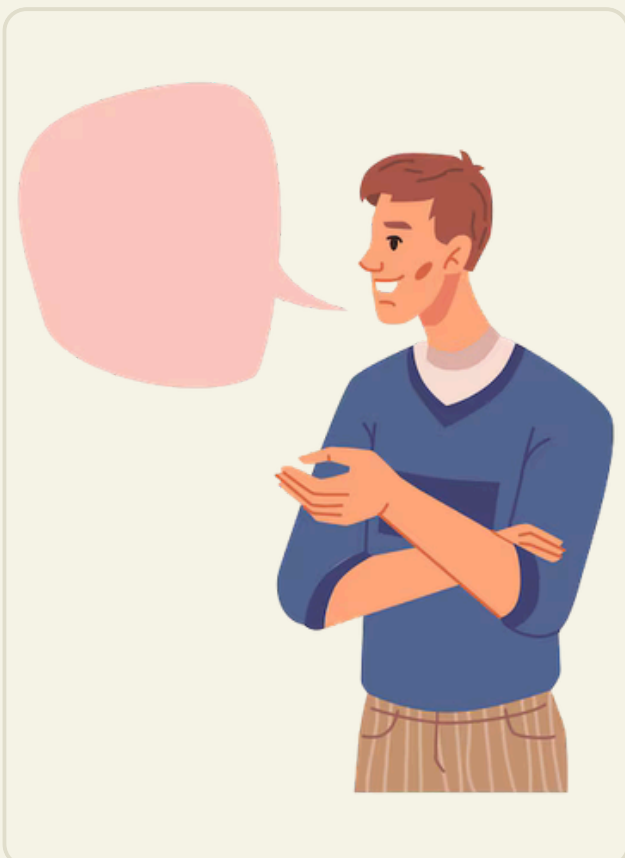


5.1 Democracy

Pupils are supported to understand the importance of having a voice and participating in decision-making.

- Pupils are encouraged to express views through structured discussion and pupil voice
- Decisions are explained and modelled transparently
- Respectful debate is taught and practised

These approaches help pupils learn that their views matter and that decisions can be discussed respectfully and fairly.

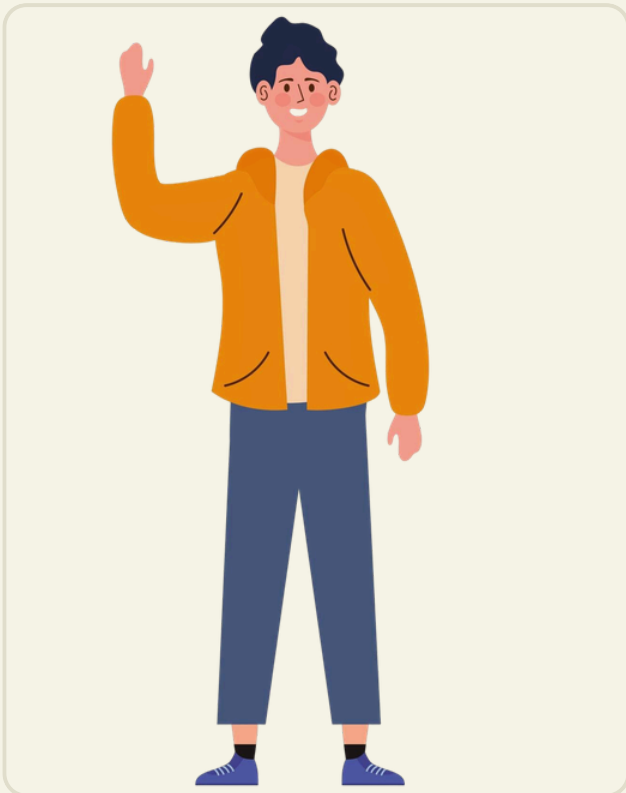


5.2 Rule of Law

Pupils are helped to understand the importance of rules, boundaries and fairness in keeping communities safe.

- Clear behaviour expectations and boundaries are in place
- Pupils learn about laws, rights and responsibilities through PSHE and Humanities
- Consequences are applied fairly and consistently

This supports pupils in developing respect for rules, responsibility for their actions and an understanding of justice.



5.3 Individual Liberty

The school supports pupils to develop confidence, independence and the ability to make positive choices.

- Pupils are encouraged to express views through structured discussion and pupil voice
- Decisions are explained and modelled transparently
- Respectful debate is taught and practised

Through this approach, pupils learn that freedom is accompanied by responsibility and respect for others.



5.4 Mutual Respect & Tolerance

Respect for others is central to the school's relational ethos and community culture.

- Respectful relationships are explicitly taught
- Diversity and difference are valued
- Discrimination, prejudice and bullying are challenged

These practices help pupils understand the importance of kindness, empathy and acceptance within a diverse society.

06

Monitoring, Review & Leadership Oversight



6.1 Leadership and Monitoring of SMSC Provision

Responsibility for SMSC and British Values sits with the Senior Leadership Team.

Provision is monitored through:

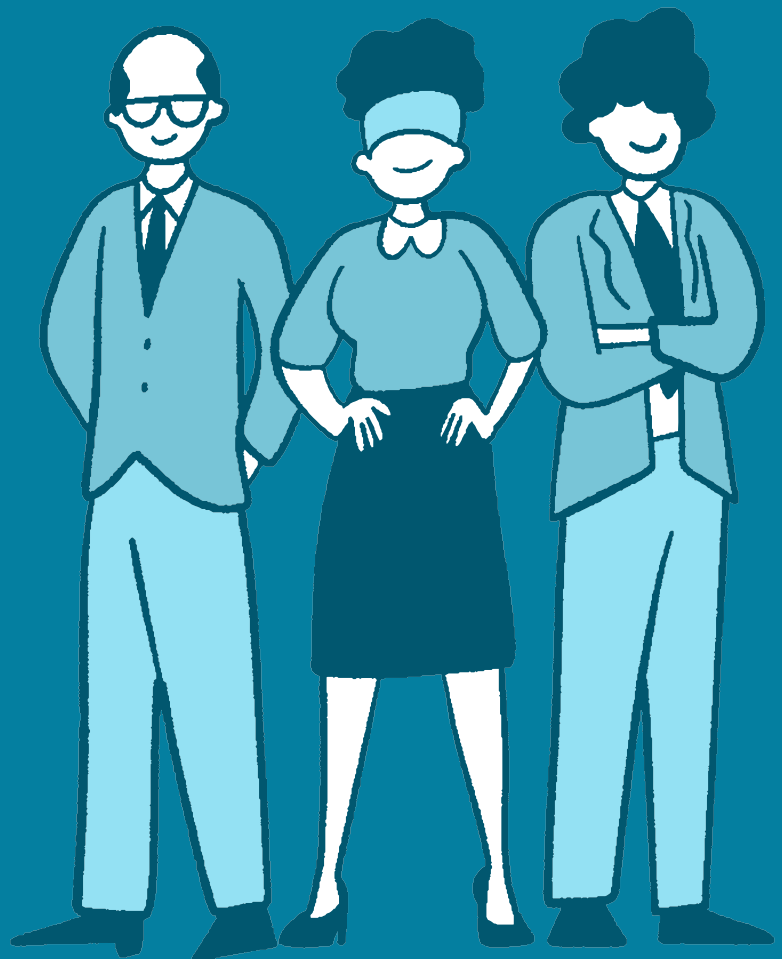
- Curriculum review and quality assurance processes
- Behaviour and attendance data
- Lesson observations
- Pupil voice and feedback
- Safeguarding and pastoral oversight

The effectiveness of SMSC provision is reviewed regularly and informs ongoing school development.



07

Alignment with Statutory Requirements





7.1 Curriculum Access

This booklet demonstrates how LCE Academy meets the requirements of:

- **Independent School Standards Part 2**
- **Equality Act 2010**
- **Prevent Duty**
- **Statutory RSHE guidance**

Review cycle: Annual, or sooner if statutory guidance changes



CONCLUSION

LCE Academy is committed to promoting the spiritual, moral, social and cultural development of all pupils through a safe, respectful and inclusive school environment. Through the curriculum, pastoral support and everyday interactions, pupils are supported to develop self-awareness, responsibility and respect for others, helping them to understand their place within the wider community.

This policy reflects the Academy's commitment to preparing pupils for life beyond school by promoting the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance. Through consistent practice and leadership oversight, the school ensures that these values are embedded within the culture of the school and contribute to positive personal development and future readiness.

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