UNLOCKING POTENTIAL

LEVELLING THE SOCIAL AND ACADEMIC ARENA

SMSC POLICY

Mission Statement

The Levels School exists to provide a nurturing environment in which students with specific learning difficulties and co-occurring diagnoses can develop their self-esteem and aspire to be independent young adults who value the rights, responsibilities and rules that exist to promote and support their future welfare. Our approach toward establishing this ideology is predicated on trauma-informed practice and an obligation to develop the social skills required to build their future aspirational communities. We exist to help them find their level.

This policy covers all premises known as The Levels School.

Date of policy	March 2026
Next review date	March 2027
Frequency of policy review (annually, every two years)	Annually
Policy owner	Simon Scarborough
Published policy	Yes ☒ No ☐
List of connected policies	Curriculum policy, SEND policy, PSHE policy, Careers policy, RSHE policy, Relational policy, Staff code of conduct, British values policy
Approved	By Governors

The Board of Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a review to satisfy themselves that the implementation of this policy is effective.

The Board of Governors ensures the establishment of familiarity with and the effective operation through monitoring, of school policies, approving those requiring GB sign-off in line with a regular cycle of school policy reviews. This occurs through a cycle of governor committee meetings and full board meetings.

Contents

Mission Statement....1
Statement of Intent....3
Whole School Responsibility....4
Spiritual Development....5
Moral Development....5
Social Development....6
Cultural Development....7
Guidance for all staff....7

Statement of Intent

SMSC is at the heart of everything that we do at The Levels School. We believe that all our students are entitled to a holistic education and a curriculum that provides a comprehensive SMSC experience. We recognise that the development of students, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but also in their ability to access the world that they live in. This can be especially important for neuro-diverse students who may need explicit guidance to help them to make sense of the world and be able to move through the world with acceptance and tolerance. We aim to provide an education that provides children with opportunities to explore and develop their own values and wider British values, whilst recognising that those of others may differ.

We recognise that being based in a rural area our students may be less exposed to diversity, whether that be diversity of sexuality, ethnicity or spirituality and as such we have a duty to encourage them to realise that although they may not have had direct experience of diversity, it is an accepted part of our wider society. Beliefs, spiritual awareness, high standards of personal behaviour, including a positive caring attitude towards others, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our subject and wider curriculum. Our goal is to help to develop our students with all the skills that they need for their future role as part of society and within the workplace; SMSC is a vital part of this development.

All adults at The Levels School will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for pupils, their families and each other. Children will learn how to differentiate between right and wrong in so far as their actions affect other people and be encouraged to take responsibility for their mistakes as part of our Restorative Justice system, where appropriate. All adults should be sensitive to the possibility that a child's behaviour, if seemingly intolerant, could be linked to a lack of understanding and should be explored sensitively to encourage children to develop their views and values free from shame or humiliation.

All curriculum areas have a contribution to a child's spiritual, moral, social and cultural development and opportunities for this will be planned in each curriculum area. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual tradition will be explored and children will be given access to alternative views.

The four strands of SMSC should be evident throughout the work of the school including:

- Its leadership and management.
- Teaching and learning.
- The behaviour and achievement of students.
- The school's engagement with parents and its wider community.

Whole School Responsibility.

The importance of SMSC is recognised by all staff within The Levels School.

Whilst subject areas such as personal, social and health education (PSHE) and religious education (RE), delivered at The Levels School as Ethics and Philosophy, have more explicit roles in delivery, all subjects contribute to SMSC by planning for and providing positive opportunities for students to:

- Use their imagination and creativity and develop curiosity in their learning.
- Develop and apply an understanding of right and wrong in their school life and life outside school.
- Take part in a range of activities which require social skills.
- Gain a well-informed understanding of the options and challenges facing them as they move through their school career and into future employment.
- Respond positively to a range of artistic, sporting and cultural experiences.
- Develop skills and attitudes to enable them to participate fully in a democratic, modern Britain.
- Understand and appreciate the range of different cultures within society.

These opportunities are also provided within our pastoral provision, particularly through Tutor time, Assemblie and our extra-curricular programs. We ensure that we plan time so that key staff can talk to students individually about their progress towards academic and pastoral targets and work with each student to identify key areas to be targeted in the coming term.

Our child-centred approach to learning extends through all areas of the curriculum including our pastoral provision and is strongly linked to our SMSC provision. The core values of courage, creativity and compassion is explored and celebrated throughout the delivery of all subjects and especially linked to SMSC. Courage being seen as the willingness to push yourself to your limits academically, socially, creatively and physically. Creativity being able to consider other peoples' life experiences and be able to develop the ability to explore a range of ideas, values and lifestyles without prejudice. Compassion being able to be kind to yourself and able to show sensitivity to others, developing an ability to imagine yourself in somebody else's situation.

Our seven key skills are developed throughout the curriculum and the pastoral provision, but where possible will also be linked to SMSC. These are:

- Staying positive.
- Aiming High.
- Problem Solving.
- Creativity.
- Listening and presenting.
- Leadership.
- Adaptability.

Throughout our planning, these have been referenced, and have been simplified to be expressed as:

- Resilience and adaptability.
- Proactive and problem solving.
- Communication.
- Leadership.
- Creativity.

By identifying these skills as desirable and actively targeting their development throughout our curriculum, we aim to fully equip our students for life outside The Levels School and enable them to become valuable citizens wherever they reside. These skills may be targeted for development through discussions with the tutor, may be linked to specific outcomes on a student's Education, Health and Care Plan (EHCP), may be set by a Speech and Language Therapist or Occupational Therapist or may be targets that the student have set for themself.

Spiritual Development

Pupils develop the knowledge, skills, understanding, qualities and attitudes that they need to foster their own inner lives and non-material well-being.

Students' spiritual development is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and 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.

Specific areas to be considered include sense of self, unique potential, understanding strengths and weaknesses, the desire to achieve, curiosity about self, your place in the worlds and life's fundamental questions.

Moral Development

Students develop the knowledge skills and understanding, qualities and attitudes they need to make responsible, moral decisions and act on them. Students' 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 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 being able to understand and appreciate the viewpoints of others on these issues.

Specific areas to be considered include understanding the difference between right and wrong, moral conflict, concern for others, the will to do what is right, reflecting on

the consequences of your actions, learning how to forgive yourself, learning how to forgive others.

Throughout the academic year, questions are shared that are designed to stimulate and encourage debate. These are shared throughout the school and may be considered a moral dilemma and debated as such through tutor time, within our Ethics and Philosophy lessons or even across the table at lunch.

Social Development

Pupils develop knowledge, skills, understanding, qualities and attitudes they need to make an active contribution within each of their communities, although primarily within the school community, this will also be developed within the local community and considered both at a national level and ultimately as a global citizen.

We develop these skills through:

- Weekly social skills sessions. All students will be included in a weekly social skills session known as Talking, Listening and Communicating (TLC), run by the Speech and Language Therapists and Occupational Therapists. The speech therapy team will work with staff to enable them to support the development of these skills in our students during tutor time, break times, enrichment and within lessons.
- Tutor time.
- Enrichment afternoon.
- A taught lesson for Year 7 called Understanding Your Neurodivergence which focuses on supporting students to recognise and understand the unique nature of their brain and how it impacts on the way they interact with the world around them.
- A focus in the TLC session for Year 11 on interview skills and Owning your Neurodivergence which explicitly explores legislation linked to SEND and equality and diversity.

Students' social development is shown by their:

- Use of a range of social skills in different contexts, such as tutor time, play times, enrichment and within lessons. Willingness to learn to cooperate well with others and to work with others 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.

Specific areas to be considered include: responsibilities and rights of being members of families and communities at a local, national and global level, the ability to relate to others, working with others for the common good, sense of belonging, willingness to participate.

Cultural Development

Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Students' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that 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 to artistic, 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.

Specific areas to be considered include: Cultural traditions, appreciation of a variety of aesthetic experiences, respect for your own culture and that of others, interest in others' ways of doing things, curiosity about differences.

Each week a piece of music is shared for all across the school to enjoy. This can be listened to in tutor time and through out the music lessons. The music is varied and encourages all to experience something they may not have encountered before.

Guidance for all staff

SMSC is everyone's responsibility, but it can be difficult for staff to recognise when they are developing this through their lessons and/or interactions with students. The following tables provide some prompts to help us all to consider where we are developing SMSC. Each area of consideration is matched to questions and statements that relate to the specific consideration.

Spiritual Development Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing	
Sense of self	Who am I? Six word autobiography…My story so far…Being human…What do I bring to the 'plate?'
Unique Potential	What is special about me? What makes me me? What is my response? What is the sum of my parts?
Understanding of your strengths and weaknesses	Positivity vs Negativity…How do I turn a negative into a positive?...What do I need to learn? What do I want to learn?...How am I 'smart'?...What is my value?
Will to achieve	Standing still vs moving forward…what would I do if I couldn't fail?...Learning from failure not success…
Curiosity about yourself.	Where do my thoughts/ideas/opinions come from? Who do I think I am?
Your place in the world.	Jigsaw puzzle…which piece am I? How many different identities do I have? How am I similar, how am I different? Being an independent thinker…
Life's fundamental questions.	Why am I me? Why am I here? What is the right answer? What is the right question? How do I develop a mind of my own? What do I like? Why do I like it? Why don't I like it? What defines right and wrong?

Moral Development Pupils develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.	
Understanding the difference between right and wrong.	Classroom rule…expectations…laws…dos and don'ts. Must, should, could…ends justify the means?
Moral Conflict	Right or wrong? Absolutism…pros and cons…for and against…making the 'right' decision. Black and white or shades of grey?
Concern for others	Paired experiences, shared opportunities…positive language…putting yourself in someone else's position. What do YOU think?
The will to do what is right.	Seek to understand. How I make a positive difference? Positive behaviour for learning. See first in order to understand. Be an effective participator.
Reflect on the consequences of your actions.	What is wisdom? Proactive vs reactive. Making choices. What makes a 'good' student. Being respectful of each others' right to learn.
Learn how to forgive yourself	Loving the lessons of life. The longest journey starts with a single step. Positive self-talk. Collecting opinions.
Learn how to forgive others	Focus on the issue not the person. Think about intentions. Why do I differ? I am right, you are not wrong. Importance of compromise and moving on. Agree to disagree.

Social Development Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.	
Responsibilities and rights of being members of families and communities. (Local)	Giving and receiving a positive analysis(praise). Giving and receiving negative analysis(criticism) Representing the school. Establishing rules for a positive learning environment.
Responsibilities and rights of being members of families and communities. (National)	Opinions. What forms my views? Respect each other. How has my environment shaped me? How have I shaped my environment? Laws of our country.
Responsibilities and rights of being members of families and communities. (Global)	How am I global citizen? Being globally responsible. How can I contribute? How can I make a difference?
Ability to relate to others.	Similarities and differences. What do these matter?
Work with others for the common good.	Rating success. Learning from our mistakes, from the past. Collaborative learning, students as teachers.
Sense of belonging.	Minorities and majorities. What do these terms mean? Am I part of either/both groups? Advantages, disadvantages.
Willingness to participate.	Team player. Skills for employment.

Cultural Development Pupils develop knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.	
Cultural traditions	What do I do/not do as a result of my heritage? What is diversity? Is it a good or bad thing? Assimilation: pros and cons.
Appreciate a variety of aesthetic experiences	Awe and wonder in the classroom. How do I connect? Compare and contrast. Iconography. Symbolism
Respond to a variety of aesthetic experiences	Learning through theme. Learning through style. Learning through resources. Development of knowledge and know how. Creative thinker.
Respect for your own culture	Where do I belong? Britishness, local, national and global pride. How much do I know about myself? Heroes and Heroines. Who do I think I am?
Respect for the cultures of others'	Global citizen. Respecting difference.
Interest in others' ways of doing things	Sharing cultural differences. Same question, same answers?
Curiosity about differences	Basic needs, basic wants, commonality. What shapes us as individuals or groups? Significant events.

Policy reviewed by – Simon Scarborough February 2026