POLICY – SMSC (England) Personal Development (Wales) Education – Wales and England

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Policy Level	Education
Staff groups affected	Wales and England Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval**,** or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

Tonia Lewis
Divisional Education Lead

Karen Carrington
Head teacher

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School Profile

At Cambian Dunbroch School, our mission is to inspire children and young people to achieve their goals and become worthwhile citizens, by supporting them in a holistic way to overcome barriers and develop their confidence. The very specific nature of the students accessing Dunbroch School dictates that they require a very nurturing, individualised educational experience, whilst also ensuring a quality of curriculum content that matches their abilities. This will enable them to engage and benefit a wide range of positive educational and personal development experiences.
In our school, all members of staff work together in a way conducive to learning, by creating a safe, nurturing and stimulating environment that encourages respect for others, and acknowledging the particular difficulties this represents for our students.
We aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. We will promote a caring community, whose values are built on mutual trust and respect for all.

2. Purpose

This policy applies to Dunbroch School and sets out the organisational standards for the safe, compliant and responsible provision of SMSC/Personal Development education.

It provides a universal framework and outlines the expectations that apply to:

- Staff
- Senior leaders
- Learners
- Visitors and contractors (where relevant)

This policy enables Dunbroch School to meet statutory duties, uphold safeguarding responsibilities, comply with data protection requirements, and maintain high-quality provision.

3. Scope (Universal Application)

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A.**

4. Legal and Regulatory Context

Dunbroch School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in

Appendices A, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

5. Context

Our School/College strives to be a caring, disciplined community where Learners are challenged to excel and supported to take responsibility for their own lives. We see spiritual, moral, social and cultural (SMSC) / Personal Development as integral to great education and to the climate we create together. SMSC / Personal Development is interwoven through the curriculum and, in particular, through RE (England) and PSHE (England).

We expect the Staff team to model the values we teach. When adults demonstrate integrity, respect and curiosity, Learners mirror it — and that shows up in motivation, relationships and achievement. Our Positive Behaviour Support Policy reinforces a culture where everyone can learn in safety, free from bullying (including cyber and prejudice-based bullying) and from discriminatory language. (Equality Act 2010 applies.)

6. Why SMSC matters

SMSC / Personal Development grow rounded, empathetic people who can navigate work, community and life. They help Learners understand right and wrong, appreciate other cultures and beliefs, and contribute actively to their communities. Inspection frameworks in both nations look for the impact of this work: in England through Ofsted's FE & Skills arrangements (personal development is a core evaluation area), and in Wales through Estyn's sector handbooks (wellbeing, care/support/guidance, learner participation).

7. Our aims

By the time they leave us, **students** should be able to:

- **Know themselves**: build self-knowledge, esteem and confidence; reflect on beliefs and values; use imagination and creativity; stay curious.

- **Act with integrity**: understand right and wrong in education, work and community life; take responsibility for behaviour; be reliable; show initiative; lead and serve.
- **Belong and contribute**: participate well with others; communicate across difference; respect diversity (e.g., gender, race, religion or belief, culture, sexual orientation, disability); make a positive contribution to the **School**, local and wider communities.
- **Understand public life**: develop a broad knowledge of public institutions and services in England and how citizens influence decisions, including through voting and civic action.
- **Respect the law and liberty**: appreciate the rule of law, the separation of powers and judicial independence; understand protections for freedom of belief (including none); reject discrimination; challenge prejudice.

- **Engage in culture**: respond to artistic, sporting and cultural opportunities; recognise and value the cultural traditions of self and others.

We also commit to balanced handling of political issues, whether in sessions, enrichment or promotions, so Learners encounter opposing views fairly and develop their own reasoned positions.

8. British values and civic participation

In England, we actively promote the fundamental British values — democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs — through curriculum, enrichment (e.g., debates, mock elections), Learner-run societies, and everyday interactions.

Narrative examples: A Learner council elected by peers; tutorials that explore how law and democracy function in Britain; projects with local services; and enrichment that brings the arts, sport and volunteering into everyday Learner experience.

9. Managing risk and safeguarding

We educate Learners to recognise and manage risk — including risks linked to extremism and radicalisation, online harms, substance misuse, knives and gangs, relationships and personal safety — proportionate to local context. Our approach aligns with the Prevent duty (England & Wales), including risk assessment, staff training, visiting-speaker controls and referral pathways; the 2023 statutory guidance.

10. Where SMSC / Personal Development lives in our curriculum

SMSC / Personal Development is everywhere, but some areas carry a special weight:

- **RE (England)** – school phase only; (Ofsted) and PSHE (England) provide direct space for ethical questions, identity, respectful dialogue and community engagement.
- **Enrichment and community links** bring democratic participation, volunteering, arts and sport into lived experience.
- **Work-based and apprenticeship delivery** reinforces professional conduct, safety, inclusion, and civic responsibility in real settings.

11. Illustrative subject links:

- **Art / Music**: cultural appreciation, social commentary, shared performance.
- **Design & Technology / Food**: design ethics and sustainability; global food systems and fairness.
- **English**: literature for moral and cultural exploration; debate, drama, collaborative production.
- **Geography / History**: people and place; stewardship; heritage; moral dilemmas across eras.
- **Maths / Science**: beauty and pattern; ethical implications of scientific progress; evidence and respectful disagreement.

- **ICT/Computing**: collaboration; online citizenship; researching worldviews (RE in England
- **PE**: health, teamwork, fair play, cultural traditions in sport.

12. Roles and responsibilities

- **Headteacher**: overall accountability; ensures resources, CPD and monitoring; assures compliance at organisation and Site level.
- **Senior leaders**: embed expectations in programme design, tutorials, enrichment and quality cycles; include personal development in learning walks/observation.
- **Teachers/instructors**: plan for SMSC / Personal Development within subjects and tutorials; seize incidental opportunities; signpost support; evidence impact.
- **Staff team / education team / multi-agency team**: contribute to wellbeing, inclusion, enrichment, careers and progression.
- **Subcontractors/partners**: deliver to the same standards; meet safeguarding, Prevent and data-protection requirements.

13. Equal opportunities and inclusion

We uphold equality, diversity and inclusion; provide reasonable adjustments; and remove barriers so every Learner can participate. For additional needs:

- **England** — we follow the SEND Code of Practice (0–25) for FE.

14. Partnerships, community and external voices

We invite visitors (e.g., community and faith leaders, arts organisations), encourage visits to places of worship and cultural venues, and maintain links with other Schools that serve different communities. External speakers follow our safeguarding/Prevent/visiting-speaker protocols.

15. Quality assurance and evidence

We plan intent within schemes of work and tutorials, and we evaluate impact through a balance of evidence: Learner voice and participation, behaviour/safety indicators, samples of work/tutorial records, destinations and progression. Evidence is curated in ways that map cleanly to the relevant inspection expectations (Ofsted FE & Skills).

16. Political balance

When political issues arise — during attendance at the School, in extra-curricular/enrichment we provide or organise, or in promotions of such activities on or off Site — we provide a balanced presentation of opposing views. Visiting speakers are managed accordingly.

17. Differentiation

SMSC / Personal Development is differentiated for each Learner. Where Learners have additional needs or complex profiles, we adapt methods and pace so the spirit of the policy remains accessible and meaningful.

18. Leadership prompts

- Include personal development in learning walks/observations.
- Make clear PSHE ↔ PSE links in schemes of work/handbooks where relevant.
- Share ideas, pair-plan, and use short check-ins at the end of sessions to reflect on SMSC / Personal Development opportunities taken.

19. Linked policies

- Safeguarding & Child Protection
- Preventing Radicalisation and Extremism
- Equality
- Diversity & Inclusion
- Data Protection & Privacy
- Health & Safety
- Teaching and Learning
- Assessment

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendix A — England

Key Legislation & Regulator Frameworks underpinning SMSC provision**.**

1. Ofsted — Education Inspection Framework (EIF) & Inspection Handbooks (Schools and FE)

What this means:

- Ofsted evaluates *Personal Development*, which includes SMSC / Personal Development and the active promotion of fundamental British values (FBV), using the EIF and phase-specific handbooks. Inspectors look for *typicality over time* — not "showcase lessons".

What this requires:

- Map where SMSC / Personal Development / FBV sit across: curriculum, assemblies/tutorials, enrichment, employer/alternative sites.
- Evidence learner voice, participation, conduct, contribution to community, and positive behaviours.
- Maintain evidence in normal working formats (no inspection folders).
- **Link:**https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025

2. Independent School Standards (ISS) — Part 2:

What this means:

- Proprietors must actively promote pupils' spiritual, moral, social and cultural development and the FBV. Schools must also ensure balanced presentation of political issues and foster respect and tolerance.

What this requires:

- A live SMSC / Personal Development /FBV model mapped across curriculum, assemblies, enrichment, visitors, and online safety.
- Suitable filtering/monitoring and visiting speaker controls.
- Records showing pupils' understanding, conduct and development over time.
- Clear proprietor/leadership oversight using the DfE ISS guidance.
- **Links:**ISS Regulations: https://www.legislation.gov.uk/uksi/2014/3283
- DfE Guidance: https://assets.publishing.service.gov.uk/media/67605baec80a844a7aa4b7cb/Independent_School_Standards_Guidance.pdf

3. Keeping Children Safe in Education (KCSIE)

What this means:

- KCSIE is statutory for all schools and colleges. Safeguarding and SMSC / Personal Development are interconnected: safer culture, safer recruitment, and curriculum that teaches safety (including online safety) must align with KCSIE requirements.

What this requires:

- DSL/DSP arrangements, training, escalation pathways, safer recruitment, and oversight of alternative/employer sites.
- SMSC / Personal Development tutorials that build respectful relationships, safety, and responsible online behaviour.
- **Link:**https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

4. Prevent Duty Guidance (2023)

What this means:

All education providers must have due regard to preventing people from being drawn into terrorism. The 2023 version (in force from 31 December 2023) remains current and aligns closely with SMSC / Personal Development / FBV duties.

What this requires:

- Setting-level risk assessment.
- Staff training.
- IT filtering/monitoring and visiting speaker controls.
- Proportionate referrals (e.g., Channel).
- Leadership/governance oversight with record-keeping.
- **Link:**https://www.gov.uk/government/publications/prevent-duty-guidance