Curriculum, SMSC and Fundamental British Values Policy

Policy Number:	EDU.POL.008	Policy Owner Job Role	Quality Manager
Issue Number:		Ratified By	Quality Director
Issue Date:	01.07.26	Service Type:	Schools
		Applicable Services:	Education
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Mandatory Policy	Yes		
Note	This policy must not be amended without prior approval of the Education Director		

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1. Supporting Documents

- PSHE & RSHE Policy (EDE.POL.003)
- SEND Policy (EDU.POL.022) and Accessibility Plan
- Behaviour Policy (EDU.POL.027) and Anti-Bullying Policy (EDU.POL.007)
- Safeguarding Policy (EDE.POL.002) and Online Safety Policy (EDU.POL.009)
- Alternative Provision Policy

Related policies are held within RADAR in the School's policy folder.

2. Introduction

At Moorlands View School we believe every pupil deserves a curriculum that is broad, balanced and ambitious, and that opens doors rather than closing them. Many of our pupils arrive having missed time in education or having found earlier settings hard to manage. We design our curriculum, and the wider life of the school, to rebuild confidence, fill gaps and give each pupil the knowledge, skills and experiences they need to thrive in modern Britain.

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This policy sets out our approach to the curriculum, to the spiritual, moral, social and cultural development of our pupils, and to the active promotion of fundamental British values. We treat these as one connected whole. What we teach, how we model relationships, and what pupils take away about living well alongside others all shape the same young person.

3. Aim & Scope

This policy applies to all staff, governors, pupils, parents and carers, and visitors at Moorlands View School. It aims to:

- set out the intent, content and delivery of our broad and balanced curriculum
- explain how we support pupils' spiritual, moral, social and cultural development across the school day
- show how we actively promote each of the fundamental British values by name, and how we evidence that pupils have understood them
- make clear how we meet the Independent School Standards on the curriculum and on the development of pupils
- prepare pupils for the opportunities, responsibilities and experiences of adult life in modern Britain

4. Abbreviations and Definitions

Curriculum. Everything we plan for pupils to learn, both formal and informal, across the whole school day. This includes lessons, enrichment, therapeutic input and the everyday social learning that happens between adults and pupils.

SMSC. The spiritual, moral, social and cultural development of pupils. It is how pupils develop their own values, learn right from wrong, work well with others, and understand the world and cultures around them.

Fundamental British values. The four values named in the Independent School Standards: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Tolerance here means tolerance of those with different faiths and beliefs, not a general idea of respect.

Cultural capital. The knowledge, language and experiences that help a pupil take part fully in society and make the most of their next steps.

5. Policy Content

5.1 Principles and Approach

Our approach rests on the following principles.

Broad, balanced and ambitious. We hold high expectations for every pupil and refuse to narrow the curriculum because a pupil has additional needs.

We adapt content, pace and support so pupils can access learning, rather than removing learning from them. We understand behaviour as communication and build learning on safe, trusting relationships, in line with the Keys Connect model.

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Active promotion, not generalised values. We promote each fundamental British value by name, not a vague set of core values.

We treat pupils' own work and voice as the strongest evidence that learning, including SMSC and British values, has landed.

Everything we teach is pointed at independence, good qualifications where appropriate, and confident participation in adult and community life.

Our curriculum is designed to be broad, balanced, and ambitious, fully compliant with the Independent School Standards and aligned with statutory expectations, including the National Curriculum in England. It is carefully adapted to meet the diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs and those with Special Educational Needs and Disabilities (SEND).

5.2 Curriculum, SMSC and Fundamental British Values in Practice

Curriculum intent

At Moorlands View School we set aspirational end points for each pupil, informed by their starting points, their EHCP outcomes and their individual needs. We sequence knowledge so pupils build towards meaningful qualifications, independence and successful transitions into adulthood.

Curriculum content

We ensure structured and meaningful learning across the following domains:-

- **Linguistic** – English, communication, literacy, and where appropriate, modern foreign languages.
- **Mathematical** – Mathematics, numeracy, and problem-solving.
- **Scientific** – Science and technology.
- **Technological** – Computing and/or design and technology.
- **Human and Social** – History, geography, economic education, religious education and/or social studies.
- **Physical** – Physical education, movement, health, and fitness.
- **Aesthetic and Creative** – Art, music, drama, and/or design.

In addition, our curriculum:-

- Delivers core knowledge and skills aligned with the National Curriculum, with appropriate adaptation for pupils with SEND.
- Provides Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE) where statutory.
- Promotes Spiritual, Moral, Social and Cultural (SMSC) development and British Values—democracy, rule of law, individual liberty, mutual respect, and tolerance.

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- Embeds a strong focus on independence, life skills, and personal development, placing emotional wellbeing and SEMH growth at the centre.
- Prepares pupils for further education, training, employment, and confident participation in adult and community life.

Where appropriate, and with the approval of the director of education/ regional director, the school may adopt nationally recognised curriculum designs and frameworks to support consistency, quality, and statutory alignment. Examples include the use of White Rose Maths for mathematics, Jigsaw for PSHE and RSHE, and other accredited schemes that support progression, adaptation, and inspection readiness. These resources are selected to ensure accessibility for pupils with SEND and SEMH needs, and to support staff in delivering sequenced, ambitious learning across settings.

Our curriculum gives pupils experience across each of the areas required by the standards. We cover linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, adapted for the age, aptitude and needs of our pupils, including those with an EHC plan.

Alongside these areas, our curriculum:

- Delivers core knowledge and skills, with appropriate adaptation for pupils with SEND.
- Provides personal, social, health and economic education, including relationships, sex and health education in line with the 2025 statutory guidance that becomes statutory from 1 September 2026.
- Promotes spiritual, moral, social and cultural development and actively promotes the fundamental British values.
- Builds independence, life skills and cultural capital, with emotional wellbeing at the centre.
- Prepares pupils for further education, training, employment and adult life.

Curriculum Implementation

Our curriculum is delivered through:-

- Small class sizes, or in some cases on a 1:1 basis, with appropriately qualified and trained staff.
- Balanced weekly timetables that ensure depth in core subjects while allowing time for SEMH enrichment and therapeutic input.
- Trauma-informed and relational pedagogy, tailored to SEMH needs.
- Individualised pathways based on EHCP outcomes, baseline assessments, and ongoing review.
- Access to external accreditation at appropriate levels, including GCSEs, Entry Level, Functional Skills, AQA awards, BTECs, Arts Award.

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- A consistent emphasis on inclusion, safeguarding, and wellbeing across all subjects and settings.

Measuring Curriculum Impact

We evaluate the effectiveness of our curriculum through:-

- Academic progress tracked against personalised and nationally recognised benchmarks, reviewed by school and organisational leadership, including governors.
- Social, emotional, and behavioural development, using validated tools and frameworks.
- Achievement of external qualifications, evidencing readiness for next steps.
- Preparation for adulthood, including employment, further study, and independent living, tracked against EHCP targets and aspirations.
- Attendance, engagement, and participation data, analysed to inform interventions and support.
- Feedback from pupils, parents, carers, and professionals, ensuring the curriculum remains responsive and relevant.
- External quality assurance, including Ofsted inspections, local authority reviews, and commissioner feedback.

Ultimate Measure of Success

Pupils leave our schools with:-

- Improved life chances through successful progression to the next stage of their education and/or chosen vocation.
- Greater self-confidence, independence, and resilience.
- The skills, knowledge, and qualifications to progress successfully into adulthood.

Spiritual, moral, social and cultural development

We support SMSC across the curriculum, the ethos of the school, assemblies, tutor time, enrichment and restorative practice. Pupils develop self-knowledge and self-esteem, learn to tell right from wrong and respect the law, work well with others, and explore and respect a range of faiths, beliefs and cultures. Restorative approaches help pupils understand the impact of their actions, repair relationships and take responsibility.

Actively promoting fundamental British values

We do not rely on a general set of values. We actively promote each of the four fundamental British values by name. For each one, we are clear about where it is taught, how it is promoted across school life, and what pupil work shows that pupils have understood it.

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Democracy. We teach democracy through the curriculum, for example in humanities and tutor time, and we promote it through pupil voice, the school council and decisions pupils help to shape. We evidence understanding through pupil work, council records and pupil voice.

The rule of law. We teach why rules and laws exist and how they protect people, and we promote it through clear, fairly applied school rules and restorative conversations. We evidence understanding through pupil work, reflections and pupil voice.

Individual liberty. We teach that pupils have rights and can make safe, informed choices, and we promote it by supporting pupils to make choices about their learning, options and next steps. We evidence understanding through pupil work, option choices and pupil voice.

Mutual respect and tolerance of those with different faiths and beliefs. We teach pupils to respect and understand people whose faiths and beliefs differ from their own, and we promote it through assemblies, enrichment, visitors and the everyday culture of the school. We evidence understanding through pupil work, including religious education and PSHE work, and pupil voice. Tolerance here is specifically tolerance of those with different faiths and beliefs, not a general idea of respect.

At Moorlands View School we map these four values against our curriculum, assemblies, PSHE and relationships education, tutor time and trips, and we keep a triangulation pack that brings together where each value is taught, how it is promoted, and pupil work as evidence of understanding. The local mapping is recorded in the school annex.

Careers guidance

For pupils receiving secondary education, we provide access to accurate, up-to-date careers guidance that is impartial, that enables pupils to make informed choices about a broad range of options, and that encourages them to fulfil their potential.

5.3 Recording, Monitoring and Reporting

Pupil progress and curriculum delivery are recorded on ARBOR and Evidence For Learning, alongside curriculum maps, schemes of work and pupil work. Leaders monitor through learning walks, observations, work scrutiny and data reviews, and report to the proprietor and governors on a termly basis, with a full curriculum review at least annually.

5.4 Equality and Inclusion

At Moorlands View School this policy is applied fairly and without discrimination, in line with the Equality Act 2010. Every pupil is entitled to a curriculum that meets their needs and aspirations, including those with an EHC plan. We adapt planning, resources and teaching to remove barriers, and we monitor curriculum access and

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outcomes for different groups, acting swiftly to address any disadvantage. Curriculum content reflects diversity of culture, faith, family and ability, and promotes respect and inclusion.

6. Responsibilities

6.1 Pupils

Engage with their learning, contribute to discussion, and treat staff and one another with respect, and take part in enrichment, tutor time and the wider life of the school.

6.2 Staff

Plan and deliver ambitious, adapted lessons that meet pupils' needs and follow the agreed schemes of work model the fundamental British values and SMSC through everyday relationships and language record pupil progress and keep the evidence that shows what pupils have learned and understood.

6.3 Leadership and the curriculum and SMSC lead

Leadership at Moorlands View School sets the curriculum vision, makes sure the timetable gives statutory coverage, and quality-assures teaching through learning walks, observations and work scrutiny. The curriculum and SMSC lead oversees curriculum planning, SMSC provision and the active promotion of fundamental British values.

Leaders will review curriculum access, participation and outcomes for pupils in alternative provision on the same basis as pupils educated on-site.

6.4 Governance

The proprietor and governors at Moorlands View School hold the school to account for the quality and impact of the curriculum and for compliance with the Independent School Standards. They monitor through reports, visits and scrutiny of evidence, and provide challenge and support.

6.5 Parents and carers

Are kept informed about what their child is learning and are consulted where the standards require it, including on relationships and sex education, and support their child's learning, attendance and engagement with the wider life of the school.

6.6 Named leads

The named lead for the curriculum, SMSC and fundamental British values at Moorlands View School is Brian Goodwin, Deputy Headteacher.

7. Training Requirements

Curriculum, SMSC and fundamental British values are covered in staff induction at Moorlands View School and refreshed at least annually. Subject and curriculum

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leads receive ongoing development so they remain expert in their areas and can support colleagues teaching outside their first specialism.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

9. Sources of Information / References

This policy reflects current statutory guidance and legislation, including:

- The Education (Independent School Standards) Regulations 2014, in particular Standard 2 on the quality of education provided through the curriculum, and Standard 5 on the spiritual, moral, social and cultural development of pupils
- Independent School Standards: guidance for independent schools (DfE, April 2026), in particular paragraphs 1.6 to 1.7, 1.52 to 1.53 and 2.3 to 2.10, including paragraph 2.7 on actively promoting each fundamental British value
- Promoting fundamental British values as part of SMSC in schools (DfE, 2014)
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance (DfE, 2025, statutory from 1 September 2026)
- Section 78 of the Education Act 2002, which requires a balanced and broadly based curriculum
- The Equality Act 2010
- The Children and Families Act 2014 and the SEND Code of Practice (2015)
- The schools we work with sit across different inspectorates. This policy is grounded in the underlying standards, which are common across them. Where the inspecting body needs to be named, our school is inspected by ISI.

10. Version Control

This document can also be found on Radar. This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The named owner for review at Moorlands View School is the headteacher.

11. Appendices

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11.1 Appendix A: School-Specific Annex

At Moorlands View School the following local arrangements apply:

- Curriculum and SMSC lead: Brian Goodwin, Deputy Headteacher.

Aim/Scope

The school curriculum offers a broad and balanced education adjusted to meet the needs of pupils with a wide range of levels of attainment and needs from ages 7 to 16.

Learning

- Every pupil fulfils their learning potential.
- Teachers and pupils pursue excellence in teaching and learning.
- Our pupils develop a love of learning.
- We create a safe environment in which pupils are confident in their ability and increasingly ready to take risks in their learning, and to take responsibility for their own learning.
- Literacy and language are key to learning across the curriculum.
- Each pupil will embody and reflect on our School Values.

Pastoral

- Every pupil receives excellent pastoral care within an ethos of tolerance and mutual respect.
- Pupils develop relationships with peers and adults in a way that prepares them for life beyond school.
- Pupils acquire a sense of responsibility and self-discipline.

Personal Development

- Our pupils participate in a variety of physical activities and experience a sense of well-being and self-confidence that arises from good health and fitness.
- Our pupils benefit from a comprehensive personal and social education that helps them to lead happy and fulfilling lives.
- Our pupils become more effective communicators through the provision of opportunities for speaking and listening, reading and writing.
- Our pupils learn regulation skills to improve their well-being and display less behaviours of concern.
- Our pupils develop interpersonal skills and build positive relationships.

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Extra-curricular

- We provide a varied range of activities beyond the curriculum.
- Pupils discover and develop their own individual skills and interests at school in preparation for adult life.
- Pupils are adventurous and participate in a range of activities, appreciating the rewards of teamwork and positive risk taking.
- Pupils will all be given the opportunity for personal achievement and fulfilment in a way befitting their own aspirations.

School Values

Moorlands View has six core values -Exploration, Respect, Positivity, Resilience, Compassion, and Self-worth - to guide our students' learning, personal development, and school culture. These values align with the EPIC values of the Keys Group (Excellence, Passion, Integrity, and Caring) and are embedded in our curriculum, rewards system, and school community.

Each half-term, we focus on one value, reinforcing it through subject-based learning, additional points, assemblies, and awards. These values are essential in an SEMH setting, as they help students build the skills and mindset needed for success in school and beyond.

- **Exploration (Excellence & Passion)** – We encourage curiosity and a love of learning, helping students develop independence and ambition. By exploring new ideas and experiences, students build problem-solving skills and a growth mindset.
- **Respect (Integrity & Caring)** – Respect is key to fostering a safe and supportive school environment. By valuing themselves and others, students learn responsibility, empathy, and how to build positive relationships with others including those different from themselves.
- **Positivity (Passion & Caring)** – A positive attitude helps students overcome challenges and stay motivated. Encouraging optimism and self-belief supports emotional well-being and helps students approach learning with enthusiasm.
- **Resilience (Excellence & Integrity)** – Many of our students face personal challenges, so resilience is vital. Learning to bounce back from difficult events, manage emotions, and keep trying supports their personal and academic success.
- **Compassion (Caring & Integrity)** – Understanding and supporting others helps create a strong school community. Teaching compassion encourages kindness,

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teamwork and ensures our pupils grow into adults who are kind and contribute positively to society.

- **Self-worth (Excellence & Passion)** – Many of our pupils struggle with low self-esteem. We want all students to value themselves, believe in their abilities and have the confidence to express themselves, take on new challenges, and succeed in life

The curriculum is broad and balanced and takes into account the 7 areas of learning: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative. The curriculum is planned to provide progression through the key stages with accreditation options available at varying levels.

KEY STAGE	LINGUISTIC	MATH-EMATICAL	SCIENTIFIC	TECHNO-LOGICAL	HUMAN & SOCIAL	PHYSICAL	AESTHETIC & CREATIVE
YEAR 3	English	White Rose Maths	Science Developing Experts	Food Tech D&T	PSHE Jigsaw Humanities	PE Outdoor Education	Art Music
YEAR 4	English	White Rose Maths	Science Developing Experts	Food Tech D&T	PSHE Jigsaw Humanities	PE Outdoor Education	Art Music
YEAR 5	English	White Rose Maths	Science Developing Experts	Food Tech D&T	PSHE Jigsaw Humanities	PE Outdoor Education	Art Music
YEAR 6	English	White Rose Maths	Science Developing Experts	Food Tech D&T	PSHE Jigsaw Humanities	PE Outdoor Education	Art Music
YEAR 7	English	White Rose Maths	Science Developing Experts	Food Tech	PSHE Jigsaw Humanities	PE Outdoor Education	Art Music
YEAR 8	English	White Rose Maths	Science Developing Experts	Food Tech	PSHE Jigsaw Humanities	PE Outdoor Education	Art Music
YEAR 9	English	White Rose Maths	Science Developing Experts	Food Tech	PSHE Jigsaw Humanities	PE Outdoor Education DofE Bronze/Silver	Art Music
YEAR 10	English (AQA Functional Skills & GCSE)	Maths (AQA Functional Skills & GCSE & White Rose Maths)	Science (Biology GCSE)	Food Tech (BTEC Home Cooking Skills level 1 & 2)	PSHE Jigsaw Humanities GCSE History	PE BTEC Level 1 Introductory in Sport PEAK – Outdoor Education GCSE DofE Bronze/Silver	Arts Award Music
YEAR 11	English (AQA Functional Skills & GCSE)	Maths (AQA Functional Skills & GCSE &	Science (Biology GCSE)	Food Tech (BTEC Home Cooking	PSHE Jigsaw Humanities GCSE History	PE BTEC Level 1 Introductory in Sport	Arts Award Music

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		White Rose Maths)		Skills level 1 & 2)		PEAK – Outdoor Education GCSE DofE Bronze/Silver	

Progression and continuity

Each subject area at Key Stage 2 and 3 uses the National Curriculum as a driving force and at Key Stage 4 the curriculum is mapped against the awarding bodies' specification at either entry level, level 1 and 2, Functional Skills or GCSE.

Size of Teaching Groups

Teaching groups are small in number with the ratio in Moorlands View School being 5:2 - 5 pupils to one teacher and one teaching assistant

Monitoring

A schedule of learning walks and observations is implemented at Moorlands View School. Feedback is provided verbally as soon as practically possible after the observation and will be followed up with written feedback.

Training Requirements

Where appropriate the headteacher will ensure that familiarisation with this policy is a part of the induction process for all employees.

Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact your line manager. Keys Group will then actively respond to the enquiry.

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