MIAG

SMSC, PERSONAL DEVELOPMENT & FUNDAMENTAL BRITISH VALUES STATEMENT

MIAG ORGANISATIONAL POLICY

Organisation-wide

Supporting consistent, effective practice across the MIAG organisation.

SUPPORTING INDIVIDUALS | CREATING OPPORTUNITIES | ENRICHING COMMUNITIES

Purpose and Position:

This organisation-wide statement explains how MIAG promotes spiritual, moral, social and cultural development, personal development and the fundamental British values across its education and learning provision. It is intended to complement, not duplicate, the MIAG Curriculum Policy and the MIAG Organisational Excellence Framework.

MIAG does not treat SMSC as a standalone lesson that can be 'ticked off'. It is developed through curriculum content, relationships, behaviour, learner voice, enrichment, community experiences, leadership and the day-to-day culture of each provision. This reflects current DfE guidance, which states that SMSC can be developed through virtually all parts of the curriculum and the day-to-day operation of a school, adapted for age, ability and special educational needs.

MIAG Approach:

- **Learner First** – personal development begins with understanding the individual learner, their identity, strengths, needs, aspirations and lived experience
- **Relationships matter** – adults model respect, honesty, responsibility, curiosity and appropriate boundaries
- **Support before challenge** – learners are supported to develop confidence and self-regulation while still being held to appropriate expectations
- **Voice and participation** – learners are encouraged to express views, make choices and take increasing responsibility
- **Inclusion and respect** – difference is explored positively and discrimination or prejudice is challenged
- **Real-world learning** – learners encounter their local community, public services, cultural experiences, work and wider society
- **Progressive independence** – personal development is sequenced so learners gradually take more responsibility for themselves and others

Spiritual Development:

MIAG supports learners to develop a sense of self, meaning, purpose and connection. Spiritual development does not require religious belief and is not limited to religious education.

- Developing self-knowledge, reflection and an understanding of personal strengths and aspirations
- Exploring questions of meaning, values, identity and what matters to individuals and communities
- Experiencing creativity, nature, art, music, literature and other opportunities that encourage reflection and a sense of wonder
- Respecting different faiths, beliefs and worldviews, including non-religious worldviews
- Developing the confidence to consider ideas that may be unfamiliar or different from one's own

Moral Development:

MIAG supports learners to distinguish right from wrong, understand consequences, develop ethical reasoning and respect the law and the rights of others.

- Understanding rules, boundaries and the reasons behind them
- Exploring fairness, responsibility, honesty, consent, respect and consequences
- Understanding the importance of English civil and criminal law where relevant to school-age provision
- Considering ethical questions through curriculum subjects, real-life scenarios and discussion
- Taking responsibility for mistakes and learning from them
- Understanding how actions can affect other people and the wider community

Social Development:

MIAG develops learners' capacity to build positive relationships, participate in groups and communities, communicate appropriately and contribute to the lives of others.

- Developing communication, listening and conflict-resolution skills
- Building positive friendships and professional relationships
- Working collaboratively and learning to negotiate, compromise and solve problems
- Developing confidence in community settings and public spaces
- Understanding public institutions and services and how they support communities
- Taking on responsibilities within the provision and wider community
- Developing the knowledge and skills needed for independence and future participation

Cultural Development:

MIAG helps learners understand and respect their own culture and the cultures, traditions, faiths and experiences of others.

- Exploring local, national and global cultures through curriculum and enrichment
- Learning about the contribution of different communities and individuals
- Experiencing literature, art, music, food, traditions, history and contemporary culture
- Recognising that culture is diverse and can change over time
- Challenging stereotypes, prejudice and discriminatory assumptions
- Developing respectful curiosity about difference rather than fear or avoidance

The ISS guidance emphasises that schools should develop appreciation and respect for learners' own and other cultures and avoid significantly unbalanced curriculum treatment of cultural achievement.

Fundamental British Values:

Where the ISS applies, MIAG actively promotes 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 current ISS guidance expects active promotion and states that this should be evidenced through a clear strategy and its effectiveness, not simply through isolated activities.

Democracy

- Learner voice and meaningful participation in decisions that affect learners
- Understanding how democratic decision-making works
- Opportunities to discuss, debate and defend viewpoints respectfully
- Understanding elections, representation and participation in age-appropriate ways

Rule of Law

- Understanding the purpose of rules, laws and boundaries
- Understanding rights and responsibilities
- Learning about the role of public services and institutions in keeping people safe and supporting communities
- Understanding that disagreement with a law does not remove the obligation to comply with it

Individual Liberty

- Developing self-confidence, self-knowledge and informed choice
- Understanding personal rights and responsibilities
- Learning how to identify risk, seek help and make safer decisions
- Understanding that liberty operates within the rights and safety of others and within the law

Mutual Respect and Tolerance

- Respecting people with different faiths and beliefs and those with no faith
- Respecting people with different identities, backgrounds and experiences
- Learning about protected characteristics in age-appropriate ways
- Challenging prejudice, discrimination, bullying and hate-based behaviour
- Developing empathy and the ability to disagree without demeaning others

Protected Characteristics and Equality:

MIAG promotes respect for people with the protected characteristics identified in the Equality Act 2010, with content adapted for age, ability and context. The current ISS guidance makes clear that general statements about respecting everyone are not sufficient on their own; pupils should be made aware of protected characteristics to an age-appropriate extent.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

- Race
- Religion or belief
- Sex
- Sexual orientation

Personal Development:

Personal development at MIAG is broader than SMSC. It includes the knowledge, attitudes, skills and experiences that help learners to live healthy, safe, responsible and fulfilling lives.

- Self-awareness, confidence and emotional literacy
- Healthy relationships and communication
- Physical and mental wellbeing
- Safety, safeguarding and help-seeking
- Digital citizenship and online safety
- Financial capability and understanding of money where appropriate
- Careers, employability and future pathways
- Independence, travel, community participation and life skills
- Citizenship and understanding of public institutions
- Cultural experiences, creativity, sport and enrichment
- Preparation for Adulthood and transition

How MIAG Delivers This:

The balance will differ between provisions, but personal development should be evident through:

- Curriculum subjects and programmes of learning
- PSHE and relevant relationships, health and wellbeing education
- Assemblies, tutor/keyworker sessions and structured discussion where used by the provision
- Learner voice, councils, forums and decision-making opportunities
- Enrichment, visits, community learning and cultural experiences
- Sport, creative activity, outdoor learning and practical/vocational learning
- Work experience, employer encounters and careers learning where relevant
- Behaviour expectations, restorative or relational practice and everyday adult modelling
- Opportunities for learners to take responsibility and contribute to their provision or community

Political Issues, Debate and Balanced Presentation

MIAG supports learners to think critically and engage respectfully with different ideas. Where the ISS applies, partisan political views must not be promoted in teaching. Where political issues are brought to learners' attention, the provision must take reasonably practicable steps to ensure a balanced presentation of opposing views.

Learners may discuss controversial or political issues. Staff should not use their professional position to persuade learners to adopt a particular political viewpoint. The current ISS guidance explicitly distinguishes teaching about political views from promoting them and expects fair, dispassionate opportunities for learners to encounter alternative viewpoints.

Safeguarding and Personal Development:

Personal development and safeguarding are closely connected. Curriculum and wider provision should help learners recognise unsafe situations, understand boundaries, develop healthy relationships, know how to seek help and understand how online and offline risks can affect them. Our curriculum at MIAG is designed to be reactive and responds to events that take place for our learners outside of our setting, if appropriate. All safeguarding incidents and any follow up interventions are recorded on CPOMS.

This work must align with MIAG safeguarding arrangements and current statutory guidance, including KCSIE 2026 and Working Together to Safeguard Children 2026 where applicable.

SEND and Accessibility:

SMSC and personal development must be accessible to all learners. MIAG provisions should adapt content, communication, teaching approaches and opportunities so that learners with SEND can participate meaningfully and develop increasing independence.

- Use accessible language, communication systems and resources where needed
- Adapt activities without removing the underlying learning objective unnecessarily
- Provide additional processing time, modelling or supported discussion where required
- Consider sensory, physical, communication and emotional needs when planning experiences
- Ensure learner voice includes learners who communicate differently or require support to express views
- The curriculum is designed as a spiral curriculum so that topics are re-visited and built upon to encourage retention and build deeper understanding
- Our staf have regard for the SEND Code of Practice and use adaptive delivery of the curriculum under the four areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health (SEMH); Sensory and/or Physical Needs detailed in a learner's EHC Plan

Monitoring and Assurance:

The MIAG Organisational Excellence Framework provides the organisation's quality assurance and improvement methodology. SMSC and personal development are therefore reviewed through provision self-evaluation, peer review and organisational assurance rather than through a separate SMSC audit system.

- Provision Leaders evaluate the effectiveness and impact of personal development within their provision
- Learner voice is used to test whether learners understand and experience the intended values and opportunities
- Peer Review may explore how consistently the provision's ethos, curriculum and practice promote personal development

- The COO considers organisational themes, strengths, risks and improvement priorities through organisational assurance
- Evidence should include curriculum documentation, learner work or products, participation, learner voice, behaviour and attendance information where relevant, enrichment records and examples of impact

Evidence of Impact:

MIAG will look for evidence that learners are developing, not simply evidence that activities have taken place. Depending on the provision, this may include:

- Learners explaining their views and making informed choices
- Improved confidence, communication, self-regulation or independence
- Learners demonstrating respect for difference and understanding of rights and responsibilities
- Participation in democratic or community activities
- Improved ability to manage relationships, risk and personal safety
- Progress towards careers, employment, further education, training or independent living.
- Learner feedback demonstrating understanding of the purpose of personal development opportunities

Roles and Responsibilities:

Role	Core responsibility
Proprietor/Directors	Ensure organisational oversight of arrangements that support personal development, SMSC and fundamental British values
COO	Maintains the organisation-wide statement and assures consistency through the MIAG Organisational Excellence Framework
Head Teacher / Provision Leader	Ensures the statement is translated into the ethos, curriculum and wider experience of learners within the provision
Teachers / Tutors / Support Staff	Model the values, integrate personal development into learning and respond appropriately when prejudice, discrimination or unsafe behaviour arises
Learners	Participate, express views, take responsibility and contribute positively to the provision and wider community

Role	Core responsibility
Parents / Carers	Work with MIAG to support learners' personal development and understand the provision's approach

Related MIAG Documents:

- MIAG Organisational Excellence Framework
- MIAG Curriculum Policy
- MIAG Equality Policy
- MIAG Safeguarding Statement / Child Protection Policy
- MIAG Behaviour Policy
- MIAG Relationships Education / RSE Policy, where applicable
- MIAG People, Progress & Outcomes, Partnership and Performance & Sustainability Strategies
- Provision-level curriculum and personal development plans

Key statutory and guidance references:

Reference	Relevance
Department for Education – Independent School Standards Guidance (April 2026)	Part 2: SMSC, fundamental British values, protected characteristics, democracy, political impartiality and balanced presentation of political issues
Department for Education – Keeping Children Safe in Education 2026	Safeguarding expectations relevant to school and ALP Provisions
Department for Education – Working Together to Safeguard Children 2026	Multi-agency safeguarding expectations for organisations working with children
Department for Education – Relationships Education, Relationships and Sex Education and Health Education statutory guidance (effective 1 September 2026)	Relevant to school-age relationships, sex and health education
Equality Act 2010	Protected characteristics and equality duties
Education Act 2002	Section 78 ~ contextual curriculum principle
SEND Code of Practice	Statutory Guidance for Special Educational Needs and Disability

Policy Review:

This policy will be reviewed at least annually and sooner where there is a significant change in legislation, statutory guidance, Ofsted or Independent School Standards expectations.

Document Control:

Policy	SMSC/FBV and Personal Development Statement
Policy Type	MIAG Organisational Statement
Policy Owner	Lisa Savage, Chief Operating Officer
Responsible Lead	Headteacher/Provision Lead
Safeguarding Lead	Designated Safeguarding Lead (DSL)
Approved By	Chair of Governors – Guy Hopson
Approval Date	29 September 2026
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Review Date	1 September 2027
Current Version	1.0
Applies To	MIAG organisation-wide

Version History:

Version	Date	Summary of Change
1.0	September 2026	New MIAG Organisational Statement

MIAG – Meeting Individual Aspirations & Goals