



S.M.S.C. (Spiritual, Moral Social, Cultural) Policy

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Review Cycle:	Annual

Statement of Intent

The wellbeing of our young people is at the heart of every decision we make. By embedding discussions of Spiritual, Moral, Social and Cultural (SMSC) issues into all aspects of school life, and by offering rich, experiential learning opportunities both within school and in the wider community, we aim to help our young people develop the understanding, empathy, and awareness needed to thrive in a diverse society.

We are committed to exploring issues surrounding discrimination, diversity, and protected characteristics in a proactive and open-minded way. These SMSC elements are central to fostering the personal growth, resilience, and sense of belonging of our young people.

This policy outlines how we integrate SMSC principles into daily practice and interactions across the school.

Aims

Through this policy, we aim to:

- **Provide a safe and supportive community** where each young person is valued as an individual and encouraged to reach their full potential.
- **Offer a broad, balanced, and engaging curriculum** tailored to each individual's interests, needs, and aspirations, promoting both personal and academic growth.
- **Recognise and respond to different needs and abilities**, offering appropriate challenges and high-quality teaching at every stage.
- **Use democratic processes** to develop moral values and resolve issues in a restorative and inclusive way.
- **Promote connection, democracy, equality, and self-awareness** to foster self-motivation, self-discipline, and respect for others.
- **Adopt a therapeutic approach** to support young people in taking responsibility for themselves and their actions.
- **Meet each young person at their stage of social and emotional development**, ensuring support is relevant and meaningful.
- **Challenge all forms of discrimination**, actively discuss stereotypes and prejudice, and model equality and respect in every aspect of school life.
- **Strengthen partnerships between home and school** to support each young person's education, wellbeing, and sense of community.

Our Approach

Our curriculum is grounded in the national framework for Personal, Social, Health and Economic (PHSE) education. Teaching and communication are rooted in inquiry and dialogue: instead of simply giving answers, we encourage young people to think for themselves, consider different perspectives, and explore ideas together. This approach cultivates curiosity, critical thinking, and a lifelong love of learning.

By developing their own ideas and values, our young people gain the confidence to question, challenge, and contribute meaningfully to the world around them.

These skills form a strong foundation for exploring spiritual, moral, social, and cultural concepts—not only through the curriculum, but also in our everyday interactions.

Democratic processes within the school provide real-life opportunities to understand ourselves, one another, and the wider society. In doing so, our young people gain practical insight into the principles of British citizenship and what they mean in action.

1. Legal framework

This policy follows all relevant legislation and statutory guidance, including:

- *The Education Act 2002*
- *DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'*
- *DfE (2014) 'National curriculum in England framework for key stages 1 to 4'*
- *Ofsted (2024) 'School inspection handbook'*

It should be read alongside our other school policies, such as:

- Child Protection and Safeguarding
- Online Safety
- Communication
- Anti-bullying
- Health and Safety
- SEND
- Supporting Young People with Medical Conditions

2. Guiding Principles

Spiritual Development

We encourage young people to:

- Reflect on their own beliefs and values, whether religious or not.
- Show respect for the faiths, feelings, and values of others.
- Enjoy learning about themselves, other people, and the wider world.
- Use imagination and creativity in their learning.
- Reflect thoughtfully on their experiences.

Moral Development

We help young people to:

- Recognise the difference between right and wrong.
- Apply this understanding in their daily lives.
- Respect the civil and criminal law of England.
- Understand the consequences of their behaviour.
- Explore moral and ethical issues, considering different viewpoints with respect.

Social Development

We support young people to:

- Use a range of social skills in different contexts, working with people from diverse backgrounds.
- Take part in community and social activities, including volunteering whenever possible.
- Cooperate well with others and resolve conflicts effectively.
- Use modern communication technology safely and responsibly.
- Engage with British values: democracy, the rule of law, individual liberty, mutual respect, and tolerance.

Cultural Development

We provide opportunities for young people to:

- Understand and appreciate their own cultural heritage and that of others.
- Experience and learn about different cultures within and beyond the school.
- Understand Britain's democratic parliamentary system and its role in history and today.
- Participate in artistic, sporting, and cultural events.
- Explore and respect different faiths and cultures.
- Celebrate diversity and shared values across communities.

3. Cross-Curriculum Teaching, Learning and Everyday Life

SMSC is embedded across the curriculum and in our daily interactions.

Through lessons, discussions, and activities, young people will:

- Share their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Discuss challenging topics such as bullying or loss.
- Explore relationships with friends, family, and others.
- Show empathy and respect for others.
- Develop self-esteem and a sense of belonging.

We encourage:

- Listening to and respecting different viewpoints.
- Treating everyone equally, including those with physical or learning differences.

- Learning from positive role models.
- Taking turns, sharing, and working cooperatively.

Examples of SMSC in action:

- School meetings and democratic votes.
- Assigning responsibilities and leadership roles.
- Debates and balanced argument writing in English.
- Cultural days and visits to places of worship.
- Artistic, musical, and sporting experiences from a variety of traditions.
- Community volunteering and fundraising.

4. Community Links

We strengthen links with the local and wider community by:

- Fundraising and supporting local causes.
- Providing work experience and volunteering opportunities.
- Building partnerships with community organisations.
- Offering careers guidance that connects with real-world opportunities.

5. Promoting Fundamental British Values

We actively promote British values by:

- Teaching about democracy, law, liberty, and tolerance in a way that is relevant to young people.
- Using historical and cultural events to deepen understanding.
- Ensuring all young people have a voice and are listened to.
- Holding structured debates.
- Including diverse perspectives within the curriculum.

Through our SMSC work, we aim to ensure young people:

- Build self-knowledge, self-esteem, and confidence.
- Respect the law and understand its role in society.
- Accept responsibility for their actions and contribute positively to their community.
- Appreciate and respect different cultures, beliefs, and ways of life.

- Reject prejudice and discrimination.

6. Ofsted Inspections

Ofsted will assess our SMSC provision as part of inspections. We aim to:

- Promote the personal development of all young people.
- Offer a wide variety of opportunities for talent, interests, and leadership.
- Plan SMSC opportunities coherently across the curriculum and extra-curricular activities.
- Support confidence, resilience, independence, and healthy lifestyles.
- Prepare young people for life in modern Britain.

7. Monitoring and Evaluation

We value feedback from young people, parents, and carers through:

- Weekly school meetings.
- Parents'/Carers' mentoring days.
- Annual surveys and reviews.

SMSC provision is reviewed annually through:

- Lesson observations and work scrutiny.
- Discussions at staff and governor meetings.
- Annual policy audits.
- Updates to PSHE and RE to reflect our diverse community.