



Spiritual, Moral, Social and Cultural Development Policy

January 2025

Document control and record of amendments

Version	Reason for amendment	Sections amended	Amended by/date	Reviewed by/date	Approved by /date
1.0	New Format	All	A Reedman September 2017	EPS Staff September 2017 Curriculum Committee 15 th January 2018	Governing Body 22 nd January 2018
2.0	Scheduled Review	None	R Scarrott January 2022	EPS staff January 2022	Governing Body 7 th February 2022
2.1	Minor amendments for clarity to align with RW policy	2, 4, 7, 10, 11	RS/CR	EPS staff January 2025	Governing Body February 2025

Date for Review: January 2028

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1. Developing the Spiritual, Moral, Social and Cultural Education (SMSC) Policy

This policy was produced by the Wellbeing co-ordinator at Elmbridge Primary School, in conjunction with staff, pupils, parents and governors. The children's needs in relation to local and national issues were considered.

2. Links to Other Policies

Elmbridge Primary School will consider SMSC when developing other policies, in particular:

- Accessibility
- Anti-Bullying, Equality and Hate
- Attendance
- Behaviour and Rewards
- Children in Care
- Complaints
- Confidentiality
- Data Protection
- Drug Education
- Emotional Health and Wellbeing
- English as an Additional Language
- E-safety and Acceptable User
- Intimate Care
- Medical Needs
- Offsite visits
- Pastoral Care
- Public Sector Equalities
- Pupil Premium
- Relationships and Sex Education
- Religion and Worldviews policy
- Safeguarding and Child Protection
- Safer Recruitment
- Separated Parents
- Special Educational Needs Disabilities
- Teaching and Learning
- Transition
- Wellbeing (including RSE)
- Whistleblowing
- Young Carers/Young Ambassadors

Key policies are published on the school website.

3. What is SMSC?

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & 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

Moral Development

Pupils' 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
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

4. SMSC at Elmbridge Primary School

At Elmbridge Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All curriculum areas contribute to the child's spiritual, moral, social and cultural development (SMSC) and opportunities for this will be planned in each area of the curriculum. Values, principles and spirituality will be explored in the curriculum, especially in Wellbeing, Religion and Worldviews (RW) and collective worship. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, modelling the Elmbridge school values Ready, Respectful and Safe and demonstrating positive behaviours such as marvellous manners and calm corridors. At Elmbridge we treat all people as valuable individuals and showing respect for pupils and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand their rights and responsibilities and the need to respect the rights of others. School and classroom charters should promote responsible behaviour. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

5. Aims

The school strongly believes that all pupils should have access to SMSC development. To achieve this, the school has set out appropriate aims:

- That everyone connected with the school is aware of our values and principles.
- A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- That a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- That all children have a good understanding of their responsibilities.

6. Curriculum Outline

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- Agree and disagree
- Experiencing good role models
- Take turns and share equipment
- Work co-operatively and collaboratively

Opportunities to cultivate SMSC are planned into the curriculum.

Through Spiritual Development we:

- Develop their capacity for critical and independent thought through philosophy for children (P4C) and collective worship.
- Discuss beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

Through Moral Development we:

- Sustain their self-esteem in their learning experience
- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements
- Take action for justice

Through Social Development we:

- Develop an understanding of their individual and group identity
- Help others in the school and wider community
- Work in teams, both collaboratively and cooperatively

Through Cultural Development we:

- Recognise the value and richness of cultural diversity in Britain
- Develop an understanding of Britain's local, national, and global dimensions

7. A Whole School Approach

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, School Council representatives, Eco Council representatives, House, music & sport Captains, register monitors, Helping Hands and cloakroom monitors.
- Encouraging teamwork in PE and games.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops such as Cultural Arts Week.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments.
- Studying the contributions to society that certain famous people have made.
- An openness and tolerance to new ideas.

8. Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations, completing questionnaires and pupil conferencing to students establishing procedures, events and contributing to the overarching ethos of the school.

9. Equal Opportunities

All children have an entitlement to access the full curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

10. Community Links

Working in partnership with parents and carers and with the wider school community is an essential element of SMSC. We seek to involve parents and keep them informed through our newsletters and website. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us.

We foster links with the wider community through various activities:

- Visitors are welcomed into our school.
- Links with the local church are fostered.
- Visits to places of worship of other faiths are arranged to support the understanding of different cultures.
- The school will support the work of a variety of charities.
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with local secondary schools to support the primary curriculum in all curriculum areas.

11. Assessment, Reporting and Recording

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

Teachers assess children's progress in SMSC:

- By making informal judgements as they observe them during lessons and at other times around school
- Assessing children's contributions to Wellbeing and Religion and Worldviews lessons.
- Pupil progress is reported to parents during regular parent's evenings and in the end of year report

The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed', but identify where future teaching should be focused, in order for intended learning outcomes to be met.