Start children off on the way they should go, and even when they are old they will not turn from it." **Proverbs 22:6**

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

Adopted	J. Hackney
Committee	Standards
Review Date	September 2026

We are a Christian school where quality and opportunities make a difference. We value all children as unique 'Children of God' and nurture each other to show **LOVE** in our relationships and a **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote **POSITIVITY**, celebrate **COURAGE**, demonstrate **RESPONSIBILITY** and share **JOY** through…

'Learning, loving, laughing in the light of Jesus'.

Spiritual, Moral, Social and Cultural

"But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control." Galatians 5:22-23

At Forsbrook Church of England Primary, we place pupils' spiritual, moral, social, and cultural (SMSC) development at the heart of our school ethos. It is the responsibility of the whole curriculum and all members of our school community to ensure that every child is supported to flourish.

We strive to provide an education that enables pupils to explore and develop their own values and beliefs, enhance their spiritual awareness, demonstrate high standards of personal behaviour, cultivate a positive and caring attitude towards others, understand their social and cultural traditions, and appreciate the diversity and richness of other cultures, including online and global communities.

We believe SMSC development is promoted through the school ethos, climate, collective worship, curriculum, behaviour code, extra-curricular activities, and wider school experiences. Our school is committed to promoting equality, inclusion, and wellbeing in line with the Equality Act 2010 and guidance for pupils with SEND.

Aims of SMSC

We aim to:

- Encourage pupils to develop their own beliefs and values about life, religion, and personal meaning.
- Promote an appreciation of diverse individuals, cultures, and shared beliefs, including online and global perspectives.
- Develop appropriate personal and social behaviour in response to other cultures, communities, and environments.
- Foster self-awareness in terms of thoughts, feelings, emotions, responsibilities, experiences, and self-respect, supporting mental health and wellbeing.
- Recognise and value the worth of all individuals, irrespective of gender, ethnicity, sexuality, religion, or ability, cultivating a sense of community and positive relationships.

- Promote curiosity, critical thinking, and reflection to help pupils make sense of the world and their place within it.

- Ensure SMSC development is inclusive of pupils with SEND, supporting them to access all opportunities for personal growth and engagement.

<u>Responsibility for the policy and procedure</u>

Role of the Governing Body

The governing body has responsibility to ensure that SMSC provision is effective, inclusive, and aligned with current legislation. They will:

- Delegate powers and responsibilities to the Headteacher to ensure all school personnel, pupils, and stakeholders are aware of and comply with this policy.

- Ensure the school complies with Equality Act 2010, SEND Code of Practice (2025), and other relevant legislation.

- Ensure this policy and all school policies are maintained, reviewed, and updated regularly.

- Ensure all policies are accessible and made available to parents and the wider school community.

- Involve the School Council and pupils in the development, implementation, and review of this policy.

- Monitor and evaluate the effectiveness of SMSC provision and report outcomes to the governing body.

Role of the Headteacher

The Headteacher will:

- Ensure all school personnel, pupils, and parents are aware of and comply with this policy.

- Work closely with the link governor and the SMSC coordinator to ensure effective provision.

- Provide leadership and vision in respect of equality, inclusion, and pupils' spiritual, moral, social, and cultural development.

- Provide guidance, support, and ongoing training to all staff, including induction training for new personnel.

- Monitor and evaluate the effectiveness of SMSC provision and act on feedback.

- Keep up to date with legal, educational, and wellbeing developments, including SEND, mental health, and digital citizenship guidance.

- Undertake risk assessments when required to ensure all pupils can safely access SMSC opportunities.

Spiritual development

We view spiritual development as the way pupils acquire personal beliefs, values, and a sense of purpose, particularly in relation to religion, life questions, and personal and social behaviour. We support pupils in exploring these questions through the curriculum, collective worship (see Collective Worship Policy), school ethos, and mindfulness/stilling opportunities. Spiritual development is a fundamental aspect of education and underpins learning in all areas.

We aim to provide learning opportunities that enable pupils to:

- Enhance their spiritual awareness through quiet reflection spaces and moments of stillness.
- Experience mindfulness and emotional regulation practices within the curriculum.
- Sustain and build self-esteem and resilience in their learning experiences.
- Develop their capacity for critical and independent thought.
- Foster their emotional literacy and express their feelings appropriately.
- Show empathy and compassion towards others.
- Discuss their beliefs, values, feelings, and responses to personal experiences.
- Form and maintain meaningful and positive relationships.
- Reflect on, consider, and celebrate the wonders and mysteries of life, including understanding and respecting diversity in beliefs and cultures.
- Engage safely and responsibly with digital and online spaces as part of their spiritual and cultural awareness.

Moral development

We believe that pupils' moral development involves:

- Acquiring an understanding of the difference between right and wrong, including navigating moral dilemmas.
- Developing a concern for others and the integrity to do what is right.
- Reflecting on the consequences of their actions.
- Learning to forgive themselves and others, fostering emotional resilience and wellbeing.
- Developing the knowledge, skills, understanding, qualities, and attitudes necessary to make responsible moral decisions and act on them.
- Understanding responsible behaviour in digital and online environments.

We aim to provide learning opportunities that enable pupils to:

- Tell the truth and act with honesty.
- Keep promises and honour commitments.
- Respect the rights, property, and beliefs of others, including online interactions.

- Act considerately and with kindness, supporting peers and the wider community.

- Help those less fortunate and engage in acts of service.

- Take personal responsibility for their actions and decisions.

- Develop self-discipline and perseverance in both academic and social contexts.

Social development

We believe social development is concerned with the skills, behaviours, and personal qualities necessary for individuals to live and function effectively in society, both in person and online.

We aim to provide learning opportunities that enable pupils to:

- Develop an understanding of their individual and group identity, including their role within the school, local community, and wider society.

- Learn about service, volunteering, and contribution within the school and wider community.

- Understand social justice, fairness, and equality, fostering concern for the disadvantaged and promoting empathy.

- Develop teamwork, cooperation, and leadership skills, including working collaboratively in digital and face-to-face environments.

- Build resilience, conflict resolution skills, and emotional intelligence to support positive social relationships.

Cultural development

We believe pupils' cultural development involves acquiring:

- An understanding of cultural traditions locally, nationally, and globally.

- The ability to respond to a variety of aesthetic, artistic, and creative experiences, both in person and online.

We want our pupils to acquire:

- Respect for their own culture and that of others.

- An interest in different ways of life, promoting curiosity and appreciation for diversity.

We want our pupils to develop:

- The knowledge, skills, understanding, qualities, and attitudes necessary to understand, appreciate, and contribute positively to culture.

- Awareness of how cultural diversity influences society, and the importance of inclusion and equity.

We aim to provide learning opportunities that enable pupils to:

- Recognise the value and richness of cultural diversity in Britain and globally, and understand how it influences individuals and society.
- Develop an understanding of their social and cultural environment, including digital communities.
- Appreciate, celebrate, and actively contribute to cultural experiences both within and beyond the school.

Organisation

We believe that spiritual, moral, social, and cultural development takes place across all curriculum areas and through wider school activities. Pupils are provided with opportunities to:

- Talk about personal experiences and feelings, including online experiences.
- Express and clarify their own ideas, values, and beliefs.
- Discuss and reflect on challenging events in a safe and supportive environment.
- Share thoughts and feelings with peers, staff, and the wider community.
- Explore and maintain positive relationships with friends, family, and others.
- Consider the needs, rights, and responsibilities of themselves and others.
- Demonstrate empathy, compassion, and emotional intelligence.
- Develop self-esteem, confidence, and respect for themselves and others.
- Foster a sense of belonging and active participation in the school and wider community.
- Acquire the knowledge, skills, and attributes necessary to develop socially, morally, spiritually, and culturally, preparing them to engage positively in society and digital communities.

<u>Raising awareness:</u>

This will be achieved through:

- the prospectus
- the school website
- school events
- Transition
- Acts of collective Worship
- Godly Play

<u>Training</u>

We ensure all school personnel have equal chances of training, career development and promotion. Periodic training will be organised for all school personnel so that they will be kept up to date with new information and guidelines concerning equal opportunities.

<u>Role of parents / carers</u>

Parents/carers will:

- be aware of and comply with this policy
- be asked to take part in periodic surveys conducted by the school

<u>Monitoring the effectiveness of the policy</u>

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher /governors

<u>Appendix</u>

<u>Equality Act 2010</u>

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

<u>Ofsted</u>

Inspectors will make a judgement on the personal development, behaviour, and welfare of children and learners by evaluating the extent to which the school's provision is successfully promoting and supporting learners.

Through their provision of SMSC, schools should:

- Enable students to develop self-knowledge, self-esteem, and self-confidence.

- Help students distinguish right from wrong and respect the civil and criminal law of England.

- Encourage students to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the school, local community, and wider society.

- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.

- Promote tolerance and harmony between different cultural traditions, fostering appreciation and respect for their own and others' cultures.

- Encourage respect for all people, promoting inclusion, equity, and empathy.

- Support respect for democracy and participation in democratic processes, including understanding the basis on which laws are made and applied.

- Foster digital citizenship and safe online behaviour alongside social and cultural responsibility.

<u>SIAMS</u> (Statutory Inspection of Anglican and Methodist Schools)

All Church of England and Methodist schools are subject to a SIAMS inspection, which evaluates how effectively the school's theologically rooted Christian vision drives its work and enables the school to live out its foundation as a Church school.

SMSC is threaded throughout the inspection framework, exploring how the school promotes pupils' spiritual, moral, social, and cultural development. Inspectors will consider:

a. The breadth of experiences available to all learners through curricular and extra-curricular activities.
b. How well the school offers opportunities for learners to reflect on and respond to beliefs, values, and profound human experiences, drawing on a range of faith perspectives.
c. The extent to which opportunities for SMSC development are characterised by distinctively Christian values.
d. How effectively daily collective worship, religious education, and other aspects of the curriculum enable learners to make informed choices based on Christian values.
e. The extent to which the school operates as a distinctively Christian community, promoting care, respect, and inclusion for all.
This framework ensures that SMSC development is integrated across the curriculum and school life, preparing pupils to contribute positively to society while deepening their spiritual understanding.

SIAMS Inspection Questions

https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-school-inspections