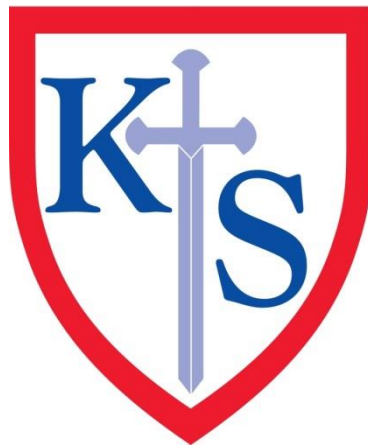


Kingsland CE Primary School

Spiritual, Moral, Social and Cultural (SMSC) Policy



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God's children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

September 2025

Kingsland CE Primary School



Spiritual, Moral, Social and Cultural (SMSC) Policy

Date for full implementation:

September 2025

Review date:

September 2028

At Kingsland CE School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils 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
- an appreciation of the diversity and richness of the cultures

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Kingsland CE Primary, and is an essential ingredient of our school's success.

The academic and personal development and well-being of every pupil in our school is of paramount importance to us here at Kingsland CE primary School. This includes recognising the importance of providing a range of opportunities for our pupils/students to respond to, that supports their spiritual, moral, social and cultural development. Fundamental to our school's ethos is the belief that by educating the 'whole child' we are enhancing their life chances. Academic excellence is important in everything we do in order to help our pupils reach their full potential. We are aware that a focus on personal development in general and spiritual, moral, social and cultural development in particular, contributes to academic achievement, since it raises motivation and self-esteem and leads to a better learning environment in which our pupils/students will flourish. We are committed to empowering our pupils/students to be confident, healthy, happy, reflective and well-informed people who are able to make informed choices and decisions.

Guidelines

All curriculum areas have a contribution to make to the children's spiritual, moral, social and cultural (SMSC) development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valued individuals, showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils 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.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- To ensure that pupils know what is expected of them and why
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable pupils to develop an understanding of their individual and group identity
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

Spiritual Development

The school's definition of spirituality is:

'Spirituality is the recognition of your soul, the soul in others and that there is something greater than ourselves'

A detailed breakdown of 'Spiritual Development at the heart of the curriculum' can be found [here](#).

As a school we aim to provide learning opportunities that will enable pupils to:

- be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- use their imagination and creativity in their learning
- be willing to reflect on their experiences
- develop into self-assured, confident, happy, positive young people
- sustain their self-esteem throughout their learning experience

- develop their capacity for critical and independent thought
- foster their emotional life and express their feelings
- experience moments of stillness and reflection
- discuss their 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

Moral Development

Moral development - knowing what is right and wrong and acting on it accordingly.

As a school we aim to provide learning opportunities that will enable pupils to:

- recognise the difference between right and wrong, and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understand the consequences and impact of their behaviour and actions
- show an interest in investigating and offering reasoned views about moral and ethical issues, and be able to understand and appreciate the viewpoints of others on these issues
- 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
- develop their own moral sense
- show respect for the environment
- make informed and independent judgements
- understand the impact of their actions on other people

Consequently, we reject all forms of bullying, cruelty, dishonesty, falsehood, rudeness, irresponsibility, violence and discrimination (e.g. racism, sexism, homophobia, ageism).

Social Development

Social development is developing an understanding of rights and responsibilities of living in a community - of being a 'responsible citizen'.

As a school we aim to promote opportunities that will enable pupils to:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- demonstrate a willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively
- accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence
- have the confidence and self-belief to undertake difficult tasks
- encounter a wide range of experiences

- question things which prevent them developing into confident adults – particularly lack of aspiration and unfair discrimination
- develop an understanding of their individual and group identity
- learn about service in the school and the wider community and develop an understanding of the roles within our community – police, healthcare, the Post Office, Parliament etc.)
- know the value and importance of making a positive impact on the lives of other people

Cultural Development

Cultural development is the knowledge and understanding of own and other's cultural traditions.

As a school we aim to promote opportunities that will enable pupils to:

- understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
- understand, appreciate and respect the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- develop their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- participate in and respond positively to artistic, sporting and cultural opportunities
- interact easily with people of different cultures and faiths
- explore, develop understanding of and show respect for different faiths and cultural diversity
- understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- develop an understanding of their social and cultural environment
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through their enthusiasm for and modelling of learning. Teachers at Kingsland CE Primary will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Worship Times, assemblies, lessons, class discussions extra-curricular activities and circle time will give pupils opportunities to:

- talk about personal experiences and feelings
- listen and talk to each other
- agree and disagree

- express and clarify their own ideas and beliefs
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider the needs and behaviour of others
- develop self-esteem and a respect for others
- show empathy
- develop a sense of belonging
- speak about difficult events, e.g. bullying, death etc.
- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness
- develop an awareness of treating everyone as equals, and accepting people who are physically or mentally different
- take turns and share
- work co-operatively and collaboratively

Links with the wider community

- Visitors are always warmly welcomed into school
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it