



SMSC Policy

ALLEN EDWARDS PRIMARY SCHOOL

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Contents

<i>Introduction.....</i>	<i>3</i>
<i>Mission, Values and Ethos</i>	<i>3</i>
<i>Our Aims</i>	<i>4</i>
<i>Defining Spiritual, Moral, Social and Cultural development.....</i>	<i>4</i>
<i>Provision</i>	<i>6</i>
<i>Spiritual Development.....</i>	<i>6</i>
<i>PLANNING, DELIVERY, ASSESSMENT AND MONITORING</i>	<i>0</i>

Social, Moral, Spiritual and Cultural Policy

This policy should be read in conjunction with:

- Behaviour and Anti-Bullying
- PSHCE
- Safeguarding

Introduction

At Allen Edwards Primary School, we highly value the importance of encouraging, developing and promoting pupils' Spiritual, Moral, Social and Cultural development. We recognise that every child has a valuable contribution to make to the life of our school and our community and we aim to ensure that our children become reflective citizens who are well prepared for life in Modern Britain and make positive contributions to society. The spiritual, moral, social and cultural elements of pupils' development are inter-related. Although we separate these elements for the purpose of identifying where they occur, it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

Our SMSC curriculum is supported by our Rights Respecting Schools accreditation where we are committed to promoting Articles such as: Article 12 (Respecting the Views of Children); Article 31 (Leisure, play and culture) and Article 14 (Freedom of Thought, belief and religion). These Articles can be found in the United Nations Convention of Rights (1989).

Mission, Values and Ethos

At Allen Edwards Primary School, we seek to create a cohesive, compassionate community, in which children can develop relationship skills, emotional literacy, health and wellbeing. Our aim is to become a 'Rights Respecting School' and achieve Healthy School Status.

The promotion of pupil's spiritual, moral, social and cultural development is at the heart of our school curriculum and demonstrated in our school ethos and values of:

Honesty, Respect, Tolerance, Kindness and Trust

Our Curriculum Drivers: Possibilities, Community, Collaboration, Resourcefulness, Communication are interweaved through our school curriculum with specific planned activities which promote pupil's SMSC development explicitly in our PSHCE lessons, Religious Education Lessons, Assemblies, Enrichment opportunities and many other curriculum areas.

Our Aims

We aim to develop confident learners who take ownership of their learning, are proud of their achievements, are well prepared for life in Modern Britain and understand the **possibilities** ahead of them.

Through positive attitudes and partnerships, we endeavour to develop the whole child, meeting individual needs in a safe and secure environment. We are a **community** of learners and we will work together to maintain a safe and stimulating learning environment, develop an awareness of wider global issues and through our curriculum make strong links with our local and wider communities.

We aim to promote **resourcefulness** in our learners through encouraging resilience, risk-taking and problem- solving skills, developing learners' confidence and ensuring that kindness, respect and tolerance is shown towards others.

Collaboration and positive partnerships with individual children, the whole class, our colleagues, with governors, parents and the wider community will lead to effective teaching and learning, high standards and successful learning.

We aim to ensure all learners can **communicate** effectively with a range of audiences confidently and responsibly. The school's communication with all stakeholders is key to the success of our school and we aim to ensure all stakeholders have a strong voice within the school.

Defining Spiritual, Moral, Social and Cultural development

The spiritual development of pupils is shown by their:

- ability 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
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

Provision

How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school is evidenced below. Although this list is not exhaustive, it aims to give examples across all SMSC areas.

Spiritual Development

Provision for Spiritual Education	How it is evidenced
Religious Education curriculum PSHCE Curriculum Assemblies Opportunities for quiet reflection Outdoor education Whole school Values and Drivers celebrated weekly and termly achievement awards	RE curriculum plans, include a multi-faith approach based upon the Lambeth SACRE document. Whole School PSHE Curriculum Visiting places of worship Whole school assemblies and celebrations of values achievement assemblies Outdoor learning Natural Thinkers Programme Residential visits Termly reflection and celebration days Time to reflect upon learning and experiences
Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include: • Curiosity and questions • Awe and wonder • Connection and belonging • Heightened self-awareness • Collective worship • Deep feelings of what is felt to be ultimately important • A sense of security, well-being, worth and purposefulness The school has developed a climate within which all children can grow and flourish, respect others and be respected	

Moral Development

Provision for Moral Development	How it is evidenced
Religious Education curriculum PSHCE Curriculum Whole School Behaviour Policy Pupil Voice Taking part in Charitable projects	Regular reviews of Behaviour and surveys for pupils Work towards Right Respecting Award Chill Out Zone Anti-bullying activities School Ambassadors Playground Buddies E-Safety teaching and digital leaders Whole school Assemblies and the explicit discussion of school values Weekly achievement assemblies with parents Curriculum Drivers identified to parents on curriculum maps and through the school website, central display and on website Circle times Child participation in a range of pupil groups: School Council, Digital Leaders, Ambassadors, Playground Buddies Charity appeals
We support children to: Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures • Develop an ability to think through the consequences of their own and others' actions • Have an ability to make responsible and reasoned judgements • Ensure a commitment to personal values • Have respect for others' needs, interests and feelings, as well as their own • Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience Our school develops pupil moral development by: • Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school • Promoting racial, religious and other forms of equality • Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong • Developing an open and safe learning environment in which pupils can express their views and practice moral decision making • Rewarding expressions of moral insights and good behaviour • Recognising and respecting the codes and morals of the different cultures represented in the school and wider community • Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour • Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring the success of what is provided.	

Social Development

Provision for Social Development	How it is evidenced
PSHE Curriculum Working together in teams Pupil Voice Extra-curricular activities The Arts and Music Curriculum Outdoor Education PE curriculum Cross phase working	Implementation of Family Links through class circle times Pupil Groups including: School Council, Ambassadors, Digital Leaders, Playground Buddies Residential visits in year and 6 Educational visits Extra-curricular enrichment activities through sports and music provision Participation in Music events: Lambeth Music Festival, Performances to parents Transition visits Participation in Charity events Participation in Sporting events and inter- school competitions Natural Thinkers Programme Gardening Projects and Produce Selling
We recognise that pupils who are becoming socially aware are likely to be developing the ability to: • Adjust to a range of social contexts by appropriate and sensitive behaviour • Relate well to other people's social skills and personal qualities • Work successfully, as a member of a group or team • Share views and opinions with others • Resolve conflicts maturely and appropriately • Reflect on their own contribution to society • Show respect for people, living things, property and the environment • Exercise responsibility • Understand how societies function and are organised in structures such as the family, the school • Understand the notion of interdependence in an increasingly complex society • Our school develops pupil social development by: • Identifying key values and principles on which school and community life is based • Fostering a sense of community, with common, inclusive values • Promoting racial, religious and other forms of equality • Encouraging pupils to work co-operatively • Encouraging pupils to recognise and respect social differences and similarities • Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions • Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral • principles, independence, interdependence, self-respect and awareness of others' needs • Providing opportunities for engaging in the democratic process and participating in community life Our school develops pupil social development by contd.: • Providing opportunities for pupils to exercise leadership and responsibility • Providing positive and effective links with the world of work and the wider community	

Cultural Development

Provision for Cultural Development	How it is evidenced
School Visits Participation in the Arts Arts Curriculum Music Curriculum MFL	School visits to museums, galleries, concerts, theatre visits Meeting authors and World Book Day Whole School Arts projects Opportunities to take part in school productions /Performances African Drumming Steel Pans Friends of Harmony Opportunities for instrumental lessons Visits from people of different cultures/Cultural Evening/Black History Evening Black History Week MFL teaching Sports Day and inter-school competitions
Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world. Children who are becoming culturally aware are likely to be developing some or all of the following characteristics: • An ability to reflect on important questions of meaning and identity • An interest in exploring the relationship between human beings and the environment Our school develops cultural development by: • Extending pupils' knowledge and use of cultural imagery and language • Encouraging them to think about special events in life and how they are celebrated • Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance • Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with collaborative schools, outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits	

- acceptance and engagement 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they 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.

PLANNING, DELIVERY, ASSESSMENT AND MONITORING

A whole school approach to PSHCE with weekly timetabled sessions for the delivery of the PSHCE curriculum is embedded across KS1 and 2. Teachers are expected to plan specific opportunities for the development of pupil's SMSC in all curriculum areas and links to curriculum drivers are identified in planning and in termly curriculum plans to parents. When monitoring teaching and learning, specific reference is made by leaders to the examples of SMSC evident in curriculum sessions. RE and PSHCE lessons are assessed each term.