



Spiritual, Moral, Social and Cultural Policy

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1.1	New policy written	Brian Gwynne	January 2018
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Introduction

SMSC stands for **spiritual, moral, social and cultural** development. All schools in England must show how well their pupils develop in SMSC. As of November 2014, schools must now promote British values. Kingsthorpe Village Primary does this through its TEAM (Together Everyone Achieves More) and values culture which is embedded throughout the school. British values are; democracy, the rule of law, individual liberty, accountability and mutual respect for and tolerance of those with different race, faiths and beliefs and for those without faith.

SMSC Definitions

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
- sense of empathy with others, concern and compassion
- respect for themselves and others
- increasing ability to reflect
- willingness to challenge all the would constrain the human spirit: for example poverty of aspiration, lack of self-confidence and belief, indifference, force, fanaticism, aggression, greed, injustice, self-interest and racism

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
- considerate style of life
- ability to make responsible and reasoned judgements on moral dilemmas
- confidence to act consistently in accordance with their own principles
- respect for other's needs, interests and feelings, as well as their own
- desire to explore their own and others views

Social Development

Pupils' social development is shown by their:

- appreciation of the rights and responsibilities of individuals within the wider social setting
- respect for people, living things, property and the environment
- ability to adjust to a range of social contexts by appropriate and sensitive behaviour
- relating well to others social skills and personal qualities
- work successfully as a member of a group or a team
- challenge, when necessary and in appropriate ways, the values of a group or wider community • willingness to resolve conflict

- understanding of how societies function and are organised in structures such as the family, the school and the local wider community
- exercising of responsibility
- participation in activities relevant to the community
- sharing views and opinions with others, and work towards consensus
- reflection on their own contribution to society
- accepting advice by those in authority or counselling roles
- understanding of the notion of interdependence in an increasingly complex society

Cultural Development

Pupil's 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
- understanding of the influences which have shaped their own cultural heritage
- sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- openness to new ideas and a willingness to modify cultural values in the light of experience
- willingness to participate in, and respond to, artistic and cultural enterprises
- regard for the heights of human achievement in all cultures and societies

Aims and Objectives

At Kingsthorpe Village 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. On entry to the school, new parents are requested to complete a home school agreement, which supports the school ethos. A growth mind-set approach is promoted with all pupils and staff in building resilience and effective life- long learning.

School values

Our values are designed to promote citizenship and equip the children with the positive behaviours required for life in modern Britain. The school community are involved in the selection of key values to focus on termly which are taught through our curriculum and through focussed assemblies and are interwoven into the culture and ethos of the school. Value pebbles are awarded by pupils and staff and are collected to work towards a whole school reward, which is decided by the head teacher or school council.

Teaching and Learning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs as supported within the Butterfly Plan. Cross-curricular activities, Relationships and Health Education (RHE), RE, circle times and themed assemblies play a large part in this provision.

(Please refer to the school RE and PSHE policies)

Special Needs Provision

Activities are planned to allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome. In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the SMSC curriculum.

Equal Opportunities/Race Equality

We are committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion and any work undertaken reflects this commitment. Please also see the school's Equality Policy.

Health and Safety

The school is committed to ensuring that all pupils are safe within the school environment. Please refer to the school's policy for Health and Safety.

Monitoring and Review

We are aware of the need to regularly review our policies to take account of new initiatives, changes in curriculum or developments in technology.