



The Anthony Curton and Tilney All Saints Primary Schools' Partnership

SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY (SMSC)

Our School Vision

To provide a safe, nurturing environment, where everyone can blossom, being the best version of themselves whilst inspiring and increasing courage, individuality and confidence and motivating all to reach their full potential. Everyone is empowered to make good choices through the spirit of God and the fruits offered.

Galatians 5:22-23 "But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law,"



Approved	Autumn Term 2025
Review due	Autumn term 2028

Policy for Spiritual, Moral, Social and Cultural Education

- Spiritual, Moral, Social and Cultural Education is integrated into the Aims and Values of both schools.
- SMSC Education is integrated into many aspects of the curriculum.
- SMSC Education is integrated throughout the day in all areas of school life.
- We encourage the outcomes of SMSC Education to extend beyond the school, to have a lasting impact on the lives now and in the future for all our children.

Aims

SPIRITUAL EDUCATION

- To develop the pupils' understanding of the Christian Faith
- Be aware of our own spiritual journey through individual experiences.
- Develop self-knowledge or self-awareness leading to an appreciation of Christian identity.
- Sustain self-esteem, self-confidence, self-respect and self-worth.
- Celebrate and share strengths.
- Share difficulties, admit problems, and ask for help.
- Promote enjoyment of life and learning.
- Form positive relationships and accept the individual worth of each other.
- Ask questions – the search for the ultimate meaning and purpose of life.
- Awe and Wonder – encourage a response to the beauty and uniqueness of our world and the context of God who gave us these gifts.
- Appreciate the intangible – beauty, truth, love, goodness.
- Uncertainty and Fear – contemplate, discuss and attempt to come to terms with issues such as death, war, famine.
- Appreciate the importance of stillness and silence.
- Promote opportunities for reflection – savour 'the special moment'.
- Foster the emotional life of children, particularly with regard to the experience of feelings.
- Help children express their innermost thoughts and feelings through the creative arts.
- Help children search for their own beliefs and values.

MORAL EDUCATION

- Establish classroom/playground/school rules and sanctions which children help to evolve.
- Set clear guidance for what is right and wrong and offer opportunities to discuss these issues, in the light of Christian teaching.
- Give appropriate praise.
- Celebrate achievement, success and effort.

- Opportunities for children to make choices and decisions on ethical issues and personal values.
- Opportunities to participate in co-operative group work.
- Help children become increasingly aware of the consequences of their actions on others and on the environment.
- Develop respect and courtesy for others and expect others to treat you with respect and courtesy.
- Be fair and expect fairness.
- Understand the need to review and re-assess values, codes and principles in the light of new experience.
- Impart information, share concerns and discuss moral issues with parents.
- Encourage children to seek adult support if they have concerns.

SOCIAL EDUCATION

- Understand their place in and the contributions children can make, to their home, school and the wider world.
- To be able to work and play well with others.
- Develop increasing ability to share, take turns, respect others, and show kindness towards others.
- Develop positive relationships.
- Develop strategies to cope with behavioural difficulties of other children.
- Learn to support and give equal regard to the least popular children and those with disabilities.
- Develop independence and responsibility.

CULTURAL EDUCATION

- Develop increasing understanding of the influence of Christianity on our culture.
- Develop increasing understanding of others cultures both in our own country and throughout the world – that cultures are dynamic and evolutionary – and to celebrate the heights of human achievement in all cultures and societies.
- Develop increasing tolerance and acceptance of all cultures.
- Accept that there is no right or wrong in terms of cultural heritage.
- Develop understanding of cultural similarities and differences – and learn to celebrate both.
- Understand importance of significant language, buildings, icons and images in different cultures as well as in the Christian culture.

Promoting these aims

- Daily Collective Worship
- PHSE sessions.
- Informal discussions arising out of specific incidents with individual children, groups, classes or whole school.
- School routines – setting the tone at the beginning and end of the day, lunchtime prayer.

- Structured within curriculum topics.
- Timetabled RE and Cross Curricular time.
- Using the local church as a valuable resource.
- Visiting ministers.

Special Needs and Inclusion

All children will be given suitable learning challenges responding to their diverse learning and social, emotional or physical needs and to overcome potential learning barriers to learning and assessment. Special provision or extra help will be given to children who need it at both ends of the learning spectrum.

Equal Opportunities

All children will be given equal value with regard to ethnicity, gender and cultural background.

British Values

An understanding of fundamental British values, their place within British Law, and their impact on our daily lives, will be taught explicitly and implicitly within both schools at age appropriate levels, and whenever the need arises as a consequence of Local, National International or Global issues. Appropriate PREVENT training will be delivered regularly by the senior designated member of staff. This is currently Alice Williams.

Monitoring, Evaluation and Review

The Executive Head teacher and governors will monitor and evaluate these areas. I.e. observing attitudes and behaviour.