

THE VILLAGE SAINTS PARTNERSHIP



Loving All Our Neighbours



Respecting. Generous. Achieving

Spiritual, Moral, Social & Cultural Development (SMSC) Policy

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1. SMSC statement

At The Village Saints Partnership the promotion of pupils' spiritual, moral, social and cultural education is considered by the 'whole school'. We believe that the spiritual, moral, social and cultural development of children is an essential part of their education.

Spiritual, Moral, Social and Cultural Development is promoted not only through all of the subjects in the curriculum, but also through the ethos of the school and through the development of positive attitudes and values. This development comes not only from the children's school experience, but also equally through home and family, social and recreational groups, and the wider community.

2. Our partnership values & ethos

We strive to create a school family in which our children are educated and inspired through a love and understanding of God, each other and our world.

- Through developing the school as a nurturing and caring environment, we are a welcoming, happy, safe and trusted place for *everyone* to learn and grow;
- To encourage everyone (whether pupil or employee) regardless of status, financial circumstance, religious or philosophical background, race, gender, orientation or disability, to gain the skills and experience to maximise their full potential in our ever-changing and diverse world;
- To encourage enquiring, healthy minds, sound working habits, healthy lifestyles and pride in work and behaviour – for all, for life;
- To ensure all are nurtured in holistic and mindful ways: whether socially, morally, culturally, intellectually, emotionally, physically, philosophically and/or spiritually;
- To encourage a positive view of and involvement by the whole school community (pupils, parents, carers, teachers, support staff and governors), the wider local community and even wider world in each other's education and development;
- To provide a curriculum which is broad, balanced, fun and effective - which challenges each and every child so that their full potential is reached in life, as well as in the terms of academic attainment and progress.

3. Aims of the partnership

3.1 To develop citizenship through:

- Learning life skills including confidence, independence and responsibility
- Learning to have respect for oneself, others and the environment
- Learning to appreciate social, religious and cultural differences
- Recognising and celebrating successes and achievements
- Encouraging a healthy life style

3.2 To develop partnership through:

- Working together with children, staff, parents, governors and the wider community

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3.3 To educate children by:

- Providing challenging, stimulating, worthwhile and enjoyable experiences
- Developing enquiring and creative minds
- Encouraging hard work, commitment and self-discipline to maximise potential

This policy supports and reinforces the vision and values of The Village Saints Partnership, valuing all children and staff equally and as individuals.

4 Spiritual, Moral, Social and Cultural Development within the partnership:

4.1 Christian values – The Village Saints rolling programme

Term	Year 1	Year 2
Autumn 1	Friendship	Thankfulness
Autumn 2	Peace	Courage
Spring 1	Forgiveness	Humility
Spring 2	Compassion	Justice
Summer 1	Generosity	Creativity
Summer 2	Trust	Hope

These values provide the focus for our worship sessions and our reflection areas, and are upheld throughout the school day and encouraged at home. We use 'I saw you' and 'I heard you' cards to ensure the values are living and breathing in all that we do. We enjoy them using our language of spirituality.

4.2 Spirituality

Spirituality is about our capacity to value and experience the beauty and wonders of our world by loving, caring, persevering and coping with adversity. It need not be confined to what is termed the 'mystical' or 'other worldly' but is a necessary aspect of human consciousness. Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something 'bigger' outside of ourselves."

The Church of England's Vision for Education states a core desire that children will experience life in all its fullness (John 10:10). We believe that it is essential to explore Spirituality by educating the whole child, providing opportunities to be still and reflect, to explore their own spirituality and to respect others' spirituality and much more. Spirituality enables our children to be happy, flourish and succeed and live life in all its fullness.

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4.2.1 Aims:

- To develop an understanding that a relationship with other people, animals, and the earth is necessary if we are to determine our identity within the world.
- To help children to develop a set of beliefs that stem from a personal sense of self worth and recognition of their own uniqueness.

4.2.2 Objectives for spiritual development:

- To develop questioning and reasoning skills
- To develop imagination
- To develop individual self confidence
- To encourage quiet thinking time throughout the school day
- To encourage difference and uniqueness

This will be achieved through encouraging curiosity, confidence, reflection and questioning skills. Children are encouraged to ask the 'Big Questions' and to develop a language of spirituality.

4.3 Morality

Morality implies the ability to make decisions about our own behaviour, the attitudes and likely reactions of others, and the consequences of our actions. Moral development helps pupils to distinguish between right and wrong whilst developing their own moral code.

4.3.1 Aims:

- To develop an understanding of the moral code and the factors which influence it.
- To help pupils grow towards an understanding of themselves and their own code of behaviour.

4.3.2 Objectives for moral development:

- To tell the truth
- To respect the rights and property of others
- To help others less fortunate than themselves
- To be considerate to others
- To take responsibility of own actions
- To exercise self discipline
- To develop high expectations and a positive attitude
- To conform to rules and regulations

These will be achieved through positive choices, communication, classroom relationships, playground behaviour and through PSHE, where pupils will be helped to see that we should not condemn the actions of others or ourselves without careful consideration.

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4.4 Social development

Social development enables pupils to make informed decisions about their level of participation in groups and to do so effectively whilst developing an awareness of the needs of others and self. Pupils need to realise that individuals are interdependent. They must learn to understand the implications of their actions, both long and short term, for themselves, for other individuals, for the whole group and for society.

4.4.1 Aims:

- To help pupils gain self esteem, confidence and assertiveness.
- To give opportunities for pupils to take on responsibilities as individuals and within groups.
- To develop awareness of how groups function and to contribute to the life of the school.

4.4.2 Objectives for social development

- To share emotions such as love, joy, hope and fear
- To be sensitive to the needs and feelings of others
- To work as part of a group
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, whole school gatherings etc.
- To develop an understanding of citizenship and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual can do something well and have something to offer

This will be achieved through collaboration and connection by giving pupils the opportunity to play a part in decision making within the school, e.g. School Council, and to be sensitive to the needs of others. Opportunities will be given to contribute to the work of small and large groups in the classroom and to develop Pupil Voice. Our academy partnership offers a range of extra-curricular activities to promote pupils' Social Development.

4.5 Cultural development

Cultural development enables pupils to understand how their culture has influenced and made them who they are. It should permeate all areas of the curriculum and school life. Cultural development will help our children consider their own sense of identity within a range of communities (home, school, Village Saints Partnership, Norfolk, England, UK, the World), which vary in terms of size and nature.

4.5.1 Aims

- To widen and deepen pupils grasp of local and world cultures.
- To enable pupils to enjoy, question and make informed judgements about the cultural opportunities offered to them.

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4.5.2 Objectives for cultural development

- To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc.
- To develop a love for learning
- To develop an understanding of different cultures and beliefs, including Christianity
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- To develop the ability to value these independently

This will be achieved through cultural awareness and consideration by providing a range of learning experiences and visits in which cultural diversity is examined (e.g. in studies of art, music, local history, literature; by providing opportunities for younger children to play with a range of toys, dolls etc).

5. Monitoring and assessment

Informal assessment is primarily through observation of pupil behaviour, the views pupils express and through discussion amongst staff and with parents.

Spiritual, Moral, Social and Cultural Development is evidenced through the use of 'I saw you' and 'I heard you' cards and in our SMSC books. Staff observe how children respond to one another, how well children listen and turn take, how children take responsibility for their own actions and how well children respond to different cultural experiences and traditions. Class teachers are responsible for responding to the comments on their class wheel and praising children in accordance with the school behaviour policy.

7. Related Policies

Please also refer to the Behaviour Policy, Religious Education Policy, Collective Worship Policy, PSHE Policy and Equality Statement.