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**Spiritual, Moral, Social and Cultural (SMSC) Policy**

Date adopted: 9th June 2025

Signed by Chair of Governors: David Baldwin

Signed by Headteacher: Kathryn Thompson

Date of review: June 2027

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# Statement of intent

At Percy Main Primary, the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics.

The school prides itself on providing a consistently safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential. This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school’s activities and is not limited to specific SMSC lessons.

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Education Act 2002
* DfE (2014) ‘Promoting fundamental British values as part of SMSC in schools’
* DfE (2014) ‘National curriculum in England framework for key stages 1 to 4’
* Ofsted (2024) ‘School inspection handbook’

This policy operates in conjunction with the following school policies:

* Child Protection and Safeguarding Policy
* Online Safety Policy
* Relational Policy
* Anti-bullying Policy
* Health and Safety Policy
* Special Educational Needs and Disabilities (SEND) Policy
* Supporting Pupils with Medical Conditions Policy

## A whole-school approach to SMSC education

The governing board will ensure that SMSC education is embedded across the school’s activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities.

The headteacher and SLT will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

The school’s spiritual development provision enables pupils to:

* Be reflective about their beliefs, religious or otherwise, and their perspective on life.
* Have knowledge of, 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 imagination and creativity in their learning.
* Develop willingness to reflect on their experiences.

The school’s moral development provision enables pupils to:

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

The school’s social development provision enables pupils to:

* Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
* Participate in a variety of community and social settings, including by 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 acceptance 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.

The school’s cultural development provision enables pupils to:

* Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
* Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
* Develop 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.
* Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
* 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.

The headteacher will work in collaboration with the SENCO to ensure that lessons and activities, and expectations of pupils in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of pupils with SEND.

## Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to religious education, citizenship, history and PSHE.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and team work are encouraged and prioritised in line with the guiding principles of SMSC education.

Teaching staff will use classroom discussion to support pupils to:

* Talk about their experiences, thoughts and feelings.
* Express and clarify personal ideas and beliefs.
* Speak about difficult events, e.g. bullying and death.
* Explore their relationships with friends, family and others.
* Consider, and show empathy towards, the needs and experiences of others.
* Develop self-esteem and personal confidence.
* Develop a sense of belonging.
* Develop their SMSC skills, e.g. compassion, respect, open-mindedness, sensitivity and critical awareness.

Many areas across the curriculum provide opportunities for pupils to:

* Listen and talk to each other.
* Learn to treat one another as equals, regardless of protected characteristics and/or background.
* Recognise and celebrate the differences and similarities between themselves and others.
* Agree and disagree with people respectfully.
* Work co-operatively and collaboratively.

The school will use the following methods to help pupils develop an understanding of how they can influence decision making through the democratic process:

* Electing pupils to leadership roles
* Hearing pupils’ voice through a suggestion box
* Establishing monitoring roles for pupils, e.g. class monitors and cloakroom monitors, to allow pupils opportunities to develop and display leadership skills
* Issuing pupil questionnaires to gather pupil opinions on decisions
* Providing pupils with opportunities to build balanced arguments and form opinions, e.g. by taking part in debates and public speaking

The school will use the following methods to help pupils develop an understanding of the rule of law:

* Setting and enforcing high expectations for attendance, punctuality and behaviour
* Setting and enforcing classroom and school rules
* Teaching pupils about laws that are relevant to the school setting
* Teaching pupils about adults who fulfil roles designed to help others, including staff members, emergency services, friends and family
* Teaching pupils about the role of the monarchy and of previous monarchies
* Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
* Implementing clear, consistent and defined sanctions for challenging behaviour in line with the Relational Policy

We may use the following methods to help pupils develop an understanding of different faiths and beliefs:

* Celebrating differences and similarities through cultural event days.
* Arranging trips to places of worship
* Teaching about different beliefs and cultures
* Exploring moral values through lessons, stories and assemblies
* Arranging visits from various religious leaders

The school will also employ additional practical activities and practices to encourage pupils’ SMSC development, including the following:

* Encouraging pupils to work together in different groupings and situations
* Providing opportunities for pupils to consume and study literature, art, music and media from artists of different cultures, backgrounds, genres and faiths
* Organising in a variety of different social and cultural school trips, e.g. to museums or places of worship
* Hearing and seeing live performances by professional actors, dancers and musicians
* Learning songs from different cultures and playing a range of instruments
* Making and consuming food from other countries
* Studying the contributions to society that famous people of all backgrounds have made

Teaching staff will help pupils’ SMSC development by:

* Encouraging teamwork across all subjects.
* Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of perceived ability.
* Using themes, e.g. in assemblies and lessons, to explore important aspects of British heritage and other cultures, e.g. religious festival days and global events.

## Community links

The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities, including:

* Community fundraising activities.
* Hosting school events to which community members are invited as participants or audience members.
* Questionnaires sent to parents and other members of the community to gather opinions, e.g. on school initiatives or practices.

The school will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.

## Promoting fundamental British values

The school will use SMSC education to promote fundamental British values by:

* Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
* Teaching pupils a broad and balanced international history.
* Representing the cultures of all our pupils within the curriculum.
* Teaching a wide range of English and non-English literature.
* Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.
* Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
* Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
* Using extra-curricular activities to promote fundamental British values.

By promoting fundamental British values through SMSC education, we will provide pupils with:

* An understanding of how they can influence decision making through the democratic process.
* An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
* An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
* An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
* An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
* An understanding of the importance of identifying and combatting discrimination.

## Ofsted inspections

As part of its activities when carrying out ungraded, graded, and urgent inspections of schools and academies across England, Ofsted will assess the effectiveness of the school’s SMSC provision.

Inspectors will judge the schools’ SMSC provision based on the following factors:

* Whether the spiritual, moral, social, cultural, mental, and physical development of pupils is actively promoted by the school
* Whether the SMSC provision enhances pupils’ personal development in relation to citizenship education and fundamental British values
* Whether the school’s work to enhance its own SMSC provision is of a high quality

The school will ensure that all of the ‘good’ criteria are met securely and consistently in order for its personal development provision to be judged as ‘outstanding’. Additionally, the school will ensure that its provision includes the following elements:

* The school consistently promotes the extensive personal development of pupils, providing a wide variety of opportunities for them to develop their talents and interests
* There’s strong take-up by pupils of the opportunities provided by the school
* The opportunities provided by the school are done so in a coherently planned way through the curriculum and extra-curricular activities

The school will ensure that its curriculum prioritises its personal development provision in order for that provision to be judged as ‘good’. This includes the school meeting the following criteria:

* Ensuring that the curriculum stretches beyond the academic, vocational, and technical
* Working to support pupils’ confidence, resiliency, independency, and strength of character
* Ensuring that high quality pastoral support is provided, including guiding students to maintain a physically and mentally healthy lifestyle
* Providing opportunities for pupils to have their interests nurtured, developed, and stretched
* Preparing pupils for life in modern Britan, developing their understanding of fundamental British values, democracy, the rule of law, individual liberty, as well as tolerance and respect for those of different faiths and beliefs
* Promoting equality of opportunity and diversity effectively
* Promoting pupils’ engagement with views, beliefs, and opinions that are different from their own
* Providing pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society

The school will also undertake all of the above actions in relation to personal development provision to avoid being judged as ‘inadequate’ by Ofsted.

## Monitoring and review

SMSC provision is reviewed annually in the following ways:

* The monitoring of teaching and learning and work scrutiny by the curriculum coordinator, headteacher and governors as part of the school’s general monitoring.
* Regular discussions at staff and governors’ meetings.
* The development of RE, PSHE and collective worship to reflect the diversity of both the school and society.
* The sharing of classroom work and practice.

This policy is reviewed every two years by the headteacher and pastoral lead, and any changes will be communicated to all stakeholders.

The next scheduled review date for this policy is June 2027.

Appendix 1

**Personal Development: Guidance around ‘Promoting fundamental British Values through SMSC’ at Percy Main Primary School**

**Introduction**

At Percy Main Primary School we recognise that Spiritual, Moral, Social and Cultural education begins with our obligations under the 2002 Education Act; the 1989 Children Act and 2010 Equality Act to promote equality and safeguard the welfare of children. Furthermore, we also recognise that spiritual, moral, social and cultural education includes a duty to champion the principles of democracy and challenge prejudice and intolerance by promoting the values set out in the 2011 ‘Prevent Strategy’ and the 2014 DfE consultation.

The curriculum provided by Percy Main Primary School extends beyond the academic, technical and vocational.   We support pupils to develop in many diverse aspects of life.   At Percy Main Primary School we cover the following areas and this document explores them further:

1. Personal Development
2. Spiritual, Moral, Social and Cultural Education
3. Fundamental British Values
4. Relationships Education

**AIMS OF THE GUIDANCE:**

* To develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.
* To ensure that everyone at Percy Main Primary School is aware of our values.
* To ensure a consistent approach to SMSC issues, including British Values.
* To ensure that a pupil’s education is within a meaningful context and appropriate to their age, aptitude and background.
* To ensure that pupils know what is expected of them.
* To give each child a range of opportunities.
* To enable each child to develop an understanding of their own identity.
* To enable children to develop an understanding of their cultural and social environment and an appreciation of the many cultures in our society.
* To give each child an opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

**PERSONAL DEVELOPMENT**

Within Percy Main Primary School the following areas are covered:

* A balanced PSHE (Life Skills) curriculum is covered, incorporating circle time to discuss and explore class specific issues/concerns/behaviours.
* Assemblies cover a wide range of topics, key issues, key people from history who have had major influences on life today and which covers a cross section of societies (similarities and differences).
* Key events are explored e.g. Mental Health Awareness Week etc.
* Percy Main Primary School has seven certified Mental Health First Aiders (MHFA).
* Percy Main Primary has five licensed Thrive Practitioners.
* The core rules are embedded in everyday life:  Being Ready, Respectful and Safe.
* The new school values are being implemented:  Respect, Community, Courageous, Kindness, Resilience and Ambition
* Show wisdom by trying to learn from our mistakes.
* Take responsibility for your actions and accept the consequences.
* Demonstrate courage when meeting new challenges face on, whatever the situation.
* Promote healthy eating, healthy minds and healthy lifestyles throughout the school.
* Provide an inclusive and supportive environment which offers a broad and balanced curriculum, not just academic.
* Differentiation is planned by all staff to ensure that all pupils can access work and achieve in order to build self-confidence and self-esteem.
* Promoting a nurturing environment where everyone feels comfortable and able to share their worries, concerns in a safe environment.   Forest School gives the children life skills and another opportunity to be successful, which is not academic.
* Safeguarding is at the heart of everything we do.
* Relevant transitions planned and carried out – Pre-School to EYFS, EYFS to KS1, KS1 to KS2 and KS2 to KS3.
* E-safety: embracing technology and its safe use at all times.   When issues arise, knowing who to go to or how to flag concerns.
* Well-being for all - pupils, parents and staff.   Happy staff, happy pupils and happy families, means a happy school and popular school.
* Well-being and work/life balance is continuously evaluated without compromising quality of provision.
* Recognising a variety of ever changing jobs/careers (appreciating that these are changing due to technological advances etc.) that a child may want to do later on in life.

**SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) VALUES:**

Percy Main Primary School aims to promote pupils’ Spiritual, Moral, Social and Cultural development and prepare all pupils for opportunities, responsibilities and expectations in life.

Pupils’ **spiritual development** involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.

Pupils’ **moral development** involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right.

Pupils’ **social development** involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good.

Pupils’ **cultural development** involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others’ way of doing things and curiosity about differences.

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 planning and learning resources.

**English** makes a major contribution to pupils’ SMSC development through:

* Developing confidence and expertise in language, which is an important aspect of individual and social identity.
* Enabling pupils to understand and engage with the feelings and values embodied in high quality texts, which include authors with different ethnicity and backgrounds - poetry, fiction, non-fiction, drama, film and television.
* Developing pupils’ awareness or moral and social issues in fiction, journalism, magazines, radio, television and film.
* Helping pupils to engage in emotional literacy through differing genres.

**Mathematics** can provide a contribution to pupils’ SMSC by:

* Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.
* Providing opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems.
* Encouraging children to explain concepts to each other and support each other in their learning thus developing social aspects through creative thinking, discussion and presenting ideas.

**Science** provides opportunities for pupils’ SMSC development through examples such as:

* Encouraging pupils to reflect on the wonder of the natural world.
* Awareness of the ways that science and technology can affect society and the environment.
* Consideration of the moral dilemmas that can result in scientific developments.
* Showing respect for differing opinions.
* Raising awareness that scientific developments are the product of many different cultures.

**Computing** can contribute to SMSC development by:

* Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
* Understanding how technology can be used in a good way as well as how it can be abused by some.
* Understanding how technology can be used safely and what to do if you are worried about using technology or something happens to you.
* Acknowledging advances in technology and appreciation for human achievement.

**History** makes a contribution to SMSC by:

* Looking at how history shapes a country/nation.
* Enabling pupils to reflect on issues such as slavery and change over time periods.
* Showing an awareness of the moral implications of the actions of historical figures.

**Geography** contributes to SMSC where:

* Opportunities for reflection on the creation, earth’s origins, future and diversity are given.
* Reflection on the fair distribution of the earth’s resources.
* Studies of people and places give pupils the chance to reflect on the social and cultural characteristics of society.
* Opportunities for reflection on how our actions affect the planet and how we can implement change to protect the planet for future generations.

**Languages** contributes to SMSC through:

* Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people.
* Pupils’ social skills are developed through communication exercises.
* Listening skills are improved though oral/aural work.

**Religious Education** makes a distinctive and substantial contribution to the delivery of SMSC:

* Learn about beliefs, values and the concept of spirituality.
* Reflect on the significance of religious teaching in their own lives.
* Develop respect for the right of others to hold beliefs different from their own.
* Show an understanding of the influence of religion on society.
* Appreciation and understanding of different cultures, religions and traditions.

**Art** may contribute to SMSC by:

* Giving pupils the chance to reflect on nature, their environment and surroundings.
* Studying artists with spiritual or religious themes, issues raised by artists which concern ethical issues, i.e. war and violence.

**Physical Education** may contribute to SMSC by:

* Awareness of where games originated and when it first started.
* Understanding of how games have developed and the rules associated with them.
* Competing against teams or each other during sport activities, including matches, sports day etc.

**Music** may contribute to SMSC by:

* Exploring where particular instruments, genres and/or composers originated from.

**Personal, Social and Health Education (including Relationships Education)** may contribute by:

* Understanding of right and wrong within our choices and how this can affect us, others, local community and global community.

**PROMOTING FUNDAMENTAL BRITISH VALUES AS PART OF THE SMSC GUIDANCE**

At Percy Main Primary School, the four key principles are embedded within the SMSC provision and may be demonstrated by these examples:

1. **Respect for the Rule of Law:**

* Start of new academic year – reminder of rules including discussion guidelines.   Rewards and consequences.   This helps the pupils to become good citizens later on in life.
* Assemblies around key concepts – emergency services: police, fire, ambulance; road safety; health and safety.   Inviting speakers in to talk to the pupils.
* During P.E lessons, introducing or reminding the pupils of rules, the importance of them and the fact the referee’s decision is final and should be respected.
* Science ensures experiments are fair and why this is important.
* Internet Safety: understanding that apps, social platforms etc. have age restrictions and that these restrictions are in place to keep pupils safe.   Respecting technology and software – not abusing it or using it in a negative way.
* Computing: coding rules help to make something work within a given set of parameters.
* Visits from people involved in upholding the law e.g. Police, PCSOs, etc

1. **Individual Liberty:**

* Freedom to take part in organised activities during the school day or after school.
* E-safety: the right to feel safe when using technology, including how to flag up issues concerns.
* Within the curriculum, opportunities to learn about other cultures, faiths and beliefs and compare and contrast them to others and our own.
* Ensuring pupils understand equality and that people have the right to express themselves without prejudice.
* Explore opinions – own and others.   Understanding the importance of listening to other people’s point of view even if you disagree.
* Empowering pupils to challenge stereotypes and bullying.   Behaviour Champions present around the school.
* Promoting healthy living and lifestyles, both mentally and physically.
* Celebrating talents and interests through the Friday celebration assembly.

1. **Democracy:**

* Pupil elections for leadership positions in school.
* The Relational Policy ensures a restorative justice task – this is used to sort out problems between pupils – discussing suitable solutions that fit all parties.
* Pupil, Staff and Parent voice opportunities are planned and feedback to appropriate stakeholders.
* Debate key events and coming to a decision within a democratic way.

1. **Mutual Respect for and Tolerance of those with different faiths and beliefs, and for those without faith:**

* Debates around key/topical events.
* Working with / Listening to others – group and/or paired work/reading and talk partners.
* Restorative justice facilitated through the school relational policy.
* Showing respect within activities e.g. sports day, fixtures and events.   Being good winners/losers – good team players.   Respecting the opposing team.   Treating others as you want to be treated.
* Supporting the community – visits to residential homes, supporting courses and local charities – food donations/fundraising events.
* R.E. curriculum covers different faiths and beliefs (compares and contrasts).
* Educational visits

**Relationships Education**

Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.  This is why the DFE made Relationships Education compulsory in all primary schools in England.

A scheme of work has been created following guidance from the PSHE Association ensuring the full coverage of Relationships Education throughout the school and making sure the statutory requirements are met.

By no means is this guidance exhaustive of the areas covered at Percy Main Primary School, but it does outline the concepts and shows the coverage of Personal Development, Spiritual, Moral, Social and Cultural Education, Fundamental British Values and Relationships Education.

|  |  |  |
| --- | --- | --- |
| **Key considerations** | **Yes** | **No** |
| Are all aspects of SMSC evident when pupils move around the school? |  |  |
| Are all aspects of SMSC reflected in classroom and corridor displays? |  |  |
| Does the school websites reflect a consistent approach to all aspects of SMSC? |  |  |