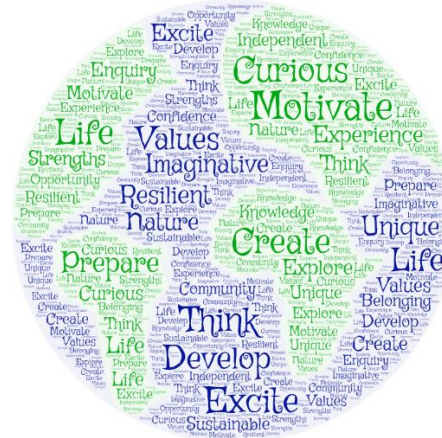




Kington Primary School

Spiritual, Moral, Social and Cultural Policy



Approved by:	Governors and Staff	Date: September 2019
Last reviewed on:	September 2025	
Next review due by:	September 2026	

Introduction

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

This is a whole school issue reflected clearly by our commitment to Values Education which is supported by *Marianne Talbot, Philosophy Lecturer, Oxford*:-

“SMSC is about values. A value free school is neither possible or desirable.”

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

The integrity and spirituality of pupils from all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

We believe that SMSC is the responsibility of everyone here at Kington Primary School and this is reflected by the following groups within our school:-

School Leadership Teams and Governors

Their role is:

- To initiate discussions on SMSC across the school community in different groupings and settings.
- To promote the agreed values through opportunities such as collective worship, staff meetings and INSET. They also need to be transmitted through all the policies and practices of the school as well as the curriculum.
- To monitor SMSC development and include it in reporting procedures for all pupils.

Individual Teachers and support staff

The roles of the individual teacher and support staff contributes enormously to students' SMSC development by presenting learning activities in the classroom which encourage pupils:

- To feel the impact on their learning of a particular SMSC issue;
- To reflect on the significance of particular issues;
- To recognise any challenges that there may be to their own attitudes and life;
- To make judgements on the value of any beliefs and attitudes that they are encountering;
- To apply new insights in the way they live their own lives.

The school community is a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in teacher's planning and purchasing decisions.

General Aims

- To ensure that everyone connected with the school is aware of our whole school values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Although these areas of SMSC are looked at individually within this policy, we are fully aware that they are most effective when interwoven within our school community. We know that promoting improvements in one area will undoubtedly have an impact on all others.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to demonstrate sets of values, beliefs and principles which inform their view of life and their behaviour.

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection and to learn from that reflection.
- Understand their feelings and emotions and the likely impact of them.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Respect for themselves and others.
- Demonstrate a sense of empathy with others, concern and compassion.

Moral development

As a school we aim to provide learning opportunities that will enable pupils to:

- Construct a framework of moral values which shape their personal behaviour.

- Recognise the unique value of each individual and their views.
- Listen and respond appropriately to the views of others, understanding that there may be disagreement within this range of views but that is acceptable.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong based on a knowledge of the moral codes of their own and other cultures.
- Make responsible, reasoned, informed and independent judgements in relation to moral dilemmas.
- An ability to think through the consequences of their own and others actions.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Appreciate the rights and responsibilities of themselves within school and wider community.
- Adjust to a range of social contexts by appropriate and sensitive behaviour.
- Show respect for people, living things, property and the environment.
- Participate in activities relevant to the local and wider community (FKP, national charity events and local issues and groups).

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- An appreciation of the diversity and interdependence of cultures. Recognising the value and richness of cultural diversity in Britain.
- Recognise Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism as world faiths.
- Develop an understanding of their own social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions and the impact this has had on their own cultural heritage.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

An important element of SMSC at Kington Primary School is the use of Values Based

Education across all of our assemblies and PSHE sessions.

The values that we work on across school are planned throughout the year.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Links with the wider community

Visitors are welcomed into school and visitors tell us how friendly and positive our welcome is.

We have strong links with LHS through PE leadership activities and transition opportunities alongside the performing of our KS2 show all of which develop our social understanding and experiences.

Links with St Mary's Church are developed by visits to support the RE curriculum, sharing of our Harvest and Christmas performances and Mr P Sell who delivers whole school assemblies.

Links with Kington Court are developed through regular visits during Enrichment mornings and for special occasions e.g. Harvest.

Our school council has links with Kington Town Council through Mr P. Sell and he has shared with them the importance of democracy and the role that local councils can play in this.

The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.

Pupils are taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Curriculum Leads identify aspects within their subjects to be included in teacher planning. Coordinators monitor teacher plans and their evaluations and assessment.
- The Head Teacher shall have oversight of this policy and monitor the provision of SMSC.