



Spiritual, Moral, Social and Cultural Policy 2025

Responsible	Headteacher
Date of policy	November 2025
Review date	November 2027

Purpose

At Eling Infant School and Nursery we recognise that the personal development of pupils, spiritually, morally, socially, culturally, mentally and physically plays a significant part in their ability to learn and achieve. The school promotes this through a broad and balanced curriculum. Our school ethos ensures that there is a clear framework for behaviour through respecting their own and other children’s rights and opinions.

The school actively promotes fundamental British values and takes on board guidance set out in the DFE document ‘Promoting fundamental British values as part of SMSC in schools’ (Nov 14).

Intentions

- To ensure the school is a cohesive learning environment with SMSC education at its heart.
- To ensure that everyone connected with the school is aware of our 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 so that they develop self- knowledge, self -esteem and self –confidence.
- 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.
- Begin to respect that the law of England protects individuals and is essential for well being and safety and know what the British Values are that we follow in school.
- To develop a reflective approach to life (see in particular how the teaching of RE influences this).
- To encounter the practices, customs, art, music and literature which underlie the activities of people with varied backgrounds.
- To enable children to become fair minded and empathetic to the needs and beliefs of others.
- To enable children to develop a curiosity about their own feelings and about people, objects, places and events around them.

- To explore and to value the similarities and differences, faiths and beliefs between themselves and others to further develop tolerance and harmony between different cultural traditions.
- To develop healthy respectful relationships in all contexts.
- To support others and their own and others well-being.

Spiritual Development

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

- 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
- know when to talk about their own mental well being
- discuss their beliefs, feelings, values and responses to personal experiences
- form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life
- learn about themselves through discussion, imagination and creativity
- respect others faith and beliefs

Moral development

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

- recognise the unique value of each individual
- listen and respond appropriately to the views of others
- begin to understand how everyone can influence decision making through the democratic process
- have opportunities to learn how to argue and defend points of view through Philosophy for Children
- 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 and respect the rule of law
- show respect for the environment.
- make informed and independent judgments and understand the consequences

Social Development

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

- develop an understanding of their individual and group identity
- help others in the school and wider community
- experience the benefits of learning and playing together, creating the 'team Eling ethos'
- develop key social skills and learn how to resolve conflict
- understand that we are a 'Telling school' and what that means for the actions of themselves and others
- understand the British Values of democracy, individual liberty, respect, tolerance and law and what that means as a member of our school
- be part of School Council where members are elected by peers in a democratic manner
- understand that social rules apply online

Cultural Development

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

- recognise, celebrate and value the richness of cultural diversity in Britain, and how these influence individuals and society.
- have an understanding of the major world faiths, through the teaching of RE and assemblies
- develop an understanding of their social and cultural environment.
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- experience rich opportunities through visitors from different faiths, ages and disciplines

OBJECTIVES, GUIDELINES AND CURRICULUM ORGANISATION

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health and Relationship Education and Philosophy for Children. Within all curricular activities, children will be encouraged to reflect in the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives. Children will also have access to our Nurture group, ELSA sessions and Forest Schools for more specific and targeted support.

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

Through classroom discussions, we will give the children 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 the needs and behaviour of others
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging
- develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.
- promote mental well-being and happiness

Many curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- agree and disagree
- experience good role models
- take turns and share equipment
- work co-operatively and collaboratively.

Practical activities to develop SMSC will include:

- working together in different groupings and situations
- developing the children's knowledge of their rights and the rights of others
- encouraging the children to behave appropriately at meal times
- taking responsibility eg playground buddies, play leaders, School Council and ambassadors, register monitors, delivering messages and looking after younger children
- encouraging teamwork in PE, games and across the curriculum
- participating in inter-school sports competitions
- appreciation of and respect for the work and performance of other children regardless of ability
- hearing music from different composers, cultures and genres
- meeting people from different cultures and countries
- participating in a variety of different educational visits
- participation in live performances such as Harvest assemblies, class assemblies and the Christmas Nativity
- use of assembly themes and start of the day activities to explore important aspects of our heritage and other cultures, eg festival days, the patron saints and national celebrations
- studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- participation in dance from a range of cultures
- opportunities to taste and evaluate a range of types of food
- opportunities in music to learn songs from different cultures and play a range of instruments
- studying the contributions to society that certain famous people have made.
- through 'Philosophy for Children' learning experiences and stimulus

MONITORING AND EVALUATION

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by the RE and PSHRE coordinator
- Regular discussions at staff meetings
- Audit of policies and units of study including the school's approach to collective worship also reviewed bi-annually
- Governor visits to school to talk to the children

IMPLEMENTATION OF THE POLICY

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.

Reviewed in November 2025. To be reviewed November 2027