



The Wildings

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

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Reviewed [annually](#) by the [Principal](#)

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Statement of intent

The wellbeing of our young people is at the very heart of every decision we make. We feel that by incorporating discussion about SMSC issues in all aspects of school life and by offering experiential learning opportunities within the school and wider community, our young people will develop the understanding and awareness needed to thrive within our diverse society.

We aim to be proactive in exploring issues surrounding discrimination, diversity and protected characteristics and the SMSC aspects of such things are key to support the development of our young people.

This policy outlines the ways in which we do this and how SMSC is alive within our day to day interactions within the school.

Aims

Through the implementation of this Policy, we aim to:

- Provide a safe and supportive community, where each young person is valued as an individual and can develop towards their full potential.
- Offer a broad and balanced curriculum of high-quality, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person.
- Develop the potential of each young person within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To use democratic processes to support the exploration and development of moral values.
- To use democratic processes as a way of resolving issues restoratively when they arise.
- To use our principles of connection, democracy, equality and self-awareness as a focus to develop self-motivation and self-discipline in our young people.
- Have a therapeutic approach in supporting young people's capacity to be responsible for themselves and their actions.
- To identify and work at a level that is appropriate for the social and emotional development of each young person.
- Challenge all incidents of discrimination, discuss stereotyping and prejudice in our teaching, as well as our general communications, so that the equal treatment of people is the norm in our community.
- Foster links between home and school to develop a partnership with parents in the education of their children.

Our curriculum is based on the national framework for personal, social, health and economical education. Our approach to teaching and learning and to some degree, our communications with one another, are based on questioning with enquiry. That is, we invite our young people to consider for themselves the question being asked and then explore further alongside them rather than simply telling them information that they will retain and absorb without question.

This is valuable in relation to helping our young people to develop their own ideas and values, understand how things and others work and for them to be able to challenge and question further.

These things combined offer a solid foundation for us to explore spiritual, moral, social and cultural concepts with our young people and we do so not only during the delivery of the curriculum but also in our day to day interactions.

In addition, we use democracy within the school which offers the perfect opportunity to further explore and develop understanding not only of ourselves, each other and others in wider society, but also the fundamentals of what it means to be a British Citizen in a tangible, real-life way.

1. Legal framework

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

- The 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
- Communication Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Young people with Medical Conditions Policy

2. Guiding principles

Spiritual development

The spiritual development of young people is shown by their:

- Ability to be reflective about their beliefs, religious or otherwise, that inform their perspective on life.
- Knowledge of, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

Moral development

The moral development of young people is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.

- Interest in investigating and offering reasoned views about moral and ethical issues, and their ability to understand and appreciate the viewpoints of others on these issues.

Social development

The social development of young people is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with young people from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. The young people should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Cultural development

The cultural development of young people is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities.

3. Cross-curriculum teaching, learning and being

SMSC education will take place across all areas of the curriculum and will be further explored with young people in general discussion in and outside of lesson time.

SMSC has particularly strong links to our democratic processes, cultural days and PSHE education.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

In order to develop a strong sense of identity in our young people, we will use classroom and general discussion to support them to:

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

The school creates opportunities for and/or supports young people to:

- Listen and talk to others.
- Learn to treat all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role modelling.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

We may use the following methods to help young people develop an understanding of how they can influence decision-making through the democratic process:

- School meetings
- Assigning specific responsibilities to individuals
- Voting on charities to support
- Issuing young person exit questionnaires, in particular for young people leaving the school, for example, those moving onto the next stage in their education
- Writing balanced arguments in English lessons
- Providing young people with opportunities to take part in debates

We may use the following methods to help young people develop an understanding of the rule of law:

- Setting school rules
- Teaching young people about health and safety laws, including e-safety laws, relevant to the school setting
- Teaching young people about the roles of all those who help us, including colleagues, emergency services, friends and family
- Teaching young people about the role of the monarchy and of previous monarchies
- Providing young people with opportunities to celebrate the lives of people who have influenced the course of history
- Encouraging young people to behave appropriately at mealtimes.

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

- Celebrating differences and similarities through cultural weeks
- Arranging trips to places of worship
- Teaching about different beliefs and cultures
- Exploring morals through lessons, stories and assemblies
- Exploring different religions through cultural days and through being a philosopher
- Additional practical activities to encourage young people' SMSC development include:
 - Working together in different groupings and situations.
 - Hearing music from different composers, cultures and genres.
 - Meeting people from different cultures and countries.
 - Participating in a variety of different educational visits.
 - Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.
 - Hearing and seeing live performances by professional actors, dancers and musicians.
 - Learning songs from different cultures and playing a range of instruments including steel pans and samba instruments.
 - Making and evaluating food from other countries.
 - Studying the contributions to society that certain famous people have made.

Colleagues will help young people' SMSC development by:

- Encouraging teamwork in team games.
- Encouraging an appreciation of, and respect for, the work and performance of other young people, regardless of ability.
- Using cultural days and daily table meetings to explore important aspects of both British heritage and other cultures, e.g. festival days, the patron saints and global events.

4. Community links

- The school aims to have strong links with the wider community and develops these links by reaching out to the community through fundraising and supporting vulnerable members of the community e.g. through vegetable boxes
- Setting up work experience and volunteering opportunities for young people with community organisations, and having an effective approach to careers information, education, advice and guidance (CIEAG).

5. Promoting fundamental British values

We will take the following actions to promote fundamental British values:

- 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 young people a broad and balanced international history.
- Representing the cultures of all our young people within the curriculum.
- Teaching a wide range of English and non-English literature.
- Commemorating World War 1 and 2.
- Demonstrating the historical importance of the Commonwealth.
- Ensuring that all young people have a voice that is listened to.
- Demonstrating how democracy works by actively promoting democratic processes, for example, through our school meetings.
- Using general and local elections to hold mock elections and provide young people with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help young people learn about and understand a range of faiths.

Through our SMSC programme, we will:

- Enable young people to develop their self-knowledge, self-esteem and self-confidence.
- Enable young people to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage young people to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable young people to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling young people to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.

- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

By promoting fundamental British values through SMSC education, we will provide young people 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 combating discrimination.

6. 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 young people is actively promoted by the school
- Whether the SMSC provision enhances a young person's 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 young people, providing a wide variety of opportunities for them to develop their talents and interests
- There's strong take-up by young people 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 a young person's confidence, resiliency, independency, and strength of character
- Ensuring that high quality pastoral support is provided, including guiding young people to maintain a physically and mentally healthy lifestyle
- Providing opportunities for young people to have their interests nurtured, developed, and stretched
- Preparing young people for life in modern Britain, 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 young people's engagement with views, beliefs, and opinions that are different from their own
- Providing young people 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.

7. Monitoring and evaluation

We listen to the views of our young people and their parents. We operate an open-door policy for the sharing of views and have a formal system in place including:

- Weekly school meetings.
- Parents'/Carers' mentoring days.

SMSC provision is reviewed on an annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by the SMSC lead, headteacher and governors as part of our general monitoring.
- Regular discussions at colleagues and governors' meetings.
- Annual policy audits.
- The development of PSHE and RE to reflect the diversity of both our school and society.
- The sharing of classroom work and practice.

This policy is reviewed on an annual basis by the Principal.

The next scheduled review date for this policy is 11/11/25