



# St Leonard's

## C of E Primary School

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

<b>This policy was written in:</b>	September 2025
<b>To be reviewed:</b>	September 2028
<b>By:</b>	Kay Proctor & Sally Walsh

'A new commandment I give you: love one another. As I have loved you, so you must love one another.'

**John 13:34**

**With God's help, we will be inclusive, independent, inquiring and inspirational.**

- We will be inclusive by loving all and embracing differences so that all are treated with dignity and respect.
- We will be independent by persevering and encouraging everyone to be the best they can be, working together as a nurturing, Christian family.
- We will be inquiring by asking questions so that we grow in mind, body and spirit, learning about God's wondrous, diverse world.
- We will be inspirational by following Jesus' example, making a positive difference in the lives of others through love.

#### **Introduction**

Spiritual, Moral, Social and Cultural education is at the heart of St Leonard's ethos and culture and serves to prepare children to be well rounded, respectful, positive and balanced citizens in our society. Our aim is to educate children who will become citizens who are well equipped to contribute positively to society, to eliminate bias, celebrate difference and make a difference in the world in which they live. Children are prepared and taught to live out our school vision, 'Love one another, as I have loved you,' (John 13:34) in our global and diverse society. The Spiritual, Moral, Social and Cultural education of pupils at St Leonard's CE Primary School is embedded throughout the curriculum and not limited to specific lessons.

Children are supported to develop an inner motivation and discipline and we encourage children to know their own minds, make the right choices and be ready to accept responsibility for their actions. They will grow through making choices and being held to account for the choices that they have made. (See behaviour policy).

### **Our aims:**

- To provide a safe, caring and happy environment where each child is valued as an individual
- To ensure each child becomes the best they can be.
- To provide each child with a broad and balanced curriculum which is of high quality and appropriate to the interests and aspirations of the children whilst encouraging the development of the whole person and fulfilling the requirements of the National Curriculum.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- To set and maintain standards of discipline, courtesy and moral values so that the school family and community functions effectively.
- To engender a sense of self-respect, independence and self-motivation.
- To increase the individual's capacity to accept responsibility for actions taken.
- To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- To provide an inclusive atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- To foster links between home and school and develop a partnership with parents in the education of their children.

### **What is spiritual, moral, social and cultural education?**

The Spiritual development of children is shown by their:

- ability to reflect on their own and other's beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values, faiths and perspectives.
- knowledge of and respect for different people's faiths, feelings, and values.
- sense of enjoyment, fascination and intrigue in learning about themselves, others and the world they live in, including the intangible.
- use of imagination and creativity in their learning.
- willingness to reflect on their learning and experiences.

The moral development of a child is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives.
- respect for the civil and criminal law of England.
- understanding of the consequences of their behaviour.
- interest in investigating, and offering reasoned views about, moral and ethical issues.
- ability to accept, respect and appreciate that others may have a different viewpoint.

The social development of a child is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds as well as those of different ages.
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- willingness to volunteer in a variety of situations.

- interest in, and understanding of, the way communities and societies function at a variety of levels.
- acceptance and engagement with the fundamental British values of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitude towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

The cultural development of a child is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in contributing to develop Britain.

It is our aim to send our children to secondary school as well-rounded, developed children who are equipped to deal with the world they live in and the situations and experiences they may face. We place an emphasis on creating reflective and inquisitive learners who are socially, morally, culturally and spiritually aware with an understanding, acceptance and ability to immerse themselves in culture.

### **Organisation**

In order to develop a strong sense of identity in our pupils, we use classroom discussions to enable the children to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying, death.
- 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.

Many areas across the curriculum provide opportunities for pupils 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.

### **Character Education**

The School Inspection Handbook (Ofsted July 2022) states that schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement is used to evaluate the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work. At St Leonard's, we promote learning behaviours such as courage, curiosity, commitment, resilience, happiness, humility, responsibility, respect, patience and positivity and these underpin everything that we do.

### **Character Education at St Leonard's:**

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class jobs, prefects, lunch monitors, register monitors, worships monitors, cloakroom monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games.
- Appreciation of and respect for the work and performance of other children, regardless of ability.
- Hearing music from different composers, cultures and genres e.g. in music for reflection time at the
- Meeting people from different cultures and countries.
- Sponsoring a child in Uganda through International Needs charity.
- Hosting community events such as Grandparent's Day.
- Participating in a variety of different educational visits.
- Participation in live performances.
- Using worship themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers, authors and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- 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.

### **Cultural Capital**

'Cultural capital' is defined as an individual who is knowledgeable about a wide range of cultures and is comfortable discussing its value and merits. It is characterised by the experience and skill to be able to deploy the appropriate knowledge in any given situation: a job interview, a conversation with a neighbour, building a work network and so on. It prepares children at St Leonard's for future life and provides our children with the skills needed to be able to contribute to society in a knowledgeable and meaningful way.

### **Where can you find SMSC at St Leonard's?**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. SMSC has particularly strong links to PSHE, RE and Collective Worship however, all areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

We actively promote visitors and workshops in school to support us in generating excitement for learning with our children. We believe these opportunities give our children a different learning opportunity and a more in depth opportunity to explore and question a topic, theme or idea.

The tables below are inserted to show how we make provision for children's Spiritual, Moral, Social and Cultural Development across the phases at St Leonard's.

### **Spiritual development**

British Values interwoven into our curriculum and texts

Class and whole school Worship

Whole school vision and Christian values driven by our vision, 'Love one another, as I have loved you,' (John 13:34)

Workshops and visitors

Questful RE curriculum plans – Blackburn Diocese

RE lessons, books, blogs and displays

Visits and sessions planned to support RE sessions including visits from faith groups and visits to places of worship

Residential visit (Y6)

Charity events

Pupil Voice questionnaires and interviews

School council activities

Harvest, Christmas and Easter celebrations

Nurture and friendship groups and interventions

Time to reflect on learning and experiences

Links with the church and other primary schools

Children are given the opportunities to reflect upon the meaning of spiritual experiences across the school by exploring their own curiosities and questioning when presented with different experiences. Planned opportunities for spiritual awareness can be seen across the school. Examples of experiences commonly regarded as spiritual include:

- Awe and wonder
- Connecting and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

At St Leonard's, we have a climate within which children can grow and flourish, respect others and be respected; accommodating differences and respecting the integrity of individuals.

### **Moral development**

School Behaviour and Relationships Policy and Code of Conduct

British Values interwoven into our curriculum and texts RE curriculum

Pupil Voice questionnaires and interviews

School council work including charitable events  
PSHE lessons  
Anti-bullying week  
Class and whole school Worship  
Sporting competitions  
E-safety teaching and monitoring  
Happiness Heroes (My Happy Mind)  
Regular reviews of behaviour, nurture groups,  
Above and beyond recognition display  
Behaviour ambassadors  
Trinity worship group  
School website and class story celebrating children's achievements  
Vision display – how we live out our school vision  
Links with the church and other primary schools

We teach children to distinguish between right and wrong by thinking through the consequences of their own and other's actions. This is underpinned by our Behaviour and Relationships policy.

Children understand that they need to make responsible and reasoned judgements and explore what their personal values are. Children are then continually encouraged to ensure their commitment to their own personal values and not to jeopardise these by standing up for what they know to be right and wrong in what can be difficult situations.

At St Leonard's children respect others' needs, interests and feelings as well as their own. Children have a desire to explore these views and appreciate that there is a need to review and reassess their values, codes and principles in the light of further experiences.

As a school family, we provide children with clear moral codes as a basis for behaviour which is promoted by all in our school family. We promote racial, religious and other forms of equality providing children with opportunities across the curriculum to explore and develop moral concepts and values including personal rights and responsibilities, truth, justice, equality of opportunity and opinions of right and wrong. Difference is celebrated.

### **Social development**

PSHE Curriculum  
British Values interwoven into our curriculum and texts RE curriculum  
E-safeguarding curriculum (including CSE online)  
Promotion and teaching of a growth mind set for all  
Promotion of learning behaviours  
Behaviour and relationships policy underpinned by Paul Dix's research and training  
Pupil Voice questionnaires and interviews  
Extra-curricular provision and clubs  
PE curriculum  
Sporting events including fixtures, festivals and competitions  
Cross key stage learning opportunities  
Buddy system (YR and Y6)  
Links with the church, community and other primary schools  
Pupil roles within school – Play leaders, school council, prefects, Eco council, reading buddies

Happiness heroes (My Happy Mind)

Class and whole school worship

Residential visit (Y6)

Educational visits

Choir

After school and lunchtime clubs

Breakfast and afterschool club

Participation in charity events

Social development is about teaching children about how they belong to our school family and our wider community. This relies on us teaching them to become socially aware and giving them the ability and opportunity to adjust to a variety of social contexts. We teach our children to relate to others and see things from other points of view. Children at St Leonard's are confident to share their opinions and views with others and are mature when resolving conflicts. They have a respect for those around them and the environment in which they live and have a shared responsibility for the success and happiness of our school family.

In our school, there is a strong sense of community and our children's involvement is testament to their social awareness. Our school council is very active and represents the interests, sensitivity and drive of our school in participation as a community to enjoy, support and work collaboratively with one another for everyone's gain.

Our local history and geographical features serve us well in providing a strong heritage and historical grounding.

Furthermore, our children understand their place in the local, broader and global community and social awareness is thoroughly explored through a number of curriculum subjects, most notably, PSHE and geography.

Within school, children develop responsibility as they move through school taking on a number of roles such as school councillors, eco councillors, prefects and buddies. These roles provide children with the opportunity to engage in democratic processes and participate in community life as well as exercise leadership skills and have a positive effect on our school.

### **Cultural development**

School visits, visitors and workshops

Art curriculum

Music curriculum

History/Geography curriculum

Resources including library books reflecting a range of cultures

British Values interwoven into our curriculum and texts RE curriculum

Teaching of British Values

MFL – French

Picture News

School newsletters, class story and website

Class and whole school worship

Educational visits to museums, galleries, other schools, contrasting localities

Opportunities to take part in productions and performances

School clubs

Opportunities for music tuition e.g. guitars

Visits from other people from different cultures  
Sports day  
Black History Month

Our Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world. This is achieved through a carefully thought out curriculum and a programme of events which is planned out over the year including visits, worships, workshops, and visitors.

Children who are becoming culturally aware develop an ability to reflect on important questions of meaning and identity and an interest in exploring the relationship between human beings and the environment.

Our school develops cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, etc. as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

### **British Values**

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'. Our British Values curriculum is carefully planned into our PSHE yearly overview. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils. The curriculum in all year groups offers broad and balanced opportunities through the use of lessons, our online subscription to Picture News and high-quality reading texts.

**'British Values' have been identified as:**

#### **Democracy:**

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, signing, eye pointing or body language.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty. At St Leonard's we have an active School Council and Eco Council who are elected by having class elections and therefore teaching children about the democratic process of voting. We also represent the current political climate and encourage democracy through our use of Picture News (weekly current affairs resource) in class to spark discussions about relevant issues and events. This is done weekly via 'Talk on Tuesday'.

**Rule of Law:**

It is expected that pupils should distinguish 'right' from 'wrong' and understand that while people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. We do not teach anything that undermines civil and criminal law. We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large. Each class is encouraged to promote good behaviour, manage themselves well and take responsibility for their actions.

Staff are committed to providing a consistent and predictable environment within the school and beyond. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

**Individual Liberty:**

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Many of our pupils will be able to take responsibility for particular roles and to understand that with certain rights come certain responsibilities. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.

**Mutual Respect and Tolerance:**

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race. Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted. This may include working with external coaches, theatre groups etc. The curriculum is personalised and planned for pupils in order to meet the needs of all children at St Leonard's.

All aspects of SMSC are continually monitored and evaluated by SLT, subject leaders and governors with adaptations continually being made to further improve our provision for children's development.

This is an ever growing area of our curriculum and the importance of it is not underestimated.