



## **Social, Moral, Cultural and Spiritual (SMCS) Policy**

**Statutory / Non Statutory**

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



### ADOPTION AND AMENDMENTS TO SMCS POLICY

Section	Governors' Meeting or Committee
Whole document	April 2024
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## Rationale

We recognise that the personal development of pupils spiritually, morally, socially, and culturally plays a significant part in their ability to learn, achieve and live as positive, well balanced citizens. We believe that all members of our school community should model and promote positive values and behaviour, treating everyone as valuable individuals and showing respect for all.

## Aims

We therefore aim to create a school ethos and provide an education that gives children opportunities to explore and develop...

- their own values, beliefs and spiritual awareness
- high standards of personal behaviour
- caring attitudes and positive relationships with others
- an understanding of their social and cultural traditions
- an understanding of the British values of democracy, the rule of law and individual liberty
- an appreciation, respect and tolerance of the cultures and beliefs of others

## Social Development

Children will be given opportunities to:

- show respect for people, property, living things and the environment
- develop an understanding of their individual and group identity
- contribute positively to the lives of help others in the school and wider community
- show concern for those less fortunate than themselves
- begin to understand the need for social justice
- demonstrate appropriate and sensitive behaviour in a range of social context
- form and maintain worthwhile and satisfying relationships
- through restorative approaches to resolve conflicts maturely and sensibly
- to understand rights and responsibilities



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- understand and demonstrate the positive values of our school and wider society
- to understand what it means to be part of society and be an active citizen
- develop team spirit
- to understand and engage in the democratic process

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

## Moral Development

Children will be given opportunities to:

- begin to recognise the unique value of each individual
- listen and respond appropriately to the views of others
- accept the equal value of each person
- create, follow and regularly review a School Behaviour Plan which ensures the well-being and safety of the school community
- create appropriate rules for their class which reflect the School Behaviour Plan
- gain the resilience and confidence to cope with setbacks and learn from mistakes
- act responsibly and with consideration for the needs of others
- distinguish between right and wrong
- develop their understanding of the civil and criminal laws that are made and applied in Britain and show respect for those laws
- show respect for the environment and all living things
- make informed and independent judgements
- think through, discuss and accept responsibility for the consequences of their actions
- make responsible and reasoned judgements on moral dilemmas e.g. discrimination

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues

## Cultural Development

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Children will be given opportunities to:

- recognise the value and richness of cultural diversity in Britain, and how
- these influence individuals and society
- develop an awareness of their social and cultural environment.
- participate in and respond to artistic, musical, mathematical, technological and scientific materials and events
- develop their particular gifts and talents in literature, drama, arts, music, foreign language and sports
- appreciate the expressive arts of different cultures
- develop partnerships which extend their understanding of regional, national, European and global cultures

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within 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, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they 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

## Spiritual Development

Children will be given opportunities to:

- sustain and develop their self-esteem, self-confidence and self-knowledge in their learning experience
- develop their capacity for critical and independent thought
- foster their emotional wellbeing and ability to express their feelings
- experience moments of stillness and reflection
- discuss their beliefs, feelings, values and responses to personal experiences
- develop their knowledge of the faiths and beliefs of others
- foster their acceptance and tolerance of those that have faiths and beliefs that differ to their own
- question, reflect on, consider and celebrate the wonders and mysteries of life.

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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



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- Willingness to reflect on their experiences

### Guidelines

Opportunities for SMCS are promoted through

- A rich and varied curriculum
- Assemblies
- Values monthly value shared with children and parents
- Circle time discussions
- Thinking about special events in life and how they are celebrated across different religious groups and communities
- Collaborative and co-operative play and learning
- Children's participation in the establishment of their own school and classroom rules
- Organising School events to raise money for worthy causes
- Effective transition programmes
- Cultural, artistic and sporting events
- Visiting musicians, artists, theatre groups and authors
- Learning community inter school activities
- Outdoor learning
- Positive playtime and lunchtime activities both structured and unstructured
- Allocation of age appropriate responsibilities to pupils
- Celebration Assembly- sharing children's success and endeavour
- Special days and themed weeks
- Day and residential educational visits

### Monitoring and evaluation

Children's social, moral, cultural and spiritual development is monitored daily through pupil teacher interaction and observation of teaching, learning and play. Regular discussions relating to children's social and emotional well-being take place at staff meetings. In addition, SMCS provision is monitored and evaluated by planning and curriculum reviews.

Hockliffe Lower School

Adopted by the Local Governing Body

4<sup>th</sup> March 2026