Tidbury Green School
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Policy Name

Social, Moral, Spiritual and Cultural Education

Date of Review

Spring Term 2025

Next Review Date

Spring Term 2027

Agreed by Governors

Spring 2025

Date

January 2025

Policy:	Social, Moral, Spiritual and Cultural Education
People authorised to make changes to this policy:	• Miss H Edwards • Mrs. P Beach
Committee responsible for approving policy:	Full Governing Body

Questions for the reviewer of this policy:	
Does this policy comply with statutory requirements and is relevant legislation and guidance referenced in the policy?	Yes
Does the policy reflect current evidence-based good practice?	Yes
Is the policy consistent with the vision and ethos of the school?	Yes
Does the policy reflect current practice in the school?	Yes

After policy review:	
Changes made:	Some additions and amendments
Expected impact of updated policy:	Education
Updated policy sent to governors:	Spring Term 2025
Updated policy sent to staff:	Spring Term 2025

Updated policy put on website:	Spring Term 2025

1. Introduction

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and important for society as a whole. It is the heart of what education is all about – helping pupils grow and develop as people and effective participants in modern Britain.

The staff and governors recognise that Spiritual, Moral, Social and Cultural Education is fundamental for the development of children into responsible citizens and it encompasses our THINK values which are central to everything we do:
Together Stronger
Honesty
Independence
Never Give Up
Kindness and Courtesy Count

SMSC is taught across the curriculum and promotes the aims and principles of the policies for, Religious Education, Assemblies, PSHEE and Equal Opportunities. We believe that it supports all areas of learning and can contribute to the pupil's thirst for knowledge.

All staff, in all subjects, can make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time and also through their own conduct.

The importance of relationships between all school staff, parents and governors is vital. These relationships are characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

2. Aims

We will work to enable all pupils to develop their individual personal qualities and become:

- Self-aware
- Responsible for themselves
- Able to accept an appropriate level of responsibility
- Able to distinguish between right and wrong
- Able to articulate their own attitudes and values
- Able to understand, accept and be sensitive to the beliefs, values and ways of life of others
- Able to respond appropriately to injustice and prejudice
- Caring, considerate and compassionate
- Skilled in working independently and with others
- Able to respond positively to challenges

We consider that all of our staff should be role models and they will continuously promote appropriate values and attitudes.

3. Spiritual Development

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

3.1 Objectives

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

• Curiosity and questions.
• Awe and wonder.
• Connection and belonging.
• Heightened self-awareness.
• Deep feelings of what is felt to be ultimately important.
• A sense of security, well-being, worth and purposefulness.

3.2 How we will achieve these objectives

We will promote spiritual development through:

- Fostering high self-esteem by encouraging our pupils to take risks or face challenges in their learning whilst being within a secure environment.
- Providing opportunities for pupils to use their own creativity and imagination and demonstrating our appreciation of the outcome.
- Offering opportunities for aesthetic experience throughout the curriculum but specifically in art, music, dance and literature.
- Making time for stillness and reflection.
- Posing questions that encourage children to consider meaning and purpose.
- Developing the pupil's listening skills. We will demonstrate that we are listening to the pupils by our response to issues which they raise individually or through the School Council, Eco Committee or through the School Prefects.
- Showing that when it is not possible to provide an absolute answer it is acceptable to value a variety of options.
- Working to improve cooperation and understanding between individual pupils and groups of pupils.
- Fostering emotional well-being by encouraging pupils to express their feelings and to control their emotional behaviour.
- Developing the capacity for evaluative reasoning and critical thought.

4. Moral Development

Moral development is the assimilation of information about society's shared and agreed values. These relate to what is, and is not, acceptable behaviour, what is right, what is wrong, and what is fair.

4.1 Objectives

We will work to help all pupils to develop:

- The ability to distinguish right from wrong based on a knowledge of the moral codes of their own and other cultures.
- An awareness and understanding of the moral code of the communities in which they live.
- An understanding of why rules are necessary.
- The ability to make responsible and reasoned judgements on moral dilemmas.
- A realisation that the enjoyment of rights requires the acceptance of responsibilities.
- An ability to think through the consequences of their own actions and the actions of others.
- A respect for the needs, feelings and interests of others.
- The skills necessary to explain their own behaviour.

4.2 How we will achieve these objectives

We will promote Moral Development by:

- Addressing moral issues through school assemblies, class circle time, the Eco Committee, the School Council and the RE and PSHEE curricula.
- Preparing our pupils for life as global citizens through our 'No Outsiders' assemblies and workshops.
- Dealing promptly with any discrimination and injustice. We will involve the pupils in the discussions and decision making where that is appropriate.
- Encouraging pupils to take responsibility for their actions.
- Building up the pupil's self-esteem.
- Providing a clear moral code (which the pupils contribute to) as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promoting racial, religious and other forms of equality.
- Challenging stereotyping.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making.

- Rewarding expressions of moral insights and good behaviour.
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's THINK values.

Ensuring that pupils are aware that we expect them, at all times, to follow the school rules (*Be Safe *Be Polite *Be Kind *Be your Best) and to:

5. Social Development

Social development is about people working effectively with each other and participating successfully in the community as a whole.

5.1 Objectives

We will work to provide our pupils with:

- An ability to adjust to a range of social contexts.
- An ability to work successfully as a member of a group.
- An ability to share views and express opinions with others.
- An ability to accept the views of others and come to a consensus.
- An appreciation of other people's rights and responsibilities.
- An instinctive desire to show respect for others, their property, all living things and the environment.
- An ability to be tolerant and forgiving.

5.2 How we will achieve these objectives

We will promote Social Development by:

- Fostering a sense of community with common inclusive values.
- Providing opportunities for pupils to work in a variety of social groupings.
- Providing residential opportunities.
- Providing opportunities for mixing year-groups at before and after school clubs, etc.
- Helping pupils to resolve their own tensions and conflicts.
- Facilitating meetings of Class Councils, the School Council and the Eco Committee.
- Encouraging pupils to support nominated charities through school events.
- Promoting racial, religious and other forms of equality
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community.

- Encouraging opportunities for discussion and debate through the development of oracy across the curriculum.
- Explicit teaching and modelling of social skills and etiquette through our behavior curriculum.

6. Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

6.1 Objectives

We will work to provide each pupil with:

- The ability to recognise and understand the values of their own culture.
- The ability to appreciate cultural diversity and to respect the values and beliefs of others.
- The willingness to associate with people of other cultures and to treat them as equals.
- An understanding that the practices of different cultures may change over time.

6.2 How we will achieve these objectives

We will promote Cultural Development by:

- Providing pupils with information about their own culture and that of others.
- Encourage tolerance and an appreciation of the beliefs, customs and values of different cultures.
- Working with outside agencies to support the needs of minority groups as appropriate.
- Being sensitive to the customs of different cultures in our Collective Worship.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.
- Encouraging them to think about special events in life and how they are celebrated
- Encouraging respect and tolerance of people's cultures through our religious education curriculum and calendar of educational visits to places of worship.