EASTCOURT SCHOOL
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

Legal Status:
Education (Independent School Standards) Regulations 2014 (as amended), Part 2, paragraph 5: Spiritual, moral, social and cultural development of pupils.
Equality Act 2010.
Keeping Children Safe in Education 2026.
Counter-Terrorism and Security Act 2015 and current Prevent Duty Guidance.
DfE Political Impartiality in Schools guidance.

Applies to:
- The whole school including the Early Years Foundation Stage (EYFS).
- all staff (teaching and support staff), the Proprietor, Headteacher and volunteers working in the school**.**

Related documents:
- the Single Equalities Policy (Equality and Diversity, Harassment, Racial Discrimination)
- Personal, Social, Health, Economic Education and Citizenship (PSHEE)
- Curriculum and Teaching and Learning Policies
- Safeguarding Children – eSafety, Child Protection and Safer Recruitment Policies
- Special Educational Needs Policy
- Staff code of conduct/prudence policy

Availability
This policy is made available to parents, staff and pupils in the following ways: via the school website and on request a copy may be obtained from the School Office.

Monitoring and Review:
- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Headteacher undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Date reviewed: September 2026
E.Redgrave
Miss Emma Redgrave
Headteacher

Context

Eastcourt School provides a caring, disciplined environment that encourages excellence and seeks to enable children to take responsibility for their own lives.

Rationale

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by the Headteacher, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE and PSHEE. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

As part of our Behaviour Policy Eastcourt School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Principles

The foundations of spiritual, moral, social and cultural development are laid at home. The school programme for promoting children's spiritual, moral, social and cultural development is seen as complementing and supporting the work of parents and carers. All aspects of school life and the curriculum have the potential to contribute to these four kinds of development. The ethos of the school and the values which are implicit in the life and work of the school will have a powerful effect on the extent to which this potential is realised. It is important to recognise the role of our school in promoting these four kinds of development because education is concerned with more than just giving children a body of knowledge and a range of skills. A successful school will have a positive effect on how children think about themselves and the world; about their notions or right and wrong; how they relate to others; and their appreciation of the richness of their own and other ways of life.

The aims of our SMSC Policy are to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence
- enable pupils to understand what is right and wrong in their school life and life outside school
- encourage pupils to accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable
- acquire knowledge and the ability to reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability

- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- ensure that partisan political views are not promoted in the teaching of any subject;
- encourage pupils to participate in and respond positively to a broad range of artistic, sporting and other cultural opportunities, including theatre, music and literature;
- overcome barriers to their learning.

We ensure that pupils develop age-appropriate understanding of risks relevant to their lives, including online harms, exploitation, substance misuse, harmful peer influence, personal relationships and personal safety. Susceptibility to radicalisation into terrorism is addressed through the School's safeguarding and Prevent arrangements and concerns are managed through the DSL in accordance with KCSIE 2026 and current Prevent guidance.

Where political issues are brought to pupils' attention at school, through school-provided extra-curricular activities, or through the promotion of such activities, the School takes such steps as are reasonably practicable to ensure pupils receive a balanced presentation of opposing views. This is applied in an age-appropriate and proportionate way.

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organized by or on behalf of the school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
- pupils are offered a balanced, fair and age-appropriate presentation of differing views on political issues. Balance does not require equal time for every view, and staff should distinguish established facts from political claims.

Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition our school:

- leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults. These experiences include our range of artistic, sporting and other cultural opportunities available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities. We plan our personal, social and health education and citizenship to include tutorials, assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

Fundamental British values are actively promoted through the taught curriculum, assemblies, pupil voice and leadership, school rules and responsibilities, respectful discussion, opportunities

to understand democracy and the rule of law, and engagement with the wider community. The School evaluates the impact of this provision through curriculum monitoring, pupil voice, lesson and assembly evidence, behaviour and safeguarding information, and subject-leader review.

In our school we plan and provide effective lessons and opportunities to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution.

School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

The School's approach to SMSC is inclusive. Pupils are taught to respect the dignity and rights of others and to understand diversity in an age-appropriate way. Teaching challenges discrimination, prejudice and stereotyping while respecting pupils' different faiths, beliefs, family backgrounds and experiences. Reasonable adjustments are made for pupils with SEND or disabilities.

Definitions

Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses but has much to do with feelings and emotions and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'. All areas of the curriculum should contribute to the spiritual development of pupils.

Moral Development

Moral development is concerned with pupils' ability to make judgements about how they should behave and act, and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

Social Development

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

Cultural Development

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

What is Spiritual, Moral, Social and Cultural Development?

Spiritual Development is about:

• the non physical aspect of a person concerned with profound thoughts

• that which moves people
• feelings, experiences, emotions
• a sense of purpose
• a sense of awe, wonder and mystery
• insights into a personal existence which are of enduring worth
• valuing a non-material dimension to life
• the relationship between belief and behaviour
• a sense of heightened perception or awareness
• a sense of being part of a greater whole
• a search for meaning and purpose
• the attribution of meaning to experience

Our school promotes spiritual development through:

- providing and encouraging a positive ethos;
- the values and attitudes the school identifies, upholds and fosters;
- reinforcing a child's sense of self-worth;
- focusing on positive 'success' rather than negative 'failure';
- giving children the opportunity to reflect and to experience times of quiet ;
- encouraging children to listen to and consider the ideas and experiences of others;
- providing opportunities for pupils to learn about and respond to a variety of beliefs and values;
- fostering a fascination and enjoyment in learning; and
- using imagination and creativity in learning.

Our school also encourages children to develop a personal spirituality through:

- reflecting on their own and other people's experiences;
- acquiring self-knowledge;
- thinking about their own beliefs, values and aspirations;
- forming personal responses to questions about the purpose and meaning of life; and
  using imagination

Moral Development

Moral development is concerned with pupils' ability to make judgements about how they should behave and act, and the reasons for such behaviour. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. From the basis of understanding the difference between right and wrong, children will develop the ability to make moral judgements and to take responsibility for their own moral decisions.

Moral development is about:

• Knowing the codes and conventions of conduct agreed by society
• Having the will to behave morally as a point of principle
• Being able to articulate attitudes and values
• Recognising the moral dimension to situations
• Developing a set of socially acceptable values and principles
• Recognising that values and attitudes change over time
• Making judgements on issues by applying moral principles, insights and reasoning
• Taking responsibility for one's own actions
• Understanding the consequences of actions for self and others
• Behaving consistently in accordance with principles

- Recognising the greater needs which extend beyond self-interest

Our school promotes moral development through:
- making it clear what kinds of behaviour is expected;
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty; and
- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable.

Additionally, our curriculum strives to promote children's moral development by:
- extending children's knowledge and understanding of a range of values in society;
- developing children's ability to make moral decisions;
- having the confidence to act in accordance with their own moral principles and thinking through the consequences of their actions; and
- providing opportunities for pupils to explore moral issues in a contemporary context.

Social Development

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society and the wider community. It also relates to the growth of knowledge and understanding of society in all its aspects.

Social development is about:

- The progressive acquisition of the competencies and qualities needed to play a full part in society
- Understanding of the institutions, structures and processes of society
- Understanding of how individuals relate to each other
- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour
- Being able to make a personal contribution to the well-being of groups
- The ability to exercise responsibility and initiative
- Being able to participate cooperatively and productively in the community
- Knowing how societies function and are organised
- Understanding how what is learnt in the curriculum relates to life in society
- Being able to take on the roles of team leader and team worker

Our school promotes social development through:
- encouraging children to relate positively to others;
- encouraging adults to set high standards in their relationships with each other;
- providing a model of purposeful and harmonious community;
- allowing children to experience the obligations and constraints, but also the satisfaction, that goes with being a member of a group;
- giving children the opportunity to make decisions within a group;
- encouraging children to take responsibility; and
- giving children an understanding of their role within the wider community.

Additionally, our curriculum strives to promote children's social development by:
- encouraging the use of social skills and decision making in group work
- exploring the way in which communities and societies function at a variety of levels

- **Cultural Development**
- Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others. Our school promotes

cultural development by giving children opportunities to engage in a wide range of cultural activities.

Cultural development is about:

- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society
- Recognition of and respect for the rights of others to exercise a cultural influence
- Knowledge of the nature and roots of cultural traditions
- The key features of major cultural groups within society
- Personal response and accomplishment
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society
- Developing and strengthening the cultural interests of pupils
- Exposing pupils to a breadth of stimuli to allow them to develop new interests
- Extending horizons beyond the immediate to the highest artistic, musical and literary achievements
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices
- Being able to evaluate the quality and worth of cultural achievements

Our school promotes cultural development through:

- encouraging knowledge of the children's own cultural traditions and practices, along with those of other cultural groups within society; and
- adopting the view that diversity makes the world a richer place.

Additionally, our curriculum strives to promote children's cultural development by:

- encouraging children to engage with a variety of cultures; and
- understanding and responding to cultural diversity

Equal opportunities

Refer to Eastcourt School equal opportunities policy

Putting ideas into practice

To ensure that the things described in these statements can happen, there are three aspects or levels of the school which need to be considered:

- The ethos of the school, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish. This is described well in the school aims
- The pastoral support for pupils which should reflect these aims, and creates a deliberate structure through which the care and concern for pupils can be given
- The curriculum, which sets out to ensure that there is planning to introduce and explore the elements of SMSC

The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence. The staff team must:

- be aware of these responsibilities
- know how respective curriculum areas might be used
- plan accordingly
- be alert to the many every day, unplanned and incidental opportunities that can provide important starting points

Opportunity for including social, moral, spiritual and cultural policy within the curriculum including assemblies and circle time by

- appreciating and valuing other faiths and beliefs of both groups and individuals.
- learning about being a member of a pluralist society and respecting and tolerating others and their beliefs and needs.
- knowing about and celebrating the historical, social and religious aspects and holidays of our own culture and that of others
- celebrating each other's achievements and interests
- learning about presenting in front of a group of peers

English

- The studying of different texts – classical, contemporary, serious, funny and can provide challenging starting points and give an appreciation of the beauty of great language and literature.
- Exposure to great literature and poetry and its place within a culture – appreciating moral or social aspects e.g. knowing that we can learn a lot about other cultures from its writing.
- Drama and stories which create opportunities for moral judgements.
- Shared activities – shared reading, group drama, corporate writing that leads to an understanding of an appreciation of the importance of the group and other people's point of view.
- Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures.
- Awareness of traditional tales and their cultural background.

Numeracy

- Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group.
- An appreciation of the inherent pattern and beauty of mathematics.
- The promotion of positive attitudes towards mathematics through appropriate groupings.
- An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian. An understanding of the role and importance of these cultures.

Computing and Digital Life

- Working collaboratively and responsibly when using digital tools, including considering how online behaviour affects others.
- Developing critical awareness of online information, including misinformation and manipulated or AI-generated content, and considering how digital media can shape beliefs and culture.
- Following the School's Online Safety Policy and learning to communicate respectfully and safely online.

Science

- The development of an understanding of our place in the great scheme of things by studying space or life processes.
- An appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research.
- An awareness of the cultural background of science

Spiritual, Moral, Social, Cultural Development

- Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment e.g. efficient ways of feeding the world, intensive farming, the pollution of the planet.
- Health, drugs, smoking – an understanding of the social and scientific issues involved and an awareness of everyone's point of view.

Design Technology

- The aesthetic aspect of good design is an important area, as is the question 'How will this affect the environment?'
- Appreciating design in nature.
- The study of technologies from different cultures – historical and geographical – and how these have evolved provides important lessons in cultural awareness.
- Group working – sharing of equipment and designing together.
- Promoting equality of opportunity and providing an awareness of areas that have gender issues e.g. activities that are historically female such as textile studies, encouraging girls to use equipment that has been traditionally male dominated.

History

- The study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics.
- Moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding?
- Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

Geography

- The study of different localities helps children to understand the background, way of life and values etc. of different people and cultures.
- Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different people and their way of life.
- Local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things.
- Environmental issues and concerns can be discussed – what are the effects and the issues involved in urbanising an area.

Art

- Studying great works of art can give an insight into the culture of other people and provide a strong link with the past.
- Art can provide a valuable tool to study the past and make social or moral comment on it for example, what do the people in works by Lowry tell us about the social conditions of the time?
- Multicultural art, the art of different religions, the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own.
- The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Music

- Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music experienced in our assemblies helps the pupils in their spirituality.
- Listening to and appreciating the great music of our culture builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons.
- Music of the fields, sea shanties, slave songs etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it.
- Group music making is an important social activity – working together and experiencing the same feelings together.

Physical Education

- Caring for our bodies and respecting the health of others.
- Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important.
- Appreciating the aesthetic beauty of the movements of gymnastics or dance.
- Building team spirit, being a good team member, valuing the contributions of others to the team.
- Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics or the Ashes.
- Appreciating that different individuals or groups have different skills because of their background or habitat

Personal, Social, Health and Economic Education/Citizenship

- Listening to others.
- Holding debates and discussions leading to written work.
- Drama and role play linked to choices.
- Drawing pictures of feelings and emotions.
- Use ideas from SEAL pack and PSHE Association
- Circle times

Religious Education

- The exploration of moral and spiritual questions through discussion
- Appreciating and valuing other faiths and beliefs of both groups and individuals.
- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.
- Knowing about the historical, social and religious aspects of our own culture and that of others

Differentiation

SMSC provision is adapted so that all pupils, including those with SEND or disabilities, can participate meaningfully. The School considers pupils' age, ability, communication needs and developmental stage and makes reasonable adjustments where required, while maintaining ambitious expectations for every pupil.

This policy is to be read in conjunction with:

- Relationships, Health and Sex Education (RSHE) / PSHE Policy
- Safeguarding and Child Protection Policy

- Equality and Diversity Policy
- Teaching and Learning Policy
- Curriculum Policy; Online Safety Policy; Behaviour Policy; Anti-Bullying Policy; Staff Code of Conduct.