

Upton Westlea Primary School

Spiritual, Moral, Social, Cultural (SMSC) Policy



"Inspire, Learn, Succeed"

Approved by staff: September 2025

Signed: K Carruthers

Approved by Governors: September 2025

Signed:

Review Date: November 2027

INTENT – IMPLEMENTATION – IMPACT

'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).'

(Ofsted, Curriculum: intent, implementation and impact. Development work for the new inspection framework, 2017)

1. Introduction

At Upton Westlea Primary School, we aim to provide a safe and happy environment where our children are inspired to flourish and succeed. Within this, we strive to develop tolerance, co-operation, respect, empathy and understanding towards all people and the SMSC curriculum underpins this. The curriculum can be defined as 'the totality of the lived experiences a student receives as they move through the school' which reaches far beyond knowledge and skills taught in individual lessons. This policy aims to outline how the SMSC curriculum is organised at Upton Westlea Primary School to ensure that all students gain the knowledge, skills and understanding required to fulfil these 12 fundamentally agreed values: generosity, friendship, trust, service, truthfulness, forgiveness, respect, perseverance, compassion, thankfulness, justice and courage.

All staff and governors at Upton Westlea Primary School recognise that our individual pupils' spiritual, moral, social and cultural development plays a significant role in their overall education and ability to learn, achieve and prepares them for life in modern Britain and beyond. We therefore aim to provide all pupils with positive experiences through a planned and coherent curriculum and through interactions with teachers, other adults, other pupils and the local, wider and international community.

Spiritual development is the development of the non-material element of a person. It is the development of a pupil's self-awareness; finding meaning and purpose when looking at the world; exploring religious or non-religious beliefs; respecting faiths; understanding values; reflecting on the world in which we live; puzzling over 'big questions'; exercising an individual's imagination and creativity. It is accessible to all and not linked to a particular faith.

Moral development is about the development of pupils' understanding of society's shared and agreed values. It is about gaining an understanding of the range of views and developing an opinion. Our moral development enables

children to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social development is about children working effectively with each other and participating successfully in the community as a whole. It is about developing the skills and personal qualities necessary for living and working together. It involves the development of the interpersonal skills necessary for successful relationships. Our social development equips our pupils to appreciate diverse viewpoints; participate and cooperate; resolve conflict; engage with the British values of democracy, the rule of law, liberty, respect and tolerance.

Cultural development is about pupils' understanding their own culture and other cultures. It is about understanding and feeling comfortable in a variety of cultures. Our cultural development allows pupils to cope and embrace change. Cultural development also promotes the 'cultural scene' including arts and sporting opportunities. Our social development empowers pupils to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. At the heart of cultural development lies personal identity, which we nurture in a number of ways.

This policy encompasses:

- Intent - the rationale, purpose and design of the curriculum as a whole;
- Implementation - how the curriculum is organised and delivered in our specific context;
- Impact - how improvements in pupil knowledge, skills and understanding are measured.

As a school, we welcome children from all backgrounds and are proud of how children and their families from other cultures are welcomed by our children and the rest of the school community.

The school has a clear behaviour policy that sets high expectations and promotes a good moral understanding, mutual respect, tolerance and understanding. Friendship, respect and tolerance are taught as part of our Personal, Social, Health Education program.

Through a combination of approaches, the school is able to ensure that children develop an understanding of the key British Values: Democracy, Rule of Law, Mutual Respect, Personal Liberty and Tolerance of other faiths and cultures.

2. Intent

The SMSC curriculum will:

2.1 Relate beliefs, values and practices to the child's own life experiences where possible.

2.2 Attempt to make the study of SMSC stimulating and relevant

2.3 Link closely with all curriculum areas, though particularly with RE, RSE and PSHE.

2.4 Allow time for reflection

2.5 Develop higher level thinking skills

2.6 Encourage opportunities for creativity and enquiry

2.7 Introduce children to first-hand experiences of their own and other philosophies, through

a) role play and drama

b) songs and music

c) visits to a variety of places of religious worship

d) celebration and festival activities

e) religious and non-religious visitors in school

f) stories

g) daily collective worship

2.8 Allow our children to develop knowledge and understanding of world beliefs, religions and non-religions, values and traditions in individuals, communities, societies and cultures

2.9 Support children to make reasoned and informed judgements about spiritual, moral, cultural, religious and social issues

2.10 Progressively enhance spiritual, moral, social and cultural development

2.11 Allow for a developed awareness of fundamental life questions and how to respond according to personal experience, beliefs, customs, social influences and values

2.12 Cultivate thoughtful self expression and philosophical thinking skills

2.13 Aspire to cultivate tolerance and nurture mutual respect

2.14 Develop key skills to empathise, evaluate, question, relate and express

2.15 Develop a sense of awe and wonder

2.16 Contribute to global learning skills

2.17 Be embedded with opportunities for students to develop cultural capital

2.18 Support the teaching of British Values and the Prevent Agenda.

2.19 Not make generalisations about religious and non-religious beliefs.

2.20 Respect and nurture any beliefs/ points of views the children may have or develop.

2.21 Ensure students receive an appropriate curriculum for their needs.

3. Implementation

3.1 We deliver our RE curriculum in line with the Cheshire West and Chester Agreed Syllabus (2019), focusing on a big question each half term.

3.2 Our thematic approach to planning and teaching is concept driven and we often focus on key societal issues within our planning. Our PSHE delivery is derived from No Outsiders and Coram SCARF curriculums.

3.3 We currently learn about a range of religious and non-religious outlooks. We may also consider different philosophies alongside global learning and interfaith projects.

3.4 We have regular visits and visitors as part of our RE and SMSC curriculum.

3.5 We develop half termly curriculum enrichment webs and plan for such in our class topic webs.

3.5 We promote **spiritual development** through the following examples:

- finding meaning and purpose when looking at the world; discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth.
- puzzling over 'ultimate questions of the meaning of life' e.g. life and death;
- considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world and with God.
- valuing relationships and developing a sense of belonging and self-awareness.
- developing their own views and ideas on religious and spiritual issues.
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and world views.
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts.
- reflecting on personal beliefs and values which form a perspective of life with respect to different religions and world views.
- developing imagination and creativity through book-focused teaching, following the Literacy Company's 'Pathways to Write' model.
- allocating time for purposeful reflection
- pupil ownership through an annual 'Free Choice' module in RE

- developing a sense of awe and wonder through Forest Schools, trips and visitors
- through PSHE and circle time activities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.

3.6 We promote **moral development** through the following examples:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust.
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders and world views.
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice and in so doing understanding and appreciating the viewpoints of others.
- studying a range of ethical issues, including those that focus on justice, to promote racial and religious tolerance and personal integrity and in so doing respect the civil and criminal law of England
- gaining an understanding of and respect for the range of religious and world views and developing an opinion.
- there is an agreed reward system in place so that all children can earn dojos or certificates for good behaviour as well as academic achievement. These are handed out at weekly special assemblies so that everyone shares in the success.
- meetings are held to discuss difficult behaviour to ensure that all staff are supported and that ideas are shared.
- the PSHE scheme of work has units dealing with issues to do with a wealth of issues, such as rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends and living in a community.
- Raising money in support of charitable projects
- Learning how to be responsible for our planet through sustainability projects
- Hosting lessons with the local PCSO
- Developing team work within all lessons, including sport where there is a focus on playing fair and praising team mates.
- Reflecting on beliefs, values and experiences and use their imagination and creativity, developing curiosity in their learning ^[L]_[SEP]

- Developing and apply an understanding of right and wrong in their school life and life outside school through our behaviour policy<sup>[L]
[SEP]</sup>
- Ensuring children take part in a range of activities requiring social skills<sup>[L]
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3.7 We promote **social development** through the following examples:

- considering how religious and non religious beliefs lead to particular actions and concerns.
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions and other world views as well as the common ground between them.
- developing the skills and personal qualities necessary for living and working together as part of a wider community, for example through discussion around key beliefs and ideas from religious and other world views.
- articulating pupils' own and others' ideas on a range of contemporary social issues.
- acceptance and engagement with the British values of democracy; rule of law; individual liberty; mutual respect and tolerance in relation to those of different faiths and beliefs.
- having a high level of staffing at mealtimes and on the playground to promote appropriate social interaction. Pupils play together in group games and imaginative play on their own and with adults.
- circle times feature in all classes promoting turn taking and social interaction.
- the PSHE scheme of work contains units on health, wellbeing, relationships, living in the wider world, coping with changes and many other topics.
- educational visits within the community, including sporting events, promote develop our pupils' community cohesion and teamwork.
- Encouragement and support to attend residential trips
- Celebrating diversity and difference- an individual's uniqueness
- Delivering No Outsiders scheme, My Happy Mind, Prevent, Same Love Different Families, SEAL, ELSA, Relationship and Sex Education (RSE),
- Celebrating and teaching focused lessons for Mental Health Week, Anti-bullying week, Sports week and other days of importance, such as Remembrance and Bonfire Night.
- Developing an awareness of, and respect towards diversity in relation to gender, race, religion and belief, culture, sexual orientation and disability
- Responding positively to a range of artistic, sporting and other cultural opportunities, either in school or outside of school;<sup>[L]
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3.8 We promote **cultural development** through the following examples:

- promoting a sense of enjoyment and fascination when encountering people, literature, the creative and expressive arts and resources from differing cultures including their own and those of others.
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.
- celebrating diversity by promoting racial and interfaith harmony and respect for all; combating prejudice and discrimination; contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.
- celebrating a range of religious festivals over the year such as harvest, Diwali, Christmas, Easter, Eid, Chinese New Year.
- comparing cultures within Geography units.
- guided reading and English lessons includes units on stories from other cultures.
- all pupils are accepted equally and play an active part in the school community regardless of any personal factor.
- children participate in a range of artistic, sporting and other cultural opportunities provided by the school.
- enabling children to develop the culture of the school, through Pupil Voice and a range of 'Champions' leading the pupil voice for their classes, such as School Council, Sports Ambassadors, Eco-Warriors, Behaviour Champions, Computing Champions, amongst others.
- Discussing online safety, including social media risks and advantages.
- Holding MFL language days
- Charing musical workshops and performances
- Participation in local and national competitions and events, including singing and sporting events.
- Understanding and appreciating the range of different cultures as an essential element of their preparation for life. ^[L]_{SEP}

3.9 Religious Education provides opportunities to promote British values through:

- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and respected and should not be the cause of prejudicial or discriminatory behaviour.
- encouraging tolerance, mutual respect and positive attitudes towards diversity.

- exploring different religious codes for human life and comparing these with the rule of British law, e.g. how the Decalogue was the basis for British law.
- develop an understanding of the importance of individual liberty (which is protected in law) to choose and hold a religious or non-religious world view.
- understanding religious teachings on the rights and value of the individual and exploring the importance of fairness and democracy; the rule of law and justice.

(Based on 'Promoting fundamental British values as part of SMSC in schools' DfE, Nov 2014, pp.5-6 and Ofsted's definition School Inspection Handbook September 2015)

3.10 The Subject Leaders, including Senior Leaders, will monitor the quality of education and progression of skills in SMSC. Time will also be allocated for class assemblies in order to promote SMSC.

3.11 Teaching should provide build cumulatively deeper understanding through a well-planned sequence of learning as appropriate to the class and individual child.

3.12 Teachers should make best use of educational research in pedagogy and practice, utilising a wide range of teaching and learning styles.

3.13 Teachers should identify and exploit opportunities to develop RE, SMSC, PSHE and RSE education wherever possible including challenging extreme or anti-social opinions.

3.14 Wherever safeguarding concerns arise, staff must follow school safeguarding policies and those outlined in government legislation.

3.15 Teachers should plan, prepare and deliver the high quality of education described by the Teacher Standards.

3.16 Teachers should place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

4. Implementation – Early Years

4.1 Religion and World Views in Early Years Foundation Stage (EYFS) should wherever possible begin with the child and allow opportunities to explore their personal experiences and questions which they have about the world around them.

4.2 The SMSC curriculum should include opportunities for play, child initiated and adult initiated opportunities.

4.3 During the year the child will encounter Religion and World Views through stories, using specific words, special books, places, objects, events and where possible visiting places of worship and meeting believers.

4.4 Events of a spiritual, cultural and religious nature which are being celebrated in school will also provide opportunities for learning back in the classroom.

4.5 There will be opportunities to develop a sense of wonder, to nurture curiosity, to let imaginations grow, have a sense of personal identity and an awareness and empathy for the world around them.

4.6 Early Years Practitioners will design their own opportunities for Religious Education, taking into account the faith views the children's families hold. Whilst the content will be majority Christianity, events and festivals celebrated by the children in your class will also be marked.

4.7 Early Years Practitioners will develop a sense of moral code through nurturing an understanding of right and wrong choices

4.8 Early Years Practitioners will develop creativity and communication through a range of mediums through imaginative play, expressive arts and design.

4.9 Early Years Practitioners will support communication and language development, giving voice to the child and developing self awareness and self esteem

4.10 Through understanding the world, children will explore and investigate, design and make so as to reflect on their experiences and develop relationships

4.11 Relationships will be nurtured and developed, behaviour, self-control and self-care will be supported.

5. Impact

5.1 The provision and impact of SMSC development is monitored and reviewed regularly through teaching and learning observations, book scrutiny by coordinators/Senior Leaders.

5.2 The acquisition of knowledge, skills and understanding in SMSC will be measured using formative assessment.

5.3 Pupil Voice questionnaires will take place annually to ascertain the pupil's perception of their wellbeing in school. Pupil Voice for each subject will also be conducted annually to give our pupils a say on their learning and enrichment so as to develop this further.

5.4 Enrichment activities will be published on the Upton Westlea Website.

5.5 Lesson observations, planning and book scrutinises will take place. Any developments will be identified and results will be incorporated into the PSHE Action Plan shared with the school Governors.

6. Equality Statement:

At Upton Westlea Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;

- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

7. Inclusion and Equal Opportunities:

Upton Westlea Primary School is an inclusive school. We aim to make all pupils feel included in all our activities through ensuring our teaching is fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. As such, we have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children. In support of the equal opportunities policy, all pupils will have the same opportunity to benefit from the SMSC resources and teaching methods, regardless of age, ability, sex, religion or race.

8. SMSC and Prevent:

The Prevent duty within schools is to protect children from the risk of radicalisation. Spiritual Moral Social and Cultural (SMSC) and British Values, along with RE, are key to every school's implementation of the Prevent duty.

SMSC enables children to develop an understanding of different faith's core beliefs and practices. This understanding, and the tolerance and mutual respect it engenders, is an integral part of every school's Prevent duty.

Note

This SMSC policy should be read in conjunction with the other school policies, including the RE, Health and Safety, Safeguarding, Confidentiality, Equal Opportunities, Relationships and Sex Education, PSHE and Citizenship, Prevent, Anti-Bullying, E-Safety, Collective Worship, Vision Statement and our strategy for British Values. SMSC embraces all of these curriculum area as well as reaching beyond to the entire curriculum and additional opportunities.