Ferring CE Primary School		
Policy:	**Spiritual, Moral, Social and Cultural Policy**	
Policy date:	Summer 2026	
Review date:	Summer 2028	
Person responsible	Headteacher	

Entitlement

Every child is entitled to opportunities that support their spiritual, moral, social and cultural development. SMSC is fundamental to pupils' personal development, wellbeing and flourishing and is embedded throughout school life.

1. Introduction

1.1 At Ferring Church of England Primary School, our vision is rooted in the Christian belief that every person is created in the image of God and is therefore uniquely valued and loved. Guided by the Church of England Vision for Education, we seek to enable all members of our community to flourish through wisdom, hope, community and dignity.

Spiritual, Moral, Social and Cultural (SMSC) development is central to our vision and underpins every aspect of school life. Through a broad and ambitious curriculum, collective worship, relationships and daily interactions, we nurture pupils who are reflective, compassionate, responsible and respectful citizens, equipped to contribute positively to their local, national and global communities.

We are committed to providing an inclusive environment where diversity is celebrated, differences are respected and all members of our community feel they belong. Through our Christian foundation, we encourage pupils to develop a strong sense of identity, purpose and responsibility, enabling them to live well together and serve the common good.

1.2 The Curriculum aims:

- Personal Development
- Preparation for life in modern Britain
- Flourishing
- British Values Inclusion

1.3 These aims reinforce each other. SMSC plays a significant part in ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

1.4 Christian values, principles and spirituality will be explored throughout the curriculum. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

1.5 All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

1.6 Children should understand the need for rules and the need to abide by rules for the good of everyone. The three school rules, "Be kind, be careful, work hard," reflect, reiterate promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

1.7 All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

2. The aims of SMSC development at Ferring Church of England Primary School are to:

• Enable every child to flourish academically, spiritually, emotionally and socially.

• Promote the Christian values and vision of the school while respecting and valuing people of all faiths and worldviews.

• Develop pupils' sense of self-worth, dignity and identity.

• Foster curiosity, reflection, creativity and a sense of awe and wonder.

• Enable pupils to distinguish right from wrong and understand the consequences of their actions.

• Promote positive relationships based on respect, compassion and forgiveness.

• Prepare pupils to become active citizens who contribute positively to society.

• Develop understanding of diversity within modern Britain and the wider world.

• Promote respect for democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

• Encourage courageous advocacy by enabling pupils to recognise injustice and take action to support others and improve their communities.

• Support pupils to understand and uphold the protected characteristics identified within the Equality Act 2010.

• Promote emotional wellbeing, resilience and positive mental health.

3. Learning and teaching of SMSC

SMSC development contributes significantly to pupils' personal development and is embedded throughout school life.

Pupils are provided with opportunities to:

• Develop confidence, resilience and independence.

• Take on leadership and responsibility roles.

• Engage in democratic processes and pupil voice activities.

• Participate in charitable and community initiatives.

• Develop an understanding of healthy relationships through Relationships, Sex and Health Education (RSHE).

• Learn how to stay safe, including online.

• Explore issues of equality, diversity and inclusion.

• Understand their rights and responsibilities as citizens.

• Engage with local, national and global issues and consider how they can contribute to positive change.

3.1 Spiritual Development – as a school we aim to provide learning opportunities that will enable children to:

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

3.2 Moral Development – as a school we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual
- Engage thoughtfully with Christian teachings and the beliefs, values and practices of a range of faiths and worldviews.
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong

- Show respect for the environment
- Make informed and independent judgements

3.3 Social Development – as a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity
- Learn about service in the school and wider community
- Begin to understand the need for social justice and a concern for the disadvantaged

3.4 Cultural Development – as a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- Recognise Christianity as a worldwide faith
- Develop an understanding of their social and cultural environment

3.5 Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health & Citizenship Education. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

3.6 All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

3.7 Through classroom discussions we will give the children opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideals and beliefs
- Speak about difficult events, eg. bullying, death etc.
- 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, eg. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

3.8 Many curriculum areas provide opportunities 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

3.9 Practical activities to develop SMSC will include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at meal times
- Taking responsibility, eg. class monitors, lunch monitors, register monitors, assembly 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, eg. in music for reflection time at the start of collective worship
- Meeting people from different cultures and countries
- Participating in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures, eg. festival days, the patron saints and global events
- Studying literature and art from different cultures supported by visits from writers 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 including steel pans and samba
- Studying the contributions to society that famous people have made

4. Spiritual, Moral, Social and Cultural Development for Children with Special Educational Needs/Disabilities

- At our school we teach SMSC to all children, whatever their ability. SMSC forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our SMSC teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

- When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors:
    - identification of barriers
    - graduated approach
    - inclusive practice
    - reasonable adjustments
    - participation and belonging

so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

- Intervention through School Support will lead to the creation of an Individual Support Plan (ISP) or Pupil Passport (PP) for children with special education needs. The PP/ISP may include, as appropriate, specific targets developing skills useful for history.

- We enable pupils to have access to the full range of activities involved in learning SMSC. Where children are to participate in activities outside the classroom, for example, a visit to local church, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

5. Implementation of policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. The coordinator for SMSC is the Headteacher. The governor responsible for SMSC is Reverend Gary Ingram.

6. Related policies

The Spiritual, Moral, Social and Cultural Development policy aims to prepare all pupils for the opportunities, responsibilities and expectations of life.

The Equality policy states that inclusion for all pupils will be achieved by ensuring the learning environment, resources and activities are appropriate to each child. All staff are committed to inclusion and plan lessons that dispel stereotypical attitudes and discrimination.

The Health & Safety policy is adhered to in everything we do. The learning environment, resources and activities are planned by staff to take account of this. Children are encouraged to be safety conscious and contribute to the risk assessment process themselves.

The Special Educational Needs/Disabilities policy stipulates that pupils will be assessed and provided for as an integral part of every lesson. Staff are experienced in effective differentiation and provide opportunities for children to work on their Individual Learning Plan targets in all areas of the curriculum.

AssessmnetThe Internet Acceptable Use policy ensures that all learners in school use technology appropriately, safely and legally. All children must follow all of the rules of the user agreement and network etiquette.

The Child Protection (Safeguarding) policy ensures that every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect our children/young people from maltreatment.

- Prevent impairment of our children's/young people's health or development.

- Ensure that our children/young people grow up in circumstances consistent with the provision of safe and effective care.

- Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.

Behaviour policy – at Ferring we believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self-esteem and work with parents/carers to ensure children grow up with a positive sense of self-worth, and aware of their rights and responsibilities in a community.

Anti-Bullying policy – Ferring School will not tolerate any form of bullying. We believe that pupils have the right to learn and staff have the right to work in an affirming and safe environment which promotes positive personal growth and self-esteem for all.

7. Assessment

The impact of SMSC development is monitored through pupil voice, learning walks, collective worship monitoring, curriculum monitoring, behaviour records, attendance, participation in leadership opportunities and stakeholder feedback.

8. Monitoring and Review

It is the responsibility of:

- Headteacher
- Governors
- Ethos Committee
- Collective Worship Leader
- Subject leaders

to monitor the effectiveness of this policy. It is the role of our named school governor with responsibility for Spiritual, Moral, Social and Cultural development to monitor the policy and practice in our school. The governor concerned will liaise with the Headteacher before reporting to the governors on Spiritual, Moral, Social and Cultural development.