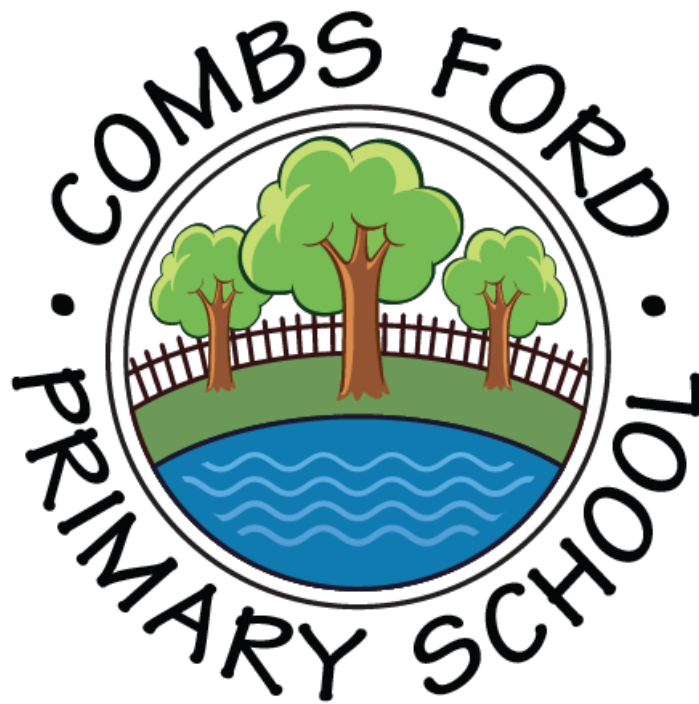


Combs Ford Primary School

Spiritual, Moral, Social and Cultural (SMSC) Policy



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SMSC at Combs Ford Primary School

At Combs Ford Primary School we recognise that the personal development of children's – spiritually, morally, socially and culturally (SMSC) – plays a significant part in their ability to learn and achieve.

Our intent is to provide a curriculum framework which offers exciting and meaningful learning opportunities. We want our pupils to be inspired and motivated, enabling them to 'be the best they can be'.

Through SMSC we can promote values and beliefs; spiritual awareness; high standards of personal behaviour; a positive, caring attitude towards other people; an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures in the United Kingdom and the wider world. SMSC is part of our whole school experience and is linked to everything our school does.

Defining SMSC

Ofsted's School Inspection Handbook outlines the definitions for each SMSC area as:

Spiritual Development

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- Knowledge of, 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.
- Willingness to reflect on their experiences.

Moral Development

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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.

Social Development

- Use of a range of social skills in different contexts – for example, working and socialising with other children, 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 of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

SMSC at Combs Ford Primary School

What we want to achieve in SMSC at Combs Ford Primary School:

- To ensure that everyone that is linked with the school is aware of our values and principles.
- To ensure there is a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that each child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that children know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity.
- To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our school community, local community and country.
- To give each child the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development Aims

At Combs Ford Primary we aim to provide learning opportunities that will enable our 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.
- 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.

Moral Development Aims

At Combs Ford Primary we aim to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual.
- 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.

Social Development Aims

At Combs Ford Primary we aim to promote opportunities that will enable children to:

- Develop an understanding of their individual and group identity.

- Learn about the value of service in the school and wider community.

Cultural Development Aims

At Combs Ford Primary we aim to promote opportunities that will enable children to:

- Recognise the value and richness of cultural diversity in our school, local community and Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Our Approaches

Our vision adheres to articles from UNICEF's Convention on the Rights of the Child with a particular emphasis on the following:

- Article 2: We have the right to be treated equally (no discrimination)
- Article 3: We have the right to decisions being made in our interests
- Article 12: We have the right to have our views respected
- Article 13: We have the right to share our thoughts freely
- Article 14: We have the right to have our own thoughts and beliefs and to choose my religion with help from parents
- Article 15: We have the right to meet with friends and join groups
- Article 28: We have the right to an education
- Article 29: We have the right to an education which develops our personality, talents and abilities
- Article 30: We have a right to speak our own language and to follow our family's way of life
- Article 31: We have the right to play and relax by doing things we like

Through our relationships approach, we create an environment where positive behaviours are more likely by proactively supporting our children to behave appropriately:

Our Core Values:



And the following:

- Through the RE curriculum (The Emmanuel Project)
- Through the PSHE curriculum (Jigsaw)
- Through the MFL curriculum
- Opportunities across other curriculum areas (SMSC coverage document)
- Assemblies including a celebration assembly
- Children awarded team points
- School Council
- Performances for parents to attend in each year group
- After School Clubs
- Educational visits
- Residential visits for some year groups
- Links with the local church – St Mary's Combs
- Support from the pastoral team.
- Sports fixtures
- Sports leaders in upper Key Stage 2
- Supporting local charities including the food bank.

Related Document – SMSC coverage across the school

Roles and Responsibilities of School Leaders

- Ensure that SMSC and British values are embedded throughout all subjects and policies.
- Through the Combs Code promote a culture of respect, inclusion and reflection.
- Support staff in planning activities that promote SMSC.
- Provide CPD to help staff understand and deliver SMSC effectively.
- Monitor classroom practice and support a consistent delivery across the school.
- Through monitoring, evaluate the impact of SMSC through learning walks, pupil voice, displays and behaviour.

Roles and Responsibilities of Governors

- Support school leaders with how SMSC is delivered and evidenced.
- Approve and review policies to ensure they align with the schools SMSC aims.
- Be aware of Ofsted's expectations of SMSC.

Expectations of Staff

All staff are expected to promote the spiritual, moral, social and cultural development of pupils through the curriculum and the wider SMSC curriculum through trips, visits and external guests. Staff actions should align with the school's values, principles and relationship policy to ensure a consistent and meaningful approach to SMSC.

Staff Development and Training

SMSC lead to use staff meeting time to support staff with the effective delivery of SMSC across the curriculum and school life. Time is given for class teachers and subject leads to reflect on coverage of SMSC throughout the school.

Monitoring and Review

SLT, subject leaders and class teachers will monitor SMSC within the school to ensure there is equality of provision across the year groups and will identify how effectively SMSC is being implemented in the school. This will be conducted through learning walks, pupil voice, displays and behaviour.

Promoting British Values

The Department for Education states that there is a need:

“To create and enforce a clear and rigorous expectation on all schools to 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”.

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process.
- Respect for the basis on which the law is made and applies in England.
- Support for equality of opportunity for all.
- Support and respect for the liberties of all within the law.
- Respect for and tolerance of different faiths and religious and other beliefs.

British Values at Combs Ford Primary

Respect for democracy and support or participation in the democratic process:

- To understand and respect the democratic process.
- To understand how children can influence decision making through a democratic process.
- To understand how to argue and defend a point of view.
- To understand the importance of teamwork.

We do this through:

- Children are listened to by adults and are taught to listen carefully and with compassion, to each other, respecting the right of every individual to have their opinions and voices heard.
- Children learn about democracy through the curriculum.
- School council.
- Subject leaders carry out a children's voice.
- PSHE curriculum.

Respect for the basis on which the law is made and applies in England:

- Ability to recognise the difference between right and wrong and apply this to their own lives.
- Ability to accept responsibility for their behaviour.
- To understand the consequences of their behaviour and actions.
- Ability to resolve conflict.
- Understand how they can contribute positively to the lives of those living and working in the locality and society more widely.
- To understand that living under the rule of law protects them and is essential for their well-being and safety.

We do this through:

- Our Relationships approach
- PSHE Curriculum

Support and respect for the liberties of all within the law:

- To understand rights and responsibilities.

We do this through:

- UNICEF's Convention on the Rights of the Child.
- Assembly themes.
- RE Curriculum.
- Children are encouraged to think independently and feel that they are able to express their ideas with confidence and that these are valued. At the same time, they are encouraged to be sensitive to the needs of others
- Children are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE lessons.
- The school uses Arbor to log behaviour incidents.
- Children have key roles and responsibilities in school e.g. Year 6 Playground Leaders, School Council representatives in each class, Rights Respecting Rangers.

Respect and tolerance of those with different faiths and beliefs:

- Be reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values.
- Reflective about their own experiences.
- Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others.
- Use a range of social skills in different contexts, including working and socialising with children from different religions, ethnic and socio-economic backgrounds.
- Participate in a variety of communities and social settings, cooperating well with others.

- Understanding and appreciation of the range of different cultures within school and further afield as an essential part of their preparation for life in modern Britain.
- Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes.

We do this through

- Children are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Through the PSHE and RE curriculums children are encouraged to discuss and respect differences between people such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- All major religions are studied and respected.
- Key Stage 2 Children take part in French lessons.