



Social, Moral, Spiritual and Cultural (SMSC) Policy

SMSC Policy

Policy Review Date: June 2025

Reviewed By: D Laverton, SLT & Board of Governors

Next Review: June 2026 (or following incident, legislation or interim guidance)

June 2025 Reviewed & ratified by:

Headteacher: Mrs J Callaway

Chair of Governors: Dr Catherine Kidd :

This policy is available on the school website and upon request.

Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
10.8.2020	Aims	Inserts of sub-headings and information for Spiritual, Moral, Social and Cultural Development	4-5
10.8.2020	Aims	Sub-heading 'How we will do this at Avalon.'	5
10.8.2020	Fundamental British Values	Insert 'Through our provision of SMSC....'	6
08.11.2022	General review of policy		
12.6.2025	Aims	Include 'Eco Council'	3
12.6.2025	Cross-curricular elements	Cross-curricular elements for each strand of SMSC	4-5
12.6.2025	Spiritual, moral, social, cultural development	Learning opportunities for each strand reviewed and enhanced.	4-5
12.6.2025	Class discussions and circle time.....	Heading replaced by new heading, 'Learning Outcomes.'	6
12.6.2025	Extra-curricular activities	Insert, ' School Council' and 'RHS School Gardening Awards.'	7
12.6.2025	Charitable events	Insert, 'led by our school council...'	7
12.6.2025	Charitable events	Amend to: 'two local residential care homes...'	7
12..6.2025	Fundamental British Values	Start with, 'At Avalon, we actively promote...'	7

Social, Moral, Spiritual and Cultural Policy (SMSC)

At Avalon School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides all pupils, including those within the EYFS, with opportunities to explore and develop their own 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 different cultures.

At Avalon we believe that:-

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils 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.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements, as agreed in our Code of Conduct.

Pupils should be prepared to cope with the demands of Modern Day Britain

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 teacher's planning and purchasing decisions.

Aims

- To ensure that everyone connected with the school is aware of our values
- To ensure a consistent approach to the delivery of SMSC issues through the general life of the school
- To ensure that pupils know what is expected of them and why
- To give pupils an opportunity to reflect and discuss feelings and beliefs
- To enable pupils to appreciate and understand different cultures and traditions
- To enable pupils to explore and develop a sense of social and moral responsibility
- To enable pupils to take part in a range of activities requiring social skills
- To ensure that all children have a voice, that is listened to via the democratic processes of our School Council and Eco Council.

Spiritual development

As a school we aim to provide learning opportunities that will enable pupils to:

- Have respect for themselves and for others;
- Develop their capacity for critical and independent thought;
- Have an understanding of feelings and emotions, and their likely impact;
- Experience moments of stillness and reflection through creative curriculum topics of art, music and dance, recording feelings such moments create, as appropriate;
- Discuss their beliefs, feelings, values and responses to personal experiences;
- Have a sense of empathy, compassion and concern for others;
- Reflect on, consider and celebrate the wonders and mysteries of life;
- Have an ability to show courage and persistence in defence of their aims, values, principles and beliefs.

Cross curricular elements may include:

- Art – the study of artists and their spiritual and cultural domains;
- English – including a wide range of literature, including stories, poetry, plays and debate;
- Outdoor Education and visits, including the beauty of nature.

Moral development

As a school we aim to provide learning opportunities that will enable pupils 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;
- Show respect for the rights, property of others and for the environment;
- Value individual liberty;
- Distinguish between right and wrong, both in school and in the wider community;
- Investigate moral and ethical issues.

Cross curricular elements may include:

- English/Drama/RE – whereby pupils may explore such concepts as conflict, tension, love and hate;
- Science – including the ways in which scientific discovery and technological development might cause moral problems and dilemmas e.g. pollution, conservation.

Social development

As a school we aim to provide learning opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity;
- Participate responsibly in the communities to which they belong;

- Begin to understand social justice and concern for the disadvantaged
- Develop effective social skills
- Work well with others
- Learn to co-operate and resolve conflicts
- Know that rules and laws protect us and are essential for wellbeing and safety.

Cross curricular elements may include:

- PE and outdoor education – including the need for rules, working in groups;
- Mathematics – including how numerical and mathematical ideas can be used as a means of communication;
- English/Drama – including role play, whereby pupils can explore their own beliefs and feelings and their relationship with others.

Cultural development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain;
- Value and encourage pupils' own cultural interests and achievements;
- Recognise and develop an understanding of world-wide faiths, traditions and beliefs and their contribution to society;
- Understand, accept, respect and be tolerant of, and celebrate diversity and reject any form of prejudice or discrimination;
- Develop an understanding of their social and cultural environment.

Cross curricular elements may include:

- Visits to museums, exhibitions, theatre which encourage an appreciation of culture;
- Art and design – including development of creative skills, appreciation of artistic culture, appreciation of works of art from different times and places;
- Creative mindfulness – including art and creativity from a variety of cultures and countries, links with different community groups and projects and exploration of thoughts and feelings linked to SMSC.

How we will do this at Avalon

Development in SMSC will take place across all curriculum areas, including as part of a spiralled PSHCEE curriculum, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

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

Learning outcomes

The provision of SMSC will allow pupils to:

- Talk about personal experiences and feelings, such as during circle/class time;
- Express and clarify their own ideas and beliefs;
- Speak about difficult events, such as bullying, friendship issues, grief, loss, etc;
- Share thoughts and feelings with other people;
- Explore relationships with friends/family/others;
- Consider others' needs and behaviour;
- Show empathy;
- Develop self-esteem and a respect for others;
- Develop a sense of belonging;
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of lesson plans and teaching and learning;
- Regular discussion at staff and governors' meetings;
- Review and monitoring of policies and Schemes of Work;
- Sharing of classroom work and practice;
- Review and monitoring of Collective Worship policy and practice;

Our curriculum provides opportunities to:

- Listen and talk to each other;
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different;
- Agree and disagree, therefore negotiate;
- Take turns and share equipment;
- Work co-operatively and collaboratively.

- **Visitors and the local community**

Visitors are welcomed into school. The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support our pupils. Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

- **Pupil Mentoring:**

During weekly staff meetings, pupil matters are identified and those pupils who need extra support, whether academic or pastoral, are allocated a staff mentor / listener. Meetings can be weekly or less often but are intended to help the pupil develop through a period of difficulty. We also encourage peer mentoring, where appropriate, using our Year 6 pupils as mentors and support for younger children.

- **Enrichment**

In each year group, specific activities take place which are explicitly designed to further personal development. In Reception to Year 6, this includes a Merit award and achievement certificate system, as well as Golden Table invitations to encourage personal development during lunchtimes.

- **Extra-Curricular Activities:**

There are numerous and diverse extra-curricular activities during the school year which make a major contribution to pupils' personal development, including links to sport, music, art and drama. A variety of residential trips, visits to the theatre, art galleries, zoo, aquarium, local care homes, local urban farm and concerts. Visiting speakers also provide enrichment as well as the democratically chosen School Council and Eco Council, who both provide pupils with a 'voice.' The school is proud to hold RHS School Gardening Awards. All these provisions contribute to the social, moral, spiritual and cultural development of pupils.

- **Charitable Events:**

Throughout the year, all members of the school community, led by our School Council, are encouraged to initiate, participate and contribute to charitable events. We encourage children to support chosen charities throughout the year. The school has developed a link with a primary school in Nepal through its involvement in the 'The child will learn' project and sponsoring the education of a child each year. The school also supports the two local residential care homes for the elderly and is involved in several linked events throughout the year.

- **Responsibility and Leadership:** The system of House Captains, Playground leaders, Form Captains and the School Council provide both formal and informal opportunities for pupils to exercise leadership, service and responsibility.

Fundamental British Values

At Avalon, we 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.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through our provision of SMSC, promotion of the fundamental British values will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and

- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- **We encourage children to develop;**
- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

To achieve these aims we:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.