SMSC Policy 2025/2026

Introduction

Embedded through our ethos, curriculum and teaching, Bruche Primary School promotes principles which enable pupils to make significant personal development. At Bruche, we recognise that the spiritual, moral, social and cultural (SMSC) element of children's education is crucial to their development as individuals, allowing them to take their rightful place in their community as a local, national and global citizen. SMSC is about the values children are encouraged to hold, their attitude towards learning, knowledge and society. At Bruche, we seek:

- to develop pupil's self-knowledge, self-esteem and self-confidence;
- to enable pupils to distinguish right from wrong and to respect the civil and criminal law;
- to help pupils accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others;
- to provide pupils with a broad general knowledge of public institutions and services in England;
- to assist pupils to respect their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- to actively to ensure that pupils value the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; and
- to encourage pupils to show respect for other people, paying particular regard to protected characteristics as set out in the Equality Act 2010.

Last review: July 2023
Next review: July 2024

Aims of policy
- To make sure children, staff and parents of Bruche are aware of our values.
- To ensure a consistent approach to SMSC issues.
- To ensure that a pupil's education is within a meaningful context.
- To ensure that pupils know what is expected of them.
- To enable each child to develop an understanding of their own identity.
- To enable children to develop an understanding of their cultural and social

- Environment and an appreciation of the many cultures in our society. • To give each child an opportunity to explore social and moral issues
- Develop a sense of social and moral responsibility.

How we define SMSC

Spiritual development is shown by a child's ability to be reflective about their own beliefs, religious or otherwise, that inform their perspectives on life. It is personal and unique to each individual and includes an awareness of self-identity and self-worth.

Spiritual development enables children:

- to reflect on the meaning and purpose of life,
- to develop personal beliefs,
- to recognise that people base their lives upon personal and shared beliefs,
- to recognise their own worth and the worth of others,
- to exercise intellectual curiosity, imagination, creativity,
- to respond to feelings of awe and wonder,
- to be inspired by nature and human achievement,
- to gain an understanding of the value and role of faith and religion in societies,
- to develop tolerance of other people.

Moral development is concerned with the ability to understand the principles of right and wrong action and to recognise that a concept of duty is required in order to live in a community, (see our Behaviour Policy).

Moral development allows pupils:
- to take a thoughtful view of what is right and wrong,
- to develop personal moral values,
- to develop self-esteem,
- to understand the concept of community and that rights are balanced by responsibilities,
- to regulate their behaviour through principles rather than through reward or punishment,
- to understand that actions have consequences.
- to respect people, truth and property.

Social development is concerned with taking responsibility, showing initiative, and developing an understanding of living in a community.

Social development enables people:
- to develop social skills and to relate to others successfully,
- to recognise principles of equality and values of inclusion,
- to develop characteristics such as tolerance and respect,
- to develop skills of leadership, responsibility, co-operation and teamwork, • to gain understanding of the ways in which societies function.

Cultural development is concerned with awareness of one's own cultural traditions and of cultural diversity on a local, national and global scale.

Cultural development enables people:
- to recognise, explore and understand their own cultural assumptions and values,
- to be aware of attitudes, values and traditions of other cultures,
- to understand how cultural attitudes and events have shaped their community,
- to appreciate and to celebrate cultural diversity

Curriculum

SMSC is embedded within our curriculum, this is reflected in planning, teaching and learning.

English makes a major contribution to pupils' SMSC development through: -
- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing pupils' awareness or moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language. • Helping pupils to engage in emotional literacy through differing genres.

Maths can provide a contribution to pupils' SMSC by: -
- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures (e.g. Singapore Maths).

Science provides opportunities for pupils' SMSC development through: -
- Encouraging pupils to reflect on the wonder of the natural world.
- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Raising awareness that scientific developments are the product of many different cultures.

Computing can contribute to SMSC development by: -
- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- Acknowledging advances in technology and appreciation for human achievement.

History makes a contribution to SMSC by: -
- Looking at the establishment of multi-cultural Britain.
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

Geography contributes to SMSC where by allowing opportunities to: -
- Reflect on the fair distribution of the earth's resources.
- Study people and places, giving pupils the chance to reflect on the social and cultural characteristics of society.

MFL contributes to SMSC through: -

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Developing social skills through communication exercises.
- Improving listening skills though oral work.

Religious Education makes a distinctive and substantial contribution to the delivery of SMSC as pupils: -
- Learn about beliefs, values and the concept of spirituality.
- Reflect on the significance of religious teaching in their own lives.
- Develop respect for the right of others to hold beliefs different from their own.
- Show an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and traditions.

Art may contribute to SMSC by:-
- Giving pupils the chance to reflect on nature, their environment and surroundings. • Studying artists with spiritual or religious themes, issues raised by artists which concern ethical issues, i.e. war and violence.