

Spiritual, Moral, Social and Cultural Development Policy & Provision Document

1. Introduction

1.1 Purpose of our Policy and Provision for SMSC Development

This policy outlines the intent, implementation, and impact of Spiritual, Moral, Social, and Cultural (SMSC) education at Hose Church of England Primary school. It ensures compliance with statutory requirements and aligns with our school's vision and values while focusing on the personal development of all children. At Hose Church of England Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn, achieve and thrive. We therefore aim to provide an education that provides pupils 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 a range of cultures.

1.2 Legislative and Statutory Requirements

This policy is informed by:

- **Department for Education (DfE) Guidance: *Promoting fundamental British values as part of SMSC in schools* (2014)**
- *The Education Act 2002*, which places a duty on schools to promote children's spiritual, moral, social, and cultural development
- *Ofsted School Inspection Handbook* (updated 2024), which sets expectations for effective SMSC provision, particularly in relation to personal development

2. Definition of SMSC

2.1 Spiritual Development

Our focus on spiritual development enables children to:

- Develop a sense of identity, self-reflection, and purpose
- Explore beliefs and values (both religious and non-religious)
- Foster a sense of awe, wonder, and curiosity about the world
- Engage in opportunities for self-discovery and personal growth

2.2 Moral Development

Our focus on moral development equips children to:

- Recognise right and wrong and act according to their values
- Develop an ethical understanding and a moral compass
- Consider wider social, ethical, and philosophical issues
- Take responsibility for their actions and understand consequences

2.3 Social Development

Through social development, children will:

- Develop confidence in social situations and interactions
- Learn how to contribute positively to society
- Understand and appreciate diversity and develop respect for others
- Learn how to work cooperatively and resolve conflicts

2.4 Cultural Development

Cultural development ensures children:

- Appreciate and respect their own cultural heritage and that of others

- Engage with a wide range of cultural, artistic, and sporting opportunities
- Develop an open-minded approach to different cultures and traditions
- Recognise the value of cultural diversity in shaping modern Britain

3. Aims and Outcomes for Children

SMSC provision at Hose Church of England Primary School is designed to ensure that children:

- Develop self-confidence, independence, and a sense of self-worth
- Think deeply about moral and ethical issues and make responsible choices
- Actively participate in their community and become responsible citizens
- Respect the viewpoints, beliefs, and traditions of others
- Are equipped with the values and attitudes needed to thrive in a diverse and democratic society
- Learn to cooperate effectively, resolve differences, and embrace differences positively
- Understand British values and their role in upholding democracy and the rule of law
- Develop emotional intelligence and resilience to overcome challenges

4. Implementation of SMSC Across the Curriculum

4.1 Whole School Approach

SMSC is embedded throughout school life in:

- Classroom teaching across subjects
- Whole-school assemblies and celebrations
- Extracurricular opportunities such as clubs, trips, and charity events
- Relationships and interactions between children and staff

4.2 Subject Integration

Each subject contributes uniquely to SMSC development, for example:

- **English** – Studying texts that explore ethical dilemmas and human experiences
- **History** – Understanding the impact of historical events on social and moral values
- **RE** – Exploring global faiths, beliefs, and moral perspectives
- **PSHE** – Developing personal responsibility, wellbeing, and citizenship skills
- **Science** – Considering ethical issues such as sustainability and medical advancements

4.3 British Values

Children explore and understand:

- **Democracy** – Their rights, responsibilities, and the importance of participation
- **Rule of law** – Respecting rules and laws for the benefit of society
- **Individual liberty** – Making informed choices and understanding freedoms
- **Mutual respect and tolerance** – Valuing diversity and different perspectives

4.4 Assemblies and Extra-Curricular Activities

Providing meaningful opportunities for SMSC development through:

- Weekly assemblies exploring moral, social, and cultural themes
- Enrichment activities including artistic, musical, and sporting experiences
- School council and leadership opportunities that encourage active citizenship

5. Roles and Responsibilities

5.1 Headteacher

The Headteacher is responsible for:

- Ensuring SMSC is integrated across all aspects of school life

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- Monitoring and evaluating the effectiveness of SMSC provision
- Providing training and resources to staff to enhance SMSC delivery

5.2 Teachers and Support Staff

Teachers and staff will:

- Embed SMSC into daily teaching and learning experiences
- Provide children with opportunities to engage in discussion, reflection, and action
- Act as role models by demonstrating positive attitudes and behaviours

5.3 Governors

The governing body will:

- Ensure that SMSC provision meets legal and Ofsted expectations
- Review the effectiveness of SMSC by evaluating school data and pupil feedback

5.4 Children

Children are encouraged to:

- Actively participate in SMSC opportunities within and beyond the curriculum
- Display responsible and respectful behaviour
- Show kindness, tolerance, and awareness of others' perspectives

5.5 Parents and Community

Parents and the community play a key role by:

- Supporting SMSC development at home
- Engaging with the school's values and wider social initiatives

6. Monitoring and Evaluation

6.1 Assessment of SMSC

We assess SMSC development through:

- Pupil voice activities such as surveys and discussions
- Lesson observations and work scrutiny
- Behaviour monitoring including peer relationships and conflicts resolved

6.2 Reviewing the Policy

The effectiveness of this policy is reviewed annually by the Headteacher, Staff and Governors, ensuring alignment with national priorities and school development needs.

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The following information details our current levels of provision in each of the 4 broad areas of SMSC, the impact on our children and whole school community and our planned next steps.

SPIRITUAL DEVELOPMENT	
<p>At Hose Church of England Primary School our children:</p> <ul style="list-style-type: none"> are able to reflect on their own personal beliefs about religion and other concepts, which help them develop their own thoughts and ideas about life; show an interest in (and respect towards) the varying thoughts, beliefs, faiths and values of different people; know about, can talk about and respect different peoples' faiths, feelings and values; experience a sense of enjoyment and fascination in learning about themselves, others and the world around them; use imagination and creativity in their learning; are willing to reflect on their experiences, both in school and at home. 	
CURRENT PROVISION	IMPACT
RE Leicestershire Agreed Syllabus	<ul style="list-style-type: none"> Children show empathy and develop the ability to reflect on their own and others' learning and achievements Children develop positive attitudes, values and principles Children have a first-hand experience of other places of worship and of people of other faiths Children develop respect for themselves and others Children develop awareness and understanding of their own and others' beliefs Children are able to express themselves imaginatively and creatively in a variety of forms Children have opportunities to pause and reflect during calm me time Children develop an understanding of how mindfulness techniques can be used to help regulate their emotions. Experience awe and wonder in relation to the world around them
Understanding Christianity Programme	
Jigsaw PSHE Curriculum	
'Calm me' time	
Weekly Collective Worship	
Tapestry Time in Classes	
Golden Threads running through our home-grown curriculum areas	
Celebration Assemblies – celebrating success and achievements in and out of school	
Picture News Assemblies – see ½ termly coverage docs.	
Instrument lessons	
Children's Mental Health Week	
Reading Spine	
Birthday Books gifted to each child to celebrate their birthday – funded by the PTA	
Participation in Yearly Christmas Tree Festival, including visit to St Mary's Church	
Children have the opportunity to lead prayers, for example during collective worship and the beginning of lunch	
NEXT STEPS / FOCUS	
ACTIVITY / EXPERIENCE	INTENDED IMPACT
<ul style="list-style-type: none"> Provide opportunities for children to lead & write prayers to be shared in assemblies Set up a 'prayer station' within school where children can go to find inspiration to write prayers to be shared with others. Provide a moment of reflection during celebration assemblies which is led by the children Increase opportunities for children to visit a wider range of places of worship 	

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MORAL DEVELOPMENT

At Hose Church of England Primary School our children:

- are able to recognise the difference between right and wrong and can use this in their own lives;
- understand and recognise the need for rules and laws as boundaries;
- understand and respect the civil and criminal law of England;
- understand that their behaviour and actions have consequences;
- are interested in investigation and offering reasoned views about moral and ethical issues;
- are able to understand and appreciate others' viewpoints and opinions on moral and ethical issues.

CURRENT PROVISION

IMPACT

Behaviour Policy	<ul style="list-style-type: none"> • There is a positive and supportive school ethos • Children look after each other and take responsibility for each other; conflicts are resolved quickly and effectively • Children have very clear values which impact positively on their behaviour • children have a definite sense of what is right and wrong • Children enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others • Children are confident, caring and keen to help others • Children are consulted on many aspects of school life and their views on improvements are taken into consideration • Children have a wider understanding of the needs of others
Anti-Bullying Policy inc. child friendly version.	
Class Charters / expectations	
Picture News Assemblies & Display	
Collective Worship	
Hose Heroes Awards – voted for & awarded by children in celebration assembly	
Anti-Bullying Week activities	
School Council work	
RE Leicestershire Agreed Syllabus	
Jigsaw PSHE Curriculum	
Donations to Storehouse – Melton Mowbray Foodbank	
All teachers & LSA's taken part in DA & Attachment Training	
Reading Spine	
Dojo points in class & Dojo Tokens at lunchtime	
E-Safety taught through Computing & PSHE Curricula	
Use of worry boxes and Worry Monsters in Classes	
Whole School first Aid Training (EYFS – Y6)	

NEXT STEPS / FOCUS

ACTIVITY / EXPERIENCE

INTENDED IMPACT

- Further develop behaviour policy to include restorative practises
- Each class to decide on a charity to support linked to an aspect of their curriculum areas studied so far this year – Summer term project

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SOCIAL DEVELOPMENT

When working with others, our children:

- listen carefully and take turns to speak;
- share resources, equipment and toys;
- demonstrate patience and remain calm;
- empathise and take into account different views and opinions;
- respect personal space and boundaries;
- relate well to all peers from all different backgrounds;
- cooperate well;
- work together to resolve conflicts.

At Hose Church of England Primary School our children:

- understand the concept of belonging to a family, religion or another group;
- join in with group activities both in school and the wider community;
- understand how to resolve conflict;
- engage with the British values of democracy and the democratic process;
- show mutual respect and tolerance of those with different faiths and beliefs;
- are developing skills and attitudes to help them participate in, and contribute positively to, life in modern Britain.

CURRENT PROVISION	IMPACT
Everyone's Welcome Curriculum	• There is a positive and supportive school ethos
School Councillors in each year group, voted for by peers	• Children build effective friendships and relationships
Children involved in library developments & improvements	• Children are given many opportunities to socialise with a wide range of people and other children
Classroom voting & forums	• Children look after each other and take responsibility for each other
Older children organising / leading lunchtime clubs	• Children have very clear values which impact positively on their social skills
Y5&6 Young Leaders Training	• Children are consulted on many aspects of school life, experience leadership opportunities and are confident to share their views
End of Year production / Nativity / Easter & Harvest Assemblies	• Children have effective relationships with the local community
School Christmas Concert for the village	• Children have access to a broad range of sporting activities that are beyond the PE curriculum.
Class roles & responsibilities – eg feeding rota for Freckles, resource monitors	• Children are able to play for their school and participate in both competitive and non-competitive sporting activities
Lunchtime clubs	• A range of opportunities to perform to a variety of audiences and range of purposes, developing confidence & self esteem
Sports Clubs before & after school	
Membership of Melton & Charnwood SSPAN which provides opportunities for children to access sporting competitions and activities (skateboarding, gymnastics, balance bikes skills, football, wheelchair basketball, multi-sports festival)	
Partnership with Belvoir Cricket and Countryside Group, providing basketball and cricket coaching to KS2 classes	
Oracy across the curriculum	
Lunchtime Servers	
Jigsaw PSHE Curriculum	
RE Curriculum	

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Foxes' Family photographs displayed in home corner & photo album	
Mixed age sports day teams	
Residential Trips in KS2	
NEXT STEPS / FOCUS	
ACTIVITY / EXPERIENCE	INTENDED IMPACT
<ul style="list-style-type: none">Increase participation in SSPAN activities to provide a wider range of competitive sporting activities for all year groups.	

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CULTURAL DEVELOPMENT

At Hose Church of England Primary School our children:

- are able to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others;
- are able to understand and appreciate the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain;
- are able to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities;
- demonstrate knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and how it continues to develop Britain;
- are willing to participate in, and respond positively to, artistic, musical, sporting and cultural opportunities;
- show interest in exploring different faiths and cultural diversity, showing respect for and demonstrating interest in improving their understanding of these;
- are able to understand, accept, respect and celebrate diversity, shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

CURRENT PROVISION

IMPACT

Celebrating significant events / festivals / cultural occasions such as Jubilee, Royal Birthdays, Remembrance Assemblies etc.

Diversity Golden Thread across all areas of home grown curriculum.

Work with the St Phillips Centre in Leicester to invite visitors from a range of faiths to discuss their lived experiences of their faith & culture.

RE Agreed Leicestershire Syllabus

Celebration Assembly

Events where parents & carers are invited in to give children the opportunity to showcase their learning across the curriculum – eg Science week,

Sharing assemblies & Breakfast with a book events

Lunch & Afterschool clubs

Whole school trips – Theatre, Beach, Warwick Castle

Virtual Author Visits through Read Holmfirth

Melton Proms event

Red Nose Day, Children in Need Day

Reading Spine

- Children have a well-rounded education and appreciate human creativity and achievement
- Children have opportunities to learn about different cultures, which contributes to the inclusive school ethos
- Children have an understanding of the world outside their own locality
- Children participate in a wide variety of extra-curricular activities, creative and sporting opportunities
- Children have opportunities to perform to larger audiences with children from other schools; they have opportunities to showcase their diverse talents and feel valued for this
- Children have opportunities to experience awe and wonder

NEXT STEPS / FOCUS

ACTIVITY / EXPERIENCE

INTENDED IMPACT

- Develop a holistic approach to homework '50 things to do before you finish Year 6' with some experiences provided within the curriculum and extra-curricular experiences.
- Have a Hose calendar which details the significant cultural events & special days which will be marked through the year.
- All children to have access to an extended block of Forest School sessions each year

SMSC Across The Curriculum

<p>ENGLISH contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> • Developing confidence and expertise in language, which is an important aspect of individual and social identity; • Enabling pupils to understand and engage with feelings and values embodied in high quality poetry, fiction, drama, film and television; • Developing pupils' awareness of moral and social issues in fiction, journalism, 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; • Learning about different cultures by studying traditional stories from around the world • The development of our carefully planned and sequenced whole school reading spine which promotes a diverse range of authors, settings, characters and themes. 	<p>ART contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> • Art lessons which develop children's aesthetic appreciation; • Consideration of art which evokes feelings of awe and wonder; • Giving pupils the chance to reflect on nature, their environment and surroundings; • Studying art with spiritual or religious themes, issues raised by art which concerns ethical issues, such as war paintings. • Art encourages self-expression and creativity, allowing children to explore their thoughts, emotions and individuality. It provides them with opportunities to reflect on their experiences and connect with the world on a deeper level. • Children can examine ethical and societal issues, fostering empathy and critical thinking. • Sharing and discussing their work with peers also enhances their ability to articulate thoughts and engage in constructive dialogue. • Exposure to diverse artistic traditions and styles broadens children's appreciation for different cultures and histories. 	<p>MATHEMATICS contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> • inspiring awe through exploring patterns, symmetry, infinity and the beauty of mathematical concepts such as the Fibonacci sequence; • Encouraging innovative solutions to problems fosters a sense of achievement and fulfilment • Opportunities to reflect on mathematical discoveries and their relevance to the world; • Concepts such as proportionality and equality in maths can link to moral principles, helping children explore fairness in real-world contexts • The opportunity to work in groups to solve problems or complete projects <p>MUSIC contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> • Music lessons which develop children's aesthetic appreciation; • Consideration of music which evokes feelings of awe and wonder; • Learning about different cultures by listening to traditional music from around the world.
<p>SCIENCE contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> • Encouraging pupils to reflect on and explore the wonder of the natural world; • Helping them to reflect on their place in the world and appreciate the interconnectedness of life. • Awareness of the ways that science and technology can affect society and the environment; • Through scientific inquiry, children learn to evaluate evidence, consider ethical implications of discoveries 	<p>R.E. contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> • Opportunities to encourage children to explore profound questions about life, faith, and meaning, helping them reflect on their own beliefs and values. Learning about diverse religious traditions can inspire awe and wonder about the world and its diversity. • Learning about key beliefs of different world faiths including Christianity, Judaism, Sikhism, Islam, Buddhism, Hinduism and Humanism; 	<p>HISTORY contributes to children's SMSC development through:</p> <ul style="list-style-type: none"> • Learning about the development of British society; • Through studying historical events, children can learn about the importance of working together, collaboration, and community. For example, exploring how societies overcame challenges fosters an understanding of teamwork and shared goals. • Presenting opportunities for children to explore complex moral issues, such as justice, rights, and fairness, by

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<p>(e.g., environmental conservation), and make informed decisions. Discussions about themes such as climate change or human impact on ecosystems promote a sense of responsibility and ethical reasoning</p> <ul style="list-style-type: none"> • Science introduces children to contributions from diverse cultures and historical figures, showing that scientific discoveries come from people all over the world. This broadens their understanding of cultural diversity and fosters appreciation for shared human achievements. • Co-operation in practical enquiry and investigative work; • Raising awareness that scientific developments are the product of many different cultures. 	<ul style="list-style-type: none"> • Through discussions about ethical teachings in various religions, children learn about concepts like fairness, compassion, and justice. This helps them develop a sense of right and wrong and an understanding of the impact of their actions on others. • RE promotes respect and understanding among peers by exploring shared values and differences. Group discussions and activities encourage teamwork, communication, and empathy, contributing to their ability to function harmoniously in a diverse society. • By learning about the customs, festivals, and practices of different religions, children gain insight into global cultures. This broadens their horizons and fosters respect for cultural diversity, enriching their appreciation of the world. 	<p>examining historical decisions and their consequences. For example, studying civil rights movements can help children reflect on the principles of equality and justice.</p> <ul style="list-style-type: none"> • By analysing ethical dilemmas faced by historical figures, children learn to evaluate actions based on values like honesty and responsibility. • Nurturing a sense of wonder and curiosity about the human journey, helping children reflect on profound questions like identity, purpose, and legacy. • The study of ancient civilizations or world religions can spark conversations about beliefs, meaning, and values, encouraging introspection and an appreciation for diversity. • Introducing children to a range of cultures, traditions, and historical contexts, promoting tolerance and understanding of different ways of life. • The study of local, national, and global histories, children gain insight into their own cultural heritage while appreciating the contributions of others.
<p><i>GEOGRAPHY contributes to children's SMSC development through:</i></p> <ul style="list-style-type: none"> • Opportunities for reflection on the creation, Earth's origins, its future and diversity; • Reflection on the fair distribution of the Earth's resources and issues surrounding climate change; • Studies of people and physical geography provides children with the chance to reflect on the social and cultural characteristics of society. 	<p><i>DESIGN TECHNOLOGY contributes to children's SMSC development through:</i></p> <ul style="list-style-type: none"> • Reflection on products and inventions, the diversity of materials and the ways in which design can improve the quality of our lives; • Awareness of the moral dilemmas created by technological advances; • Consideration of how different cultures have contributed to technological advances; • Opportunities to work as a team, recognising others' strengths and working co-operatively. 	<p><i>COMPUTING contributes to children's SMSC development through:</i></p> <ul style="list-style-type: none"> • Preparing children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world; • Making clear the guidelines about the ethical use of the internet; • Acknowledging advances in technology and appreciation for human achievement; • Informing children about safe use of the internet.
<p><i>P.E. contributes to children's SMSC development through:</i></p> <ul style="list-style-type: none"> • learning about fairness, integrity, and sportsmanship, children develop a strong moral compass. PE provides 	<p><i>FRENCH contributes to children's SMSC development through:</i></p> <ul style="list-style-type: none"> • Exploring a new language and culture can inspire curiosity and a sense of wonder about the world. Children engage 	<p><i>PSHE contributes to children's SMSC development through:</i></p> <ul style="list-style-type: none"> • the encouragement of self-reflection by helping children explore their own thoughts, values, and emotions. It

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<p>opportunities to understand rules, respect them, and reflect on the importance of ethical behavior in competitive and cooperative settings.</p> <ul style="list-style-type: none">• celebrating diversity by introducing children to traditional games and sports from different cultures. This broadens their understanding of global traditions and fosters respect for cultural heritage and inclusivity.• Activities that explore their potential and build self-confidence by setting and achieving personal goals. Activities like outdoor challenges or team sports can evoke a sense of wonder about nature, teamwork, and physical achievements.• Group activities and team sports, PE teaches collaboration, communication, and respect for others. It helps children develop skills like leadership and empathy while working towards shared goals, preparing them for social interactions in wider contexts.	<p>with stories, traditions, and expressions that deepen their understanding of human experiences beyond their own.</p> <ul style="list-style-type: none">• Studying French encourages children to think about values and customs from another perspective. This can foster empathy, respect, and an understanding of diverse moral frameworks.• Language learning often involves group activities, role-play, and collaboration. These interactions help children build teamwork, communication skills, and social confidence while practicing a different language• exposure to the richness of French cultures—be it through food, art, festivals, or history. This broadens their global awareness and appreciation for cultural diversity.	<p>promotes mindfulness and a deeper understanding of themselves, which can foster a sense of purpose and appreciation for life.</p> <ul style="list-style-type: none">• learning about right and wrong, fairness, and making responsible choices. Topics like respect, honesty, and the consequences of actions help them build strong ethical foundations.• addressing interpersonal skills and teamwork, PSHE equips children to navigate relationships, resolve conflicts, and work collaboratively. It also emphasizes respecting diversity and understanding others' perspectives.• the introduction of diverse lifestyles, beliefs, and traditions, encouraging them to appreciate and celebrate differences. This helps create an inclusive mindset and a sense of global citizenship.
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