

Pipworth Community Primary School



Spiritual Moral Social and Cultural Policy

Date Reviewed:	May 2026
Reviewed by:	S Hussain
Policy to be reviewed by:	May 2027

Introduction

Our vision is for all pupils to achieve their best outcomes through a creative, inclusive and engaging curriculum, enabling them to become lifelong learners.

Our core values incorporating fundamental British values and Rights to respecting underpin the culture and ethos of the school. We recognise and celebrate the rich diversity of our community and actively seek opportunities to promote the spiritual, moral, social and cultural development of our pupils across our curriculum.

It is the aim of this policy is to ensure that children develop the knowledge and understanding, skills, capabilities, attributes and cultural capital which they need for mental, emotional, social and physical wellbeing now and in the future. The integrity and spirituality of pupils from varied/ different faith and backgrounds will respected and explored.

Our aims are for the pupils to be able to:

- Make informed decisions in order to improve their emotional, social and physical wellbeing
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- To ensure pupils know what is expected of them and why
- To experience challenge & enjoyment
- To experience positive aspects of healthy living and activity for themselves
- To apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Establish a pattern of health and wellbeing which will be sustained into adult life
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To enable pupils to develop an understanding of their individual and group identity
- Pupils should learn to differentiate between right and wrong in as far as their actions affect others
- Overcome barriers to learning.
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school, for example, developing an appreciation of music, sports and literature.

Spiritual Development

Beliefs, religious or otherwise, which inform students' perspective on life and their interest in and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning and willingness to reflect on their experiences. A desire and willingness to reflect on their own beliefs, religious or otherwise.

Moral Development

Ability to recognise the difference between right and wrong and the students' readiness to apply this understanding in their own lives. Understanding the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues. An understanding of the civil and criminal law of England and recognising the legal boundaries that apply to their own lives and actions.

Social Development

Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels. An understanding of what fundamental British values may be and an awareness of how they can make a positive contribution to life in modern Britain.

Cultural Development

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example: artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities. Knowledge of British democratic systems, its history and continuation to develop Britain.

How our curriculum contributes to SMSCD

PSHE and British Values

Our PSHE and British Values curriculum helps our students to acquire the knowledge, abilities, and qualities necessary to manage their lives both now and in the future. It includes Relationships. Health and wellbeing and Living in the wider world education. These qualities and abilities support children's well-being, keep them safe, and get them ready for life and the workforce in modern Britain.

Through PSHE and our broader curriculum, which includes Collective Worship, we support each child's mental, physical, social, moral, and spiritual growth. We teach our children that they will most likely face difficult situations in their lives. We teach them how to develop resilience, to manage risks, to know how and when to ask for help, and to know where to access support. Through age-appropriate teaching, we aim to prepare them for the opportunities, responsibilities and experiences of adult life.

British Values are weaved in our curriculum across all subjects. Opportunities are made for pupils to reflect on moral, social, religious and cultural dilemmas,

English

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality texts.

Maths

- Obtaining insight into the infinite and through explaining the underlying mathematical principles behind natural forms and patterns.
- Recognising how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Through helping students work together productively on complex mathematical tasks

Science

- Encouraging students to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Considering moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, for example on creation.
- Cooperating in practical activity and outdoor learning

Computing

- Acknowledging advances in technology and appreciation for human achievement.
- Understanding what is Fake News and Real News and contributing to discussions
- Raising awareness of online safety and online bullying (Linked to PSHE curriculum)

History

- Looking at the creation and evolution of British Society.
- Showing an awareness of the moral implications of the actions of historical figures.
- Gaining an understanding of different cultures.

Geography

- Opportunities for reflection on the creation of earth and its origins, future and diversity.
- Reflecting on the fair distribution of the earth's resources and issues surrounding climate change.
- Studying of people and physical geography giving our pupils the chance to reflect on the social and cultural characteristics of society.

RE

- Students learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teachings in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

Art

- Art lessons develop students' aesthetic appreciation.
- Art evokes feelings of 'awe' and 'wonder'
- Giving students the chance to reflect on nature, their environment and surroundings.

Design and Technology

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Opportunities to work as a team, recognising other strengths and sharing equipment.
- Exploring different design elements through trial and error (no finished product is an end product)

Music

- Teaching that encourages pupils to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences and own performances and observed experiences like peer performances, trips and concerts.
- Looking at the way music can change moods and behaviour.

PE

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

Beyond the curriculum opportunities to explore and develop and understanding of SMSCD

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- Assemblies focussing on SMSC topics
- Ensure holistic care of all pupils
- Peer Mentoring
- School Council
- Newsletter
- Charity events and fundraising
- Young Ambassadors Scheme
- Curriculum and enrichment trips
- Cultural day,
- Celebrating achievements through weekly assemblies
- Anti-bullying/online week,
- Careers week,
- Black history month,
- Musical events and performances,
- Safety events- Road, Fire
- Whole school performances and rehearsals
- After school clubs (Dance and sports)
- Sports Competitions
- Reading for Pleasure

Monitoring

- Samples of SMSCD work is evidenced and monitored in our SMSCD books. Each class have an individual book with examples of pupil work, photographs and quotes.
- Provision of SMSCD is monitored by PSHE lead, SLT, teachers and governors
- Staff share good practise through staff meetings
- The implementation of the policy is the responsibility of all staff

Assessment

Assessment is central to effective teaching and learning in PSHE education. The model of assessment that is most meaningful in PSHE education is formative assessment. Enabling pupils to measure their own progress through baseline questions, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Building assessment for learning to gauge understanding, adapt teaching, promote and maximise learning. As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place.

Links

The policy links to PSHE curriculum
Anti-bullying
And Education Policy

Updated

January 2026