

St. Bridget's C.E. Primary



Spiritual, Moral, Social and Cultural (SMSC) Education Policy

'Love your neighbour as yourself.' Lk 10: 27

CRC Links

Article 2 (Non-discrimination): All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child): All adults should do what is best for the children. When adults make decisions, they should think about how their decisions will affect children.

Article 12(Respect for the views of the child): Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 15 (Freedom of association): Children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others.

Article 19 (Respect for the views of the child): Children have the right to be protected from being hurt and mistreated, in body or mind.

Article 29 (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 30 (Children of minorities/indigenous groups): Children have the right to practice their own culture, language and religion - or any they choose. Minority and indigenous groups need special protection of this right.

Statement of intent

At St.Bridget's C.E Primary School the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics.

The school prides itself on providing a consistently safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential and flourish. This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's activities and is not limited to specific SMSC discrete activities.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2024) 'School inspection handbook'

This policy operates in conjunction with the following school and church policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Flourishing for All: Anti-Bullying Guidance for Church of England Schools (September 2024)

A whole-school approach to SMSC education

The governing body will ensure that SMSC education is embedded across the school's activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities and that each child can flourish

The headteacher and SLT will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background. All staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

The school's spiritual development provision enables pupils to:

- Be reflective about their beliefs, religious or otherwise, their perspective on life and their understanding and sense of spirituality.
- Have knowledge of, and respect for, different people's faiths, feelings and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.

The school's moral development provision enables pupils to:

- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Understand the consequences of their behaviour and actions.

- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues.

The school's social development provision enables pupils to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

The school's cultural development provision enables pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The headteacher will work in collaboration with the SENCO to ensure that lessons and activities, and expectations of pupils in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of pupils with SEND.

Cross-curriculum teaching and learning

SMSC education will weave across all areas of the curriculum. SMSC has particularly strong links to religious education, citizenship, history and PSHE. The school has developed an [SMSC matrix](#), which shows where SMSC education, respectively, are embedded into subjects and provides evidence of their inclusion.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and teamwork are encouraged and prioritised in line with the guiding principles of SMSC education.

Teaching staff will use classroom discussion to support pupils to:

- Talk about their experiences, thoughts and feelings.

- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Explore their relationships with friends, family and others.
- Consider, and show empathy towards, the needs and experiences of others.
- Develop self-esteem and personal confidence.
- Develop a sense of belonging.
- Develop their SMSC skills, e.g. compassion, respect, open-mindedness, sensitivity and critical awareness.
- Develop an understanding of what spirituality means to them as an individual.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat one another as equals, regardless of protected characteristics and/or background.
- Recognise and celebrate the differences and similarities between themselves and others.
- Agree and disagree with people respectfully.
- Work co-operatively and collaboratively.

The school will use the following methods to help pupils develop an understanding of how they can influence decision making through the democratic process:

- Electing school Eco and Ethos Ambassadors through a democratic voting process
- Electing Team Captains through a democratic voting process
- Hearing pupils' voice through the Ethos and Eco Ambassadors conducting pupil voice
- Establishing monitoring roles for pupils, e.g. class monitors and year 6 prefects, to allow pupils opportunities to develop and display leadership skills
- Appointing playground leaders
- Appointing digital leaders
- Issuing pupil questionnaires to gather pupil opinions on decisions
- Providing pupils with opportunities to build balanced arguments and form opinions, e.g. by taking part in debates and public speaking

The school will use the following methods to help pupils develop an understanding of the rule of law:

- Setting and enforcing high expectations for attendance, punctuality and behaviour
- Setting and enforcing school rules
- Teaching pupils about laws that are relevant to the school setting
- Teaching pupils about adults who fulfil roles designed to help others, including staff members, emergency services, friends and family
- Teaching pupils about the role of the monarchy and of previous monarchies
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
- Implementing clear, consistent and defined sanctions for challenging behaviour in line with the Behaviour Policy and SEND policy

We may use the following methods to help pupils develop an understanding of different faiths and beliefs:

- Celebrating differences and similarities through recognising cultural event days
- Engaging in Sanctuary Foundation Collective Worship
- Arranging trips to places of worship
- Teaching about different beliefs and cultures
- Exploring moral values through curriculum lessons, class texts and collective worship
- Arranging visits from various religious leaders
- Engaging with MEAS to arrange visits from people from different cultures.
- RE lessons

The school will also employ additional practical activities and practices to encourage pupils' SMSC development, including the following:

- Encouraging pupils to work together in different groupings and situations
- Providing opportunities for pupils to consume and study literature, art, music and media from artists of different cultures, backgrounds, genres and faiths
- Organising in a variety of different social and cultural school trips, e.g. to museums or places of worship
- Hearing and seeing live performances by professional actors, dancers and musicians
- Learning songs from different cultures and playing a range of instruments
- Studying the contributions to society that famous people of all backgrounds have made

Teaching staff will help pupils' SMSC development by:

- Encouraging teamwork across all subjects.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of perceived ability.
- Making Connections in collective worship and lessons. to important aspects of British heritage and other cultures.

Community links

The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities, including:

- Community fundraising activities e.g. for Charles Thompson Mission
- School-community link organisations: St. Bridget's PTA
- Providing pupil volunteers weekly to serve at the Link Cafe (year 4)
- Taking responsibility for a bed in Ashton Park
- Litter picking in the local area
- Junior Travel Ambassadors to promote safe parking and travel around school
- Engaging in the Archbishop of York Young Leaders programme
- Hosting school events to which community members are invited as participants or audience members e.g. worship, Friday Merit, Music Showcase

- Questionnaires sent to parents and other members of the community to gather opinions

The school will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.

Promoting fundamental British values

The school will use SMSC education to promote fundamental British values by:

- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through the School Ethos and Eco Committee.
- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

As a Church of England controlled school, the school is not obliged to promote teachings, beliefs or opinions in conflict with its own, but will not promote or tolerate discrimination against pupils or groups based on their belief, opinion or background.

6. Ofsted inspections

As part of its activities when carrying out ungraded, graded, and urgent inspections of schools and academies across England, Ofsted will assess the effectiveness of the school's SMSC provision.

Inspectors will judge the schools' SMSC provision based on the following factors:

- Whether the spiritual, moral, social, cultural, mental, and physical development of pupils is actively promoted by the school
- Whether the SMSC provision enhances pupils' personal development in relation to citizenship education and fundamental British values
- Whether the school's work to enhance its own SMSC provision is of a high quality

The school will ensure that all of the 'good' criteria are met securely and consistently in order for its personal development provision to be judged as 'outstanding'. Additionally, the school will ensure that its provision includes the following elements:

- The school consistently promotes the extensive personal development of pupils, providing a wide variety of opportunities for them to develop their talents and interests
- There is strong take-up by pupils of the opportunities provided by the school
- The opportunities provided by the school are done so in a coherently planned way through the curriculum and extra-curricular activities

The school will ensure that its curriculum prioritises its personal development provision in order for that provision to be judged as 'good'. This includes the school meeting the following criteria:

- Ensuring that the curriculum stretches beyond the academic, vocational, and technical
- Working to support pupils' confidence, resiliency, independency, and strength of character
- Ensuring that high quality pastoral support is provided, including guiding students to maintain a physically and mentally healthy lifestyle
- Providing opportunities for pupils to have their interests nurtured, developed, and stretched
- Preparing pupils for life in modern Britain, developing their understanding of fundamental British values, democracy, the rule of law, individual liberty, as well as tolerance and respect for those of different faiths and beliefs
- Promoting equality of opportunity and diversity effectively
- Promoting pupils' engagement with views, beliefs, and opinions that are different from their own
- Providing pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society

The school will also undertake all of the above actions in relation to personal development provision to avoid being judged as 'inadequate' by Ofsted.

7. Monitoring and review

SMSC provision is reviewed in the following ways:

- The monitoring of teaching and learning and work scrutiny by the curriculum leader, headteacher and governors as part of the school's general monitoring.
- A dedicated SMSC link governor.
- A dedicated Governor's Ethos Committee which has oversight and responsibility for SMSC within the school.
- Regular discussions at staff and governors' meetings.
- Annual policy audits.
- The development of RE, PSHE and collective worship to reflect the diversity of both the school and society.
- The development and auditing of the curriculum to ensure that SMSC is a thread running through all subject areas
- The sharing of classroom work and practice.

This policy is reviewed on an annual basis by the headteacher and SLT and any changes will be communicated to all stakeholders.

The next scheduled review date for this policy is **September 2026**

St Bridget's C.E Primary SMSC Curriculum and Activity Matrix

This matrix demonstrates a snapshot of where spiritual, moral, social and cultural education, respectively, are embedded into subjects and activities across our curriculum, and provides a source of evidence of their inclusion.

Activity or lesson	Does it contain spiritual education?	What evidence can you provide?	Does it contain moral education?	What evidence can you provide?	Does it contain social education?	What evidence can you provide?	Does it contain cultural education?	What evidence can you provide?
Maths	✓	Recognition of maths as a universal language. Symmetry in nature e.g. Fibonacci and the vastness and infinity of number.	✓	Children explore concepts of equality and sharing fairly and trading and purchasing ethically.. They explore the concept of truth through mathematical truth and the importance of accuracy. Logical reasoning allows children to explore the consequences	✓	Children collaborate and work together to solve problems and explain and share their thinking. They have the opportunity to explore how to manage money and budget.	✓	Children have the opportunity to recognise the diversity of prominent and famous mathematicians through the use of displays and curriculum work.

				of choices and decisions.				
English	✓	The fostering of personal reflection, empathy and understanding of diverse perspectives. Opportunity to explore own beliefs and connect with the experience of others.	✓	Children encounter characters facing moral dilemmas and ethical choices. This allows them to reflect on their own values and beliefs as they consider the actions and choices of characters.	✓	Children have the opportunity to communicate with others and to learn to debate respectfully and with consideration of the feelings and viewpoints of others.	✓	Through experiencing a range of texts children explore diverse perspectives that draw on the experience of people from different cultures.
Science	✓	Opportunity to explore the wonder of the natural world, fostering a sense of awe and curiosity. A chance to reflect on the interconnectedness of living things and the mysteries of the universe.	✓	Children consider and reflect upon their personal beliefs and values as they consider the implications of scientific discoveries. Science lessons foster a sense of care and responsibility for the natural	✓	Science lessons encourage children to ask questions, to collaborate with others to observe, investigate and draw conclusions.	✓	Children have the opportunity to explore a range of prominent and influential scientists from a diverse range of cultural backgrounds recognising barriers they have faced and the significant scientific

				world and living things.				contributions they have made.
Art	✓	Opportunity for creative self-expression and a chance to explore inner self and express thoughts and emotions creatively.	✓	Children meet the concept of ownership and the importance of respecting the creative ownership of an individual. They explore how art can both be force for good and can also be used in a negative way through e.g. positive and negative propaganda..	✓	Children have the opportunity to communicate with others their response to artwork and to share in collaborative art opportunities.	✓	Children explore a range of artists from across the globe and are able to explore how their cultural diversity has influenced their artwork.
History	✓	Pupil's are encouraged to reflect on human experiences, explore different cultures and beliefs and consider moral and ethical	✓	Children examine the ethical implications of decisions and events of the past. They have the opportunity to consider what motivates human action	✓	Pupil's have the opportunity to debate respectfully with others about events of the past. They have the opportunity to connect with experts and witnesses who	✓	Studying different societies and belief systems throughout history allows students to appreciate the diversity of human experiences and the various ways

		dilemmas of the past.				can provide insight into the past.		people have sought meaning in their lives.
RE	✓	Pupil's are encouraged to explore questions of meaning, purpose and values whilst also promoting respect for different beliefs and perspectives .	✓	RE lessons provide opportunities for pupils to ask 'big questions' about life, purpose, and the nature of reality. They have the opportunity to consider different moral perspectives and how these influence choices and decision making.	✓	Children have the opportunity to work in different groups within lessons; to meet members of different faith groups and to work with others to promote understanding of a diverse society.	✓	Through learning about different religions and worldviews pupils develop respect for the beliefs and practices of others fostering empathy and understanding in a diverse society.
PE	✓	This is fostered on activities that promote holistic well-being, self-awareness, and connection	✓	PE lessons foster the chance to talk about fair play, sportsmanship and the importance of these values over the need to win.	✓	PE promotes opportunities for teamwork and the sense of belonging to and working with a team. It provides important support for	✓	Children have the opportunity to learn about the diverse cultural backgrounds of famous sports persons recognising the global reach of

		between mind and body.				well-being and social connection.		sport. They have the opportunity to try dance and games from traditions recognising the global influences on sport.
Geography	✓	Lessons offer opportunities for children to explore diverse places, cultures and environments, prompting students to consider their own place in the world and their responsibilities to others and the environment.	✓	The geography curriculum presents opportunities for children to consider ethical dilemmas such as deforestation, mining and climate change. Children are encouraged to develop their own attitudes and values in relation to these issues.	✓	The geography curriculum allows children to consider the impact of one society's decisions on others particularly in the contexts of farming, global warming and coastal erosion. It is designed to allow children to consider the interdependence and impact of human, physical and political geography.	✓	The geography curriculum provides an opportunity for children to study diverse landscapes and settlements across the globe.
Music	✓	Children are encouraged to	✓	The music curriculum	✓	Group and ensemble work	✓	Children explore music from

		explore emotions and express themselves creatively. They connect with music from diverse cultures and traditions. Children discover a sense of self and experience moments of transcendence .		allows children to consider songs that are used as a protest or to raise awareness of injustice allowing children to consider issues of justice, equality and human rights.		fosters cooperation, communication and respect for diverse roles. Creating music with others fosters a sense of community, connection and belonging. Children can discuss how music has been used to raise social awareness about important issues in society.		different cultures allowing them to gain a broader perspective. Music allows children to connect with their own and others' cultural identity.
IT	✓	Children wonder at the speed and growth of knowledge, the accessibility of information and the interconnected	✓	Discussions about online safety, cyberbullying, and the ethical implications of using technology can help students develop a strong moral	✓	Learning about the social impact of technology, such as its role in social movements or access to information, can encourage a sense of	✓	Exploring how technology can be used to preserve and share cultural heritage, such as through digital archives or online museum exhibits, can

		ness of the world.		compass regarding their digital behaviour. They learn about respecting intellectual property and the consequences of online behaviour.		social responsibility. Children explore how digital technology allows individuals and societies to connect and the advantages and disadvantages of this.		promote cultural appreciation. Children learn about diversity off famous and significant computing experts.
Languages	✓	Lessons foster an appreciation for diversity, empathy and cultural understanding. This in turn nurtures a sense of global awareness,	✓	Learning about other cultures can foster empathy and understanding for people with different backgrounds and experiences, helping students to develop a sense of moral responsibility towards others.	✓	MFL lessons provide opportunities for students to develop their communication and interaction skills through pair work, group activities, and class discussions, fostering collaboration and teamwork.	✓	MFL provides a natural platform for introducing students to the cultural richness of the countries where the target language is spoken. Students learn about different cultural practices, traditions, and perspectives, expanding their understanding of the world and

								fostering intercultural awareness and a sense of global citizenship.	
Key considerations								Yes	No
Are all aspects of SMSC evident when pupils move around the school?									
Are all aspects of SMSC reflected in classroom and corridor displays?									
Does the school website reflect a consistent approach to all aspects of SMSC?									