

Spiritual, Moral, Social, Cultural (SMSC) Policy	
Responsible Post	Headteacher
Responsible Committee	FGB
Review Schedule	3 years
Policy reviewed on	26 November 2025
Policy to be reviewed	November 2028
Changed	New



At Beaulieu Village Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. 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 – both online and in real life situations,
- an understanding of their social and cultural traditions,
- an appreciation of the diversity and richness of other cultures,
- and an awareness of the environment and the wider world around them.

Our teaching and learning practice aims to enable children to explore their own spiritual, moral, social and cultural beliefs in the following ways:

Spiritual Development

- explore their beliefs, religious or otherwise, which inform their perspective on life and facilitate their interest in and respect for different people's feelings and values;
- discover a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
- develop the use of imagination and creativity in their learning;
- demonstrate a willingness to reflect on their experiences.

Moral Development

- develop an ability to recognise the difference between right and wrong, and a readiness to apply this understanding in their own lives;
- develop and nurture an understanding of the consequences of their actions;
- cultivate an interest in investigating, and offering reasoned views about, moral and ethical issues.

Social Development

- explore the use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds;
- demonstrate a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively;
- develop and nurture an interest in, and understanding of, the way communities and societies function at a variety of levels;
- develop an understanding and awareness of the wider world and environmental issues affecting society today.

Cultural

- show an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
- demonstrate a willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;
- develop and nurture an interest in exploring, understanding, and respecting cultural diversity and demonstrating the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Guidelines

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.

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 the teacher's planning and purchasing decisions.

The key features of SMSC at Beaulieu Village Primary School:

- A range of diverse and engaging assemblies where all aspects of SMSC are explored and discussed; visitors to school bring fresh knowledge and also careers input;
- Charity support where children are encouraged to donate, take part in activities and understand the work of specific charities;
- Themed days/weeks where other cultures and societies are appreciated and investigated;
- Library and scribed reading books celebrate diversity;
- Trips/excursions and experiences to widen the outlook of children and raise aspirations;
- School Council involvement in areas of decision making for our school, ensuring effective use of pupil voice;
- A PSHE 'golden thread' that runs through the entire curriculum and seeks to maximise opportunities for children to explore and generate understanding of all areas of their personal, social and health education;

- Links with the wider community through themed events at specific times of the year e.g. Christmas, pancake races, events with Beaulieu Past and Present, Remembrance and also through regular opportunities in the curriculum;
- Competitions of a sporting and artistic nature both in the local and the wider community;
- Close links with the local secondary schools to enhance the transition for upper KS2 pupils;
- Close links with the local pre-schools to enhance the transition to Early Years;
- A comprehensive programme of inclusive activities for designated children who need additional support to develop coping strategies;
- Sports leaders who receive training to provide play and friendship support at break times;
- A trained Higher Level Teaching Assistant who leads 'successful play' at break times;
- Use of personalised strategies by all staff members to help in the resolving of conflict situations between friendship groups;
- Use of up to date class assembly resources to provoke discussion around recent issues in the media tailored to each key stage;
- A focus on the Fundamental British Values each term to prepare pupils for life in modern Britain by promoting a shared understanding of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. These values are intended to foster social cohesion, prevent radicalisation and extremism, and ensure young people are equipped to be responsible and active citizens in a diverse society.