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

2026–2027 | Excellence in Everyth ing • Children at the Heart

Policy owner	Headteacher
Headteacher	Mrs Melissa Lawrenson
Designated Safeguarding Lead	Mrs J Lloyd
Chair of Governors	Mr Paul Willerton
Policy date / effective from	November 2026
Approved by governors	Approved
Date approved	24.11.2026
Review frequency	Every two years, or sooner if guidance or school arrangements change
Next scheduled review	November 2028

1. Purpose and vision

At Eaves Primary School, spiritual, moral, social and cultural (SMSC) development is part of the education and everyday experience of every child. It is not a separate subject. Through our curriculum, relationships, routines and wider opportunities, we help pupils understand themselves and others, make thoughtful choices and contribute positively to their community. Our commitment to Excellence in Everything is reflected in the Eaves Values of Exploration, Authenticity, Vision, Encouragement and Synergy, and The Eaves Way: Ready, Responsible, Resilient and Respectful.

2. Aims and expectations

We aim for children to develop self-confidence and a sense of belonging; reflect on beliefs, feelings and experiences; recognise right and wrong and consider consequences; build positive relationships and resolve disagreements respectfully; appreciate their own heritage and the diversity of modern Britain; and take part in school and community life. SMSC is promoted inclusively and does not require pupils to hold or express any particular religious belief.

3. Spiritual development

Children are encouraged to be curious, imaginative and reflective. They explore questions about identity, meaning, beliefs and values; experience awe and wonder through science, nature, music, literature and the arts; and reflect on what they have learned and experienced. At Eaves, opportunities include RE, thoughtfully planned collective worship and reflection, music appreciation, creative work, outdoor learning, stories and discussion. Collective worship is provided in accordance with our separate Collective Worship Policy.

4. Moral development

Children learn to distinguish right from wrong, understand how actions affect others and consider fairness, justice and responsibility. The Eaves Way provides clear, consistent expectations, while Jigsaw PSHE, No Outsiders, Picture News and classroom discussion allow pupils to explore age-appropriate moral questions,

differing viewpoints and consequences. Adults model respectful language, restorative conversations and responsible decision-making. Children are supported to challenge prejudice, bullying and discrimination.

5. Social development

We help children develop communication, cooperation, empathy, confidence and the ability to form healthy relationships. Pupils work and play with others, take responsibility and learn to listen and disagree respectfully. Opportunities include paired and group learning, oracy, playtimes, clubs, sports, assemblies, pupil leadership and roles such as Junior Leadership Team, subject officers and buddies. Children learn about democracy, community participation and the responsibilities that accompany individual rights.

6. Cultural development

Pupils learn to value their own backgrounds and appreciate the cultural, religious and non-religious diversity of St Helens, Britain and the wider world. Teaching across history, geography, RE, art, music, literature, languages and PSHE broadens pupils' understanding. Our Diverse World experiences, No Outsiders, Picture News, visitors, performances, educational visits and celebrations help children encounter different traditions and perspectives without stereotyping. We aim for every pupil to feel represented, respected and able to participate.

7. British Values and citizenship

SMSC development works alongside our separate British Values Policy. We actively promote democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. At Eaves this includes Democracy Week, pupil elections and voice, The Eaves Way, inclusive teaching, rights and responsibilities, and age-appropriate discussion of current events. Political issues are handled impartially and in line with school expectations.

8. SMSC through teaching and wider school life

All staff contribute to SMSC through curriculum planning, adaptive teaching, classroom climate, interactions and the wider life of the school. Subject leaders consider how their subjects provide meaningful opportunities for reflection, ethical thinking, collaboration and cultural understanding. In EYFS, SMSC begins through relationships, play, language, understanding the world and learning to manage feelings and behaviour. Provision is age-appropriate and builds progressively as pupils move through school. Enrichment, educational visits, charitable activities, family engagement and community partnerships extend these opportunities.

9. Inclusion, safeguarding and wellbeing

All pupils, including disadvantaged pupils and those with SEND, should be able to access meaningful SMSC opportunities. Staff make reasonable adjustments and use appropriate communication and support. Teaching is sensitive to family circumstances, faiths, beliefs and lived experiences. Any safeguarding concerns arising from discussions, behaviour or disclosures are managed through the Safeguarding and Child Protection Policy and reported to the DSL. SMSC supports wellbeing but does not replace specialist pastoral or safeguarding support.

10. Roles and responsibilities

The Headteacher and senior leaders maintain oversight of SMSC as part of curriculum quality and personal development. Teachers and subject leaders plan and recognise opportunities within their existing work. The PSHE and RE leads contribute to coherence across their subjects; all staff model the school's values. Governors seek assurance that SMSC is inclusive, purposeful and reflected in pupils' experiences, without creating unnecessary separate recording requirements.

11. Monitoring and evaluating impact

Leaders review SMSC through existing systems, including curriculum and book reviews, learning walks, pupil conversations, assemblies, participation in leadership and enrichment, behaviour and safeguarding themes, and feedback from pupils, parents and staff. We consider whether pupils can talk about their experiences, show respect for others, understand choices and consequences, participate confidently and appreciate

diversity. Findings inform normal curriculum and personal development review; no separate SMSC assessment score is required.

12. Working with families and the community

We value parents and carers as partners in children's personal development. Communication, parent events, community links, educational visits and visitors help pupils connect learning with real life. Opportunities are selected for their educational value, inclusion and safeguarding suitability, rather than to produce a fixed list of activities.