



# SMSC POLICY

A place for all to **grow and flourish**



## Chudleigh CE VC Community Primary School

Policy reviewed by Full Governing Board on 19<sup>th</sup> June 2025

Date of next review June 2027

## **Contents**

### Statement of Intent

- 1) Legal Framework
- 2) A whole school approach to SMSC Education
- 3) Cross-Curriculum Teaching and Learning
- 4) Community Links
- 5) Promoting fundamental British Values
- 6) Monitoring and Review

## Statement of Intent

At Chudleigh CE VE Community Primary School, we recognise that the personal development of children 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 children with opportunities to explore and develop:

- Their own values and beliefs
- Their own spiritual awareness
- Their own standards of personal behaviour
- A positive, caring attitude towards other people
- An appreciation of the diversity and richness of their cultures.

Our school provides a safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's curriculum and in our day-to-day interactions and is not limited to specific SMSC lessons. This policy is shaped by our school vision and values:

### A place for all to **grow and flourish**

Our Christian school will provide a safe and nurturing environment in which every child's gifts are celebrated so that they can flourish and achieve. Our school family will reach outwards to our community and the wider world in exploration, love and friendship.



#### **Mark 4:30-32**

*The kingdom of God is like a mustard seed. The mustard seed is the smallest seed you **plant** in the ground. But when you plant this seed, it **grows** and becomes the largest of all garden plants. It **produces** large branches. Even the wild birds can make nests in it and be protected from the sun."*

## Our School Values

As a school community based on Christian foundations we aim to develop and demonstrate the following values in all we do;

- **Friendship** through developing bonds across the school community as we work and play and care for each other.

John 15:13 The greatest love is shown when a person lays down his life for his friends.

- **Happiness** enabling us to work, learn and play together to the full benefit of all.

Psalms 106:3 **Happiness** comes to those who are fair to others and are always just and good.

- **Kindness** through all our interactions with each other.

1 Corinthians 16:14 Whatever you do, do it with **kindness** and love.

- **Forgiveness** because we understand that we all make mistakes.

Matthew 18:22 "How often should I forgive someone who sins against me? Seven times?"  
 "No!" Jesus replied, "seventy times seven!"

- **Love** as God showed his love to us through Jesus Christ, by showing how much we care for others in our school and wider world through supporting them practically and in prayer.

1 John 4:16 God is love, and anyone who lives in love is living with God and God is living in him.

- **Respect** by valuing every individual for their uniqueness celebrating similarities and differences and all that they bring to our school community.

1 Peter 2:16 Show **respect** for everyone.

- **Teamwork** through working together at every level to ensure all involved in the school can achieve their full potential in a supportive environment.

Philippians 2:2 Make me truly happy by loving each other and ... working together with one heart and mind and purpose.

## 1. Legal Framework

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

- The 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 (2021) 'School inspection handbook'

**The policy operates in conjunction with the following school policies:**

- Child Protection and Safeguarding Policy
- Promoting Good Behaviour Policy
- SEND Policy
- Health and Safety Policy
- Religious Education Policy
- PSHE Policy
- RSE Policy
- Equality Policy

## 2. A whole-school approach to SMSC education

The governing board 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.

We aim to provide 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. 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 aims of SMSC at Chudleigh CE VC Community Primary School are as follows:

- To ensure that all of our school family is aware of our vision and values.
- To ensure a consistent approach to the delivery of SMSC through the curriculum and the day-to-day life of the school.
- To ensure that each of our pupil's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that children know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and response to personal experiences.
- To enable children to develop an understanding of their individual and group identity.
- To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society and school.
- To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

### Spiritual development

We believe 'Spirituality is an awareness of my relationship with myself, others, the world and beyond.' Inspired by Rebecca Nye, we understand spirituality as:

- A capacity for **deep relationships** (with self, others, the world, and possibly with God or a higher power);
- A search for **meaning, purpose, and connection**;

The experience of **wonder, awe, compassion, and reflection**.

We use the 'Windows, Mirrors, Doors,' approach to support our children in their understanding and thinking in spirituality:

### **Windows – Looking out onto the world and others' experiences**

We provide experiences that help children encounter the lives, cultures, and beliefs of others, helping them understand difference and develop empathy. Examples include:

- Literature, stories, and assemblies that explore a wide range of human experiences;
- Learning about world religions and ethical traditions;
- Encouraging curiosity about nature, justice, and global issues.

#### **Mirrors – *Looking inward to reflect on personal thoughts and feelings***

We create regular opportunities for children to reflect on their own inner world. This includes:

- Quiet time, mindfulness, or reflection activities;
- Space for expressing emotions through art, music, and writing;
- Discussions about personal values, hopes, and questions.

#### **Doors – *Stepping into new experiences and personal growth***

We encourage children to act upon what they've seen and felt — opening the door to transformation. This includes:

- Opportunities to show compassion, kindness, and responsibility;
- Encouraging moral courage and ethical decision-making;
- Supporting children as they ask and explore 'big questions'.

### **Moral development**

We support pupils to recognise the consequences of the actions of others and their own which develops an understanding of the differences between right and wrong. Positive recognition is given to all pupils for demonstrating our school vision and values.

### **Social development**

We encourage pupils to develop positive relationships and to engage in a range of activities which support and promote their well-being. By engaging in activities which promote self-awareness and awareness of others through turn taking, sharing and recognising individual needs our pupils are supported in developing social skills. All our pupils are supported to participate and be part of the school community. The school regularly participates in a range of fundraising activities including: supporting the local food bank at Harvest time; supporting Children in Need; Sports Relief; Comic Relief; sponsoring two Ugandan students to attend school.

### **Cultural development**

We support our pupils to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others. Our pupils are supported to explore and improve their understanding of, and respect for, different faiths and cultures. Our pupils participate in and respond positively to artistic, sporting and cultural opportunities through a broad and balanced curriculum.

## **3. Cross-curriculum teaching and learning**

SMSC education will take place across all areas of the curriculum.

SMSC has particularly strong links to religious education, collective worship, history and PSHE.

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.

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:

- Dedicated learning on democracy
- Hearing pupils' voice through discussions with school Ambassadors
- Establishing monitoring roles for pupils, e.g. class monitors and cloakroom monitors, to allow pupils opportunities to develop and display leadership skills
- Appointing playground leaders
- Appointing Ambassadors in Year 6
- Pupil voice gathered through IEPs and EHCP process as well as surveys
- Providing pupils with opportunities to form and express opinions through circle time
- Voting on charities to support
- Writing balanced arguments in English lessons

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 classroom and 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 Promoting Good Behaviour Policy

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

- Celebrating differences and similarities through our curriculum
- Arranging trips to places of worship
- Teaching about different beliefs and cultures
- Exploring moral values through lessons, stories and collective worship
- Arranging visits from various religious leaders
- Blocking out times in the timetable for RE lessons

The school will have a range of assemblies and opportunities for collective worship. These will:

- Develop a community spirit
- Be Christian in nature
- Promote the school's culture, values and expectations
- Explore important moral and social themes
- Promote care for the planet
- Provide important notices and information
- Celebrate children's successes and achievements both in and out of the school (Star of the Week, Learner of the Week and Team Points)
- Share and celebrate world cultures, religions and festivals (Class assemblies and year group assemblies)
- Promote racial harmony and respect for all.

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

- Encouraging pupils to work together in different groupings and situations.
- Providing opportunities for pupils to experience and explore literature, art, music and media from artists of different cultures, backgrounds, genres and faiths.
- Organising a variety of different social and cultural school trips, e.g. to museums or places of worship.
- Learning songs from different cultures and playing a range of instruments.
- Making and consuming food from other countries.
- Studying the contributions to society that famous people of all backgrounds have made.
- Encouraging teamwork in PE and Games
- Appreciation of and respect for the work and performance of other children regardless of ability
- Using Worship themes to explore important aspects of both British heritage and other cultures, e.g. festival days, the patron saints and global events
- Utilise resources such as 'Picture This' to help encourage pupils to identify global issues outside of their immediate context and begin to discuss how these can impact on them and what they



as global citizens can do to harness change culture and advocacy for all.

#### **4. 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. MacMillan Coffee mornings
- Singing at the Dementia Friendly Carol Service
- Work with Chudfest to support Christmas decorations in the town (Christmas Trees) and 'turning on' of Chudleigh Lights.
- Christmas Window Judging
- Welcoming visitors into our school
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Reaching out to our community through letter writing, poems, pictures.
- Supporting community initiatives such as Chudleigh Against Racism (CAR)
- Hosting Open Garden Events

#### **5. 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 participation in democratic processes e.g mock elections
- 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.

By promoting fundamental British values through SMSC education, where appropriate 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 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 combatting discrimination.

## **6. Monitoring and Review**

SMSC provision is reviewed on an annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by the curriculum leader, PSHE leader, headteacher and governors as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- Annual policy audits.
- The development of RE, PSHE and collective worship to reflect the diversity of both our school and society.
- The sharing of classroom work and practice.

This policy is reviewed on biannually by the headteacher, Christian Distinctiveness leader and PSHE leader, and any changes will be communicated to all stakeholders.

The next scheduled review date for this policy is June 2027.