



LDBE
Lichfield Diocesan
Board of Education



Mid-Trent
Multi Academy Trust

Spiritual, Moral, Social and Cultural Education Policy

‘But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control.’

Galatians 5:22-23

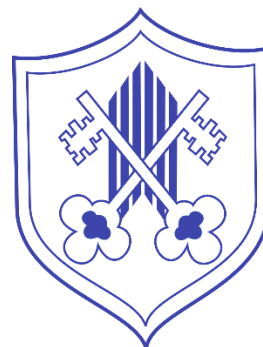
September 2025



St Andrew's CE
Primary School



Colwich CE Primary
School



St Peter's CE Primary
School



Flourish Early
Education

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1.0	28.03.2019	Initial	J. Alexander	
2.0	25.04.2022	Revision	C. Pilkington	Updated curriculum information.
2.1	09.01.2024	Revision	C. Pilkington	Changed Refs to SIAMs framework 2021 to align with new SIAMs Framework 2023
2.2	01.09.2025	Review	C. Pilkington	Changed SMSC lead title to Personal Development Lead title.

Approval History			
Version	Approver	Date	Included in the minutes of
1.0	LGB	28.03.2019	LGB Spring 2019
2.0	CEO	29.04.2022	Leadership Forum 29.04.2022
2.1	CEO	09.01.2024	Leadership Forum 18.01.2024
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What is SMSC?

SMSC stands for spiritual, moral, social and cultural development. Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum and all schools must show how well their pupils develop in these areas.

The effectiveness of the school's provision for SMSC is evaluated regularly through Ofsted and SIAMs inspections.

Vision Statement

'Opening Doors with Learning, Faith and Care'

Through actively opening doors for everyone in our community, we remove barriers and support all to appreciate 'life in all its fullness' (John 10:10).

As a learning community, we nurture and grow each other as individuals, encouraging all to stretch themselves spiritually, morally, intellectually, emotionally, socially and physically in order to achieve more than they dreamed possible.

We understand that our adventures may be littered with challenges, but with friendship, perseverance and courage we know that 'we can do all things through Christ who strengthens us' (Philippians 4 v 13).

Through implementing this policy, we ensure that our vision is realised by providing all learners with a curriculum which supports all to develop themselves 'spiritually, morally, intellectually, emotionally, socially and physically' in order to achieve 'more than they dreamed possible' and appreciate 'life in all its fullness (John 10:10)'

Intent

Through our provision of effective SMSC education, our learners will become resilient, independent and thoughtful, able to overcome life's challenges, in order to create a world of community, acceptance, collaboration and kindness.

At St. Peter's CE Primary School, we consider the pupils spiritual, moral, social and cultural development to be at the centre of our school ethos and the responsibility of the whole curriculum. It forms a central role within our formalised curriculum for personal development, which launches in school this year.

We strive to provide and maintain for our pupils an education that provides opportunities so that they can explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

We believe spiritual, moral, social and cultural development is promoted through the school ethos, the climate of the school, collective worship, all curriculum areas, behaviour policy, extra-curricular and other activities.

Aims of SMSC

To encourage pupils to develop their own beliefs and values about life and religion

- To promote an appreciation of alternative individuals and shared beliefs.
- To develop appropriate personal and social behaviour in response to other cultures and environments.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of all individuals irrespective of gender, ethnicity, sexuality or religion thus developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.

Spiritual Development

To talk about spirituality is, essentially, to talk about something which is beyond words. Rabbi Hugo Gryn defines spirituality as:

*‘Spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away.
Fundamental to spirituality is the absence of force.’*
Rabbi Hugo Gryn

As a result of adopting this definition, we understand that our role in developing learners’ spirituality is to expose them to multiple opportunities to experience spirituality throughout their learning adventure and wider school life at St. Peter’s. If we view spirituality as a developing photograph, the more we expose learners to opportunities to develop spiritually, the clearer their spiritual self will become. But, like a photograph, this will happen at different times for each individual learner.

To make conversations about spirituality more accessible to every member of our school community, we explore the models of spirituality identified by Liz Mills (Windows, Mirrors, Doors) and also Andrew Rickett (Self, Others, Beauty and Beyond). We see spiritual development as an important element of a pupil’s education and fundamental to other areas of learning.

Through our provision for Spiritual Development, we aim to provide opportunities that will enable learners to:

- Reflect on and develop their own personal beliefs and values, especially on questions about religion, life’s purpose, personal and social actions.
- Enhance their spiritual awareness through quiet / reflection spaces;
- Experience stilling / mindfulness through the curriculum;
- Sustain their self-esteem in their learning experience;
- Develop their capacity for critical and independent thought;
- Foster their emotional life and express their feelings;
- Empathise with others;
- Discuss their beliefs, feelings, values and responses to personal experiences;

- Form and maintain worthwhile satisfying relationships that cherish themselves, and others, as uniquely and wonderfully made (IQ5 SIAMS 2023 Revised Evaluation Schedule)
- Form healthy relationships where they offer dignity and respect to others (IQ5 SIAMS 2023 Revised Evaluation Schedule)
- Reflect on, consider and celebrate the wonders and mysteries of life.

Our curriculum for Spiritual Development is delivered through:

- School vision and values
- All Curriculum Subjects, but specifically through Religious Education, PSHE, History, Geography, Science (See individual curriculum statements)
- Daily acts of collective worship (See collective worship policy)
- Regular spirituality drop-down days
- Behaviour policy
- School culture and ethos
- Informal opportunities for stillness, meditation and prayer

Specific examples of how Spiritual Development is delivered in each age phase is included in the SMSC long term plan available on our school website: <https://www.st-peters-hixon.staffs.sch.uk/learning-adventure/smsc/>

Moral Development

As a Church school, we pride ourselves on developing learners' moral compass, supporting learners to recognise the difference between right and wrong (informed by our school and wider Christian values) and support them in applying this understanding every day in their thoughts, words and actions.

Through our provision for Moral Development, we aim to provide opportunities that will enable learners to:

- Acquire an understanding of the difference between right and wrong and of moral conflict;
- Develop a concern for others and the will to do what is right;
- Tell the truth and keep promises (unless there is a safeguarding issue);
- Respect the rights and property of others;
- Act with consideration towards others;
- Take personal responsibility for their actions;
- Have self-discipline and reflect on the consequences of their actions;
- Develop knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them, including helping those less fortunate than themselves;
- Learn forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together (IQ4 SIAMS 2023 Revised Evaluation Schedule);
- Understand the meaning of 'good disagreement' (IQ4 SIAMS 2023 Revised Evaluation Schedule).
- Understand social justice and a concern for the disadvantaged and how they can challenge injustice (IQ5 SIAMS 2023 Revised Evaluation Schedule)

Our curriculum for Moral Development is delivered through:

- School vision, values, culture and ethos
- All Curriculum Subjects, but specifically through Religious Education, PSHE, History, Geography, Science (See individual curriculum statements)
- Daily acts of collective worship (See collective worship policy)

- Annual class Social Action Projects
- Behaviour policy
- Lunchtime Big Questions

Specific examples of how Moral Development is delivered in each age phase is included in the SMSC long term plan available on our school website: <https://www.st-peters-hixon.staffs.sch.uk/learning-adventure/smsc/>

Social Development

As a Church school at the heart of our community, it is important to us to engender a sense of society and belonging in all our learners. Our programme of Social Development encourages our learners to develop the skills and personal qualities necessary for individuals to live and function effectively in society.

Through our provision for Social Development, we aim to provide opportunities that will enable learners to:

- Develop the ability to be aspirational, resilient and persevere when things go wrong (IQ5 SIAMS 2023 Revised Evaluation Schedule)
- Overcome barriers to their own learning and to make positive choices (IQ5 SIAMS 2023 Revised Evaluation Schedule)
- Become courageous advocates for change in their local, national & global communities (IQ5 SIAMS 2023 Revised Evaluation Schedule)
- Use of a range of social skills in a wide range of different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- Take an interest in, and understanding of, the way communities and societies function at a variety of levels.
- Connect the schools ethical and charitable activities to its vision and values (IQ5 SIAMS 2023 Revised Evaluation Schedule)
- Ask the 'big questions' about life that develop their understanding of disadvantage, deprivation and the exploitation of the natural world (IQ5 SIAMS 2023 Revised Evaluation Schedule)
- Engage in diocesan and other global companion/world links (IQ5 SIAMS 2023 Revised Evaluation Schedule)

Our curriculum for Social Development is delivered through:

- Daily opportunity for free-play at break and lunch time
- Leadership at all levels
- School vision, values, culture and ethos
- All Curriculum Subjects, but specifically through Art, Design and Technology, Physical Education (See individual curriculum statements).
- Annual class Social Action Projects and whole-school charity projects
- Behaviour policy

Specific examples of how Social Development is delivered in each age phase is included in the SMSC long term plan available on our school website: <https://www.st-peters-hixon.staffs.sch.uk/learning-adventure/smsc/>

Cultural Development

As part of a multi-cultural local and global community, developing learners understanding of, respect for and acceptance of difference and diversity is central to our work in creating God's Kingdom on Earth. At St. Peter's we work together to create a world of community, acceptance, collaboration and kindness.

Through our provision for Cultural Development, we aim to provide opportunities that will enable learners to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- Understand, accept, respect and celebrate difference and diversity within our school community, locality and wider society. (IQ4 SIAMS 2023 Revised Evaluation Schedule)
- Understand themselves through learning about and appreciating the wide range of cultural influences that have shaped their own heritage
- Participate in a wide range of cultural opportunities
- Develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Develop an understanding of their own social and cultural environment
- Live positively within a culture of mutual respect, with respect for their own culture and that of others
- Take an interest in others' ways of doing things and curiosity about differences
- Gain the knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture.

Our curriculum for Cultural Development is delivered through:

- School vision, values, culture and ethos
- Daily acts of Collective Worship
- All Curriculum Subjects, but specifically through Art, English, History, PSHE and Religious Education, Modern Foreign Language (See individual curriculum statements).
- Regularly spirituality drop down days (Eg. Wonderfully Made, Light)
- Engagement with cultural projects and global links
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Specific examples of how Cultural Development is delivered in each age phase is included in the SMSC long term plan available on our school website: <http://www.st-peters-hixon.staffs.sch.uk/learning-adventure/smsc/>

Organisation

We believe spiritual, moral, social and cultural development takes place across all subject curriculum areas and every opportunity is taken by teachers to ensure regular opportunities for learners to:

- Talk about personal experiences and feelings;
- Express and clarify their own ideas and beliefs;
- Speak about difficult events;
- Share thoughts and feelings with other people;
- Explore relationships with friends, family and others;
- Consider others needs and behaviour;
- Show empathy;
- Develop self-esteem and a respect for others;
- Develop a sense of belonging;

- Develop the skills and attributes that enables them to develop socially, morally, spiritually and culturally

Specific examples of how SMSC Education is delivered in each age phase is included in the SMSC long term plan available on our school website: <https://www.st-peters-hixon.staffs.sch.uk/learning-adventure/smsc/>

Roles and Responsibilities

The Personal Development Lead is responsible for supporting and leading spiritual, moral, social and cultural development in our school, including monitoring opportunities for SMSC development across the curriculum and beyond.

This role also includes:

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring all staff are familiar with the expectations for SMSC
- Acquiring and organising appropriate resources to support delivery of the SMSC curriculum
- Monitoring and evaluating the effectiveness of SMSC across the school including gathering evidence to support judgements for SMSC within school self-evaluations (SIAMs and Ofsted) and subject audits.

Monitoring and Evaluation

Parents and carers are invited to evaluate and comment upon the school's SMSC curriculum through responding to an annual parent questionnaire, the outcomes of which are reviewed by the school's Local Academy Committee (LAC).

The school's LAC is responsible for ensuring that this policy is implemented effectively and that practice is consistent with the school's Christian vision, through receiving of regular reports and conducting monitoring and support visits in school as requested by the LAC.

Publication and Review

This policy is made available to parents/carers through publication on the school website and available to staff and LAC members through publication on the Mid-Trent MAT Policies Hub.

This policy is scheduled to be reviewed **every 2 years** or more frequently if guidance or provision undergoes significant changes.

The school's Personal Development lead reviews this policy every 2 years (or sooner if guidance/ provision changes) and this is then approved by the CEO on behalf of the Mid-Trent MAT Board. See control log at the start of this policy for the date when this policy was last reviewed and the date when it is planned to next be reviewed.