

Spiritual, Moral, Social and Cultural Development (SMSC)

This policy was approved by Governors on 12th March 2026 and will be reviewed Spring 2027

Our Vision

In partnership with pupils, parents, governors and the local and wider community, our vision is to give all children the necessary knowledge, skills and values to add cultural capacity to each stage of their life-long learning journey. At Navenby, we are 'rooted in faith, strengthened by family'. We acknowledge and promote that each child is unique and unconditionally loved. Like the branches on a tree, our family grows in different directions yet our roots remain as one.

1 Aims and objectives

1.1 At Navenby Church of England Primary School we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. As part of our Church School vision, children are provided with support and security of our school family, coupled with challenge and aspiration so everyone can flourish and achieve in God's name.

1.2 Our curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points. Teachers identify areas in which they will meet SMSC objectives across each term.

2 Spiritual Development

Definition

Spiritual development supports children to understand their place in the universe. It encourages them to explore relationships with themselves, others, the world around them and beyond.

As a school we have defined spirituality as: "Spirituality is a personal experience; something we feel inside ourselves. It is about experiencing awe and wonder, asking questions and looking beyond."

At Navenby, our church school family works together and supports each other so that everyone can flourish and achieve in God's name. Exploring spirituality ensures that children love and respect both themselves and others, and can form positive relationships.

2.1 Our learning environment and curriculum enable pupils to:

- Be curious and to express feelings of delight and wonder (e.g. through scientific investigations, new life, the global landscape)
- Empathise and consider the viewpoints of others, (discussions, debates, drama activities, discussing feelings and empathizing with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)

3 Moral Development

Definition

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong and applying this understanding to their own lives, recognizing legal boundaries and respecting the civil and criminal law of England.

3.1 Our learning environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classrooms and around school
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school assemblies that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes.
- Our 6 Christian values of 'Respect', 'Faithfulness', 'Hope', 'Thankfulness', 'Peace' and 'Forgiveness' are explicitly taught and modelled throughout the school.

4 Social Development

Definition

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships (including those from different religious, ethnic and socio-economic backgrounds) and to become a positive team member.

4.1 At Navenby Church of England Primary School social skills are developed through:

- All staff modelling positive social behaviour
- After school clubs
- Sporting activities
- Buddy and team games at play times and lunch times
- Turn-taking and team building activities
- Paired and small group work within the classroom
- Working with others across the local community (local care homes, sports partnership, members of local clergy)
- Willingness to participate including volunteering, cooperating well with others and being able to resolve conflicts effectively.

5 Cultural Capacity

Definition

Cultural capacity enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

5.1 Children are introduced to a regional and global perspective in life through:

- Stories from different cultures
- First-hand experiences through local visits, art and artists
- Visitors from the local and national communities
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- Children are taught to understand and appreciate the lifestyles and choices made by the variety of different cultures and faiths that exist within Modern Britain.

At Navenby School, a Christian approach underpins SMSC development which is consistent with the faith and practice within the Church of England.

6 Entitlement

Spiritual, Moral, Social and Cultural development is an aspect that permeates throughout the life and work of

the school. Opportunities exist across the curriculum for the provision of activities that promote these areas of development. This is the entitlement of all children.

7. Implementation

SMSC is implemented across the whole curriculum and is seen as an intrinsic part of each child's development.

The importance of a shared awareness amongst staff cannot be underestimated; it is through this that effective opportunities for children's development can be created and/or explored.

A shared awareness of the nature of SMSC amongst staff:

- enhances planned opportunities across the curriculum for all children;
- equips staff with insight into how to promote the development of SMSC in children during the course of the normal school day.

8. Assessment

Our policy at Navenby School is to provide opportunities for personal SMSC development in our pupils. Spiritual and moral development, by their very nature, cannot be assessed objectively. Some aspects of social and cultural development are assessed through formative and summative means within the taught curriculum. The curriculum, and other areas of school life, is evaluated on a regular basis to ensure that appropriate opportunities are provide.

9. Evidence of where SMSC can be found:

- Ethos and Mission Statement
- Teacher's planning
- School supporting a wide range of charities both local and global
- Disability awareness, PSHE and caring for school environment, including animals
- Collective Worship in school, Class and celebration worships; Church worship
- Written communication to parents
- Home School Agreement
- Parents' evenings, personal targets and 'steps to success'
- Extra-curricular activities, clubs (sport, music, etc), curriculum enrichment visits, swimming, variety of visitors (parents, charities, parish & community members, 'social' activities – e.g. Pantomimes, discos)
- FONS (Friends of the School)
- Young Voices
- Classroom and school communal displays
- Wellbeing champions with representatives from across school
- Wide range of school visits and visitors utilising local and national opportunities
- British Values statement showing how Navenby School supports the Government initiative
- Picture News - weekly sessions in all classes

Policy Approved: Full Governors meeting 12th March 2026

The policy will be reviewed in the Spring Term 2027 in line with the school's policy review schedule. It will be reviewed in conjunction with the RE policy.

Signed:

Chair of Governors: Mr J Kirby

Head teacher Mr C Elliott