Spiritual, Moral, Social and Cultural Policy

November 2026
Review November 2028

Our Vision

At Newbold School we support each other to live, learn and excel together as a Christian community.

Therefore encourage one another and build each other up",
1 Thessalonians 5:11

Through the Christian ethos of the school, we value difference, diversity, and grow together as a community of lifelong learners. We aim for excellence- building self- confidence and independence so that children are happy and well-motivated; keen to question; inspire and embrace change.

These words written by Paul to the Thessalonian Church are explained in the following verses. *1 Thessalonians 5: 12-18.*

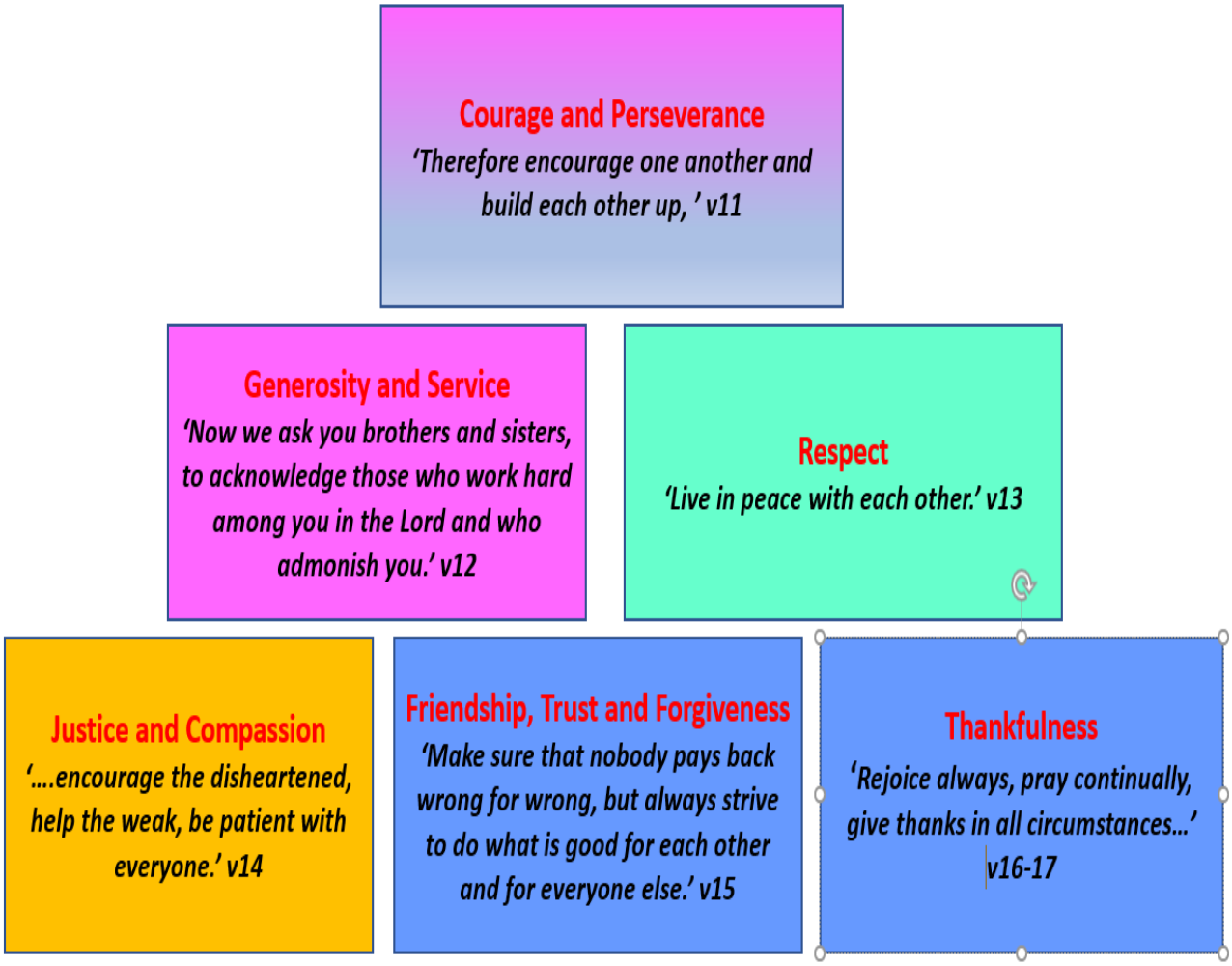
We have taken these verses from Thessalonians to choose the values as a school that we feel are important to focus on, in order to "encourage and build each other up."

Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

"Therefore encourage one another and build each other up," 1 Thessalonians 5:11

Our Values



A. Our Christian Belief

At Newbold Church of England Primary School, we recognise the spiritual nature of all people and believe that spiritual development is accessible to everyone. As a church school we place special emphasis on encouraging the exploration and experience of the Christian faith and values, to guide our pupils and enable them to live their lives with meaning and purpose, whilst being open to other faiths, beliefs and values. This is more fully expressed in our Christian Vision, which is based on Thessalonians chapter 1: 5 v.11, and it is this ethos which enables and encourages all children to grow and flourish spiritually.

B. Introduction to the Policy

1. Purpose

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. Its purpose is to explain:

- what is meant by the Spiritual, Moral, Social and Cultural Development (SMSC)
- how the School ensures that there are opportunities for such development
- how a consistent approach to the teaching of SMSC matters is maintained both through the delivery of the curriculum and within the general life of the School
- how SMSC development is evidenced and recorded.

2. What is SMSC?

Ofsted states that Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. It puts SMSC 'at the heart' of school development. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

In our school SMSC is not taught as a separate subject but it is an element of learning that is present in many of the lessons taught within the curriculum. Some of these do lend themselves more readily to a specific focus on SMSC development, such as PSHE and RE, but it is also an important factor in many lessons.

Importantly, SMSC is also demonstrated in the behaviour and attitudes which are promoted within the School, the example set by adults in the school and the quality of relationships. SMSC should also be promoted through the ethos of the school and through the standard of daily collective worship. Our Christian values are an important element of our Collective Worship, enabling pupils to understand the impact of the Bible, the life of Jesus and the nature of God on our daily lives.

C. Rationale

Legal requirements

- The Education Act 2002 requires maintained schools, as part of a broad and balanced curriculum, to

- '(i) promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
  - prepare those pupils for the opportunities, responsibilities and experiences of later life.'
  - Provision for SMSC development will be inspected by both OFSTED and Section 48 inspectors.
  - All maintained schools – including church schools – must provide a daily act of collective worship for all registered pupils.
- In addition, as specified in the Government's Prevent Strategy of 2011 the School has a duty actively to promote the fundamental British values of democracy, the rule of law,

individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Religious / Educational

- The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged and is evident in a significant number of OFSTED reports.

- The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

3. Definitions

Spiritual Development

(a) Meaning

At Newbold we have agreed a clear and simple definition of spirituality to enable us to have a shared interpretation of spirituality across the school community:

Spirituality means knowing how to live with meaning and purpose, with an awareness that there is something far greater than we are.

It is about the development of the non-material aspects of being a human being which animate and sustain us. It includes the development of a sense of identity, self worth, personal insight, meaning and purpose. Put in another way, it is about the development of a person's 'spirit'. Some people may call it the development of a person's 'soul'; others as the development of 'personality' or 'character'.

(b) Evidence

Ofsted definition - Pupil's spiritual development is shown by their:

ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

sense of enjoyment and fascination in learning about themselves, others and the world around them
use of imagination and creativity in their learning
willingness to reflect on their experiences.

(b) Accessibility

As a church school, we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum to guide our pupils and enable them to live their lives with meaning and purpose. Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. As a Christian school we believe spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development.

2. Moral Development

(a) Meaning

At Newbold we have agreed a clear and simple definition of moral development to enable us to have a shared understanding across the school community:

Moral development is about understanding society's shared and agreed values, especially the difference between good and bad or right and wrong. It is about understanding that forgiveness and reconciliation is at the centre of the Christian message.

Moral development teaches and models biblical values; truth, justice, trust, love, peace, compassion, forgiveness, reconciliation, redemption and self-control.

Pupils' moral development will also include

4. ***an understanding that there are issues where there is disagreement***
5. ***an understanding that society's values change.***
6. ***an awareness of the range of views and the reasons for the range.***

(b) Evidence

Ofsted definition - The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Morality – relevance of School codes of behaviour

The system of rules and codes of behaviour established in our school is an important early introduction to the issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

However, at Newbold we believe that to develop children morally we need to help them to understand that forgiveness is at the centre of the Christian message. As such our behaviour policy is based on forgiveness and reconciliation.

2. Social Development

Meaning

At Newbold we have agreed a clear and simple definition of social development to enable us to have a shared understanding across the school community:

Social development is about the development of the skills, qualities and Christian values necessary to live and work together in harmony and to make a positive contribution to society.

This definition is reinforced by the School's Christian ethos. The Bible teaches us about the importance of relationships and being part of a local, national and global community. As part of a community we have a responsibility to live with all its members and to do our part to support the community showing attitudes of friendship, patience, endurance, peace, trust, compassion, generosity and justice.

In more detail, social development involves:

- ***functioning effectively in a multi-racial, multi-cultural society***
- ***developing into a tolerant and helpful human being***
- ***growth in knowledge and understanding of society in all its aspects. This includes***
  - ***understanding people***
  - ***understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities***
  - ***understanding life as a citizen, parent or worker in a community.***
  - ***the development of inter-personal skills necessary for successful relationships.***

(a) Evidence

Ofsted definition - Pupil's social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
  - they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At Newbold we believe that such development is also shown by the pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

The school, but in particular the classroom, provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively. Our achievement assemblies encourage pupils to show generosity and service to others and to make a positive contribution to our community.

4. Cultural Development

(a) Meaning

At Newbold we have agreed a clear and simple definition of cultural development to enable us to have a shared understanding across the school community:

Cultural development refers to pupils increasing understanding and response to those elements which give societies, and groups their unique character. It includes understanding our own culture and that of others both near and far so that we can follow the messages within the Bible to value others and live together in peace and harmony.

More specifically, cultural development

- refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions.
- involves an increasing appreciation of the systems of values and attitudes, which form the basis of identity and cohesion within societies and groups,
- is intimately linked with valuing cultural diversity and preventing racism and enables us to
- ***appreciate cultural influences;***
- ***participate in cultural opportunities***
- ***understand, accept, respect and celebrate diversity***
- ***understand and feel comfortable in a variety of cultures***
- ***operate in the emerging world culture of shared experiences provided by television, art, theatre, travel and the internet.***
- ***understand that cultures are always changing and cope with change.***

Cultural development also provides the opportunity to teach children about the diversity of Christianity as a world-wide multi-cultural faith and to learn from this and the beliefs of those from other faiths.

(b) Evidence

Ofsted definition - Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

- Interest in exploring, understanding of, and respect for cultural diversity and 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.

E. British Values

At Newbold we recognize that the teaching of British Values is an important element in ensuring that children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background and leave school fully prepared for life in modern Britain and that it will include ensuring that pupils learn

- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

F. Overall Aims in the Teaching of SMSC

We aim to:

- Provide opportunities for pupils to understand the impact that our Christian values have on our daily lives.
- Provide a broad, balanced curriculum including the National Curriculum, and a wide range of extra-curricular activities.
- Provide equality of opportunity and access to the curriculum.
- Provide a wide and appropriate range of learning experiences and teaching styles.
- Maximise the use of facilities and resources in and around the school.
- Provide a stimulating, caring and stable environment where children feel happy and confident.
- Ensure a balance of skills and expertise in staff, and support staff development.
- Encourage creativity and initiative in all members of the school community.
- Celebrate positively the achievements of individuals and the whole school.
- Respect and value children's home background and the contribution their parents can make, by willingly accepting the support parents can offer and by making realistic expectations of that support.

We aim to give children the opportunities to:

- Reflect on the impact of stories from the Bible, the life of Jesus and the nature of God on their daily lives.

- Develop a caring and responsible attitude to themselves and each other.
- Develop respect for people and property.
- Learn to value and respect the environment.
- Learn to use a variety of behaviours appropriately.
- Help each child to achieve the standards of which they are capable, especially using language, numbers and scientific skills effectively.

- Learn about and respond to a technological society.
- Develop a wide range of skills.
- Experience and value the Arts and the world around us.
- Develop an awareness and respect for cultural diversity and other religions.
- Develop the ability to ask and answer questions and to solve problems.
- Learn how to develop a healthy and active lifestyle.
- Develop according to individual needs, fulfilling their potential in positive ways.

- Develop a feeling of self-esteem and worth.
- Make informed choices.

- Be prepared for the opportunities, responsibilities and experiences which they will encounter in ~~of~~ later life.'

- Develop autonomy.
- Make mistakes in a safe environment.

G. Implementation of Individual Elements of the Policy

1. Spiritual Development

(a) Aims for Spiritual Development

- The ability to listen and be still
- The ability to transcend the mundane

- The ability to sense, the sacred, the holy, the Divine
- The ability to reflect
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships

(b) Objectives for Spiritual Development

- To develop the skill of being physically still, yet alert
- To develop the skill of being mentally still, concentrating on the present moment
- To develop the ability to use all one's senses
- To promote an awareness of and enjoyment in using one's imaginative potential

- To encourage quiet reflection during a lesson or assembly

- To encourage pupils to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different peoples' faiths, feelings and values

- To develop individual capacity for critical and independent thought
- To develop individual self-confidence in expressing inner thoughts in a variety of ways
- To consider the mystery of God and the wonder of His world
- To find an inner confidence and peace
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(c) Provision for Spiritual Development

Staff provide a role model for the children by sharing in the joy of discovery and in the mystery of creation. As individuals, they may share something of their own spirituality with both colleagues and pupils.

(i) Within the Curriculum, pupils will be able to explore:

- An imaginative approach to the world
- A spirit of enquiry and open-mindedness
- The spiritual dimension of their learning

- An approach to the holy or the sacred
- An awareness of order and pattern in the world

The School will:

- Encourage pupils to express their creativity and imagination;
- Foster a sense of respect for the integrity of each person;
- Create an atmosphere which enables pupils and staff to speak freely about their beliefs;

(ii) Within RE, Worship and PSHE, the school will:

- Allow pupils to investigate and reflect upon their own beliefs and values;
- Provide opportunities for pupils to share what is meaningful and significant to them, including the 'darker' side of life;
- Provide opportunities for pupils to agree and disagree
- Provide opportunities for prayer/reflection/silence, the exploration of inner space;

- Encourage a balance of music, speech, silence and the creative arts when exploring spiritual development;
- Explore the case of the symbol, image, allegory and metaphor in the curriculum;
- Explore what commitment means;
- Always invite a response and never coerce;

(iii) Beyond the Formal Curriculum, the school will:

- Encourage pupils in personal conversations and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses;

- Treat pupils, staff and governors with respect, regardless of personal feelings;
- Invite close involvement with the church, and regular participation in church services;

(d) Assessment of Spiritual Development

- Becoming aware of God in one's own life and in the life of others
- Becoming aware of and reflecting on experience

- Questioning and exploring the meaning of experience
- Understanding and evaluating a range of possible responses and interpretations
- Developing personal views and insights and a grasp of the intangible
- Applying the insights gained with increasing degrees of perception to one's own life
- Acquiring a sense of empathy with others, concern and compassion
- Development is best seen through pupil's relationships and conversations with others

2. Moral Development

(a) Aims of Moral Development

- To understand society's shared and agreed values

- To understand that there may be a range of views in respect of certain values and the reasons for the range

- To be able to distinguish between right and wrong
- To understand the principles lying behind decisions and actions
- To be able to take moral decisions for themselves
- To assume moral responsibility through belief and conviction

- To understand the importance of forgiveness and reconciliation

(b) Objectives of Moral Development

- To tell the truth

- To respect the rights and property of others
- To keep a promise
- To help those less fortunate than ourselves
- To act considerately towards others
- To take responsibility for one's own actions
- To exercise self-discipline

- To develop high expectations
- To develop positive attitudes
- To conform to rules and regulations for the good of all

(c) Provision for Moral Development

(i) Within the Curriculum

- Encouraging pupils to develop a personal view on ethical questions raised in science and other subjects taught within the Curriculum
- Developing responsibility in learning and setting personal targets

(ii) Within RE, Worship and PSHCE

- Religious Education lessons emphasise the Christian, moral perspective whilst also offering models of morality in other faiths

(iii) Beyond the Formal Curriculum

- The school will set high expectations through formal discussion which will
  - lead to raised awareness of high moral standards inside and outside the classroom
  - provide opportunities for pupils to look specifically at actions with a moral dilemma and discuss them with a view to increasing their understanding

(d) Assessment in Moral Development

Assessment is primarily through observation of pupil behaviour and the views pupils express.

Do pupils demonstrate:

- An understanding of moral principles which allow them to tell right from wrong?
- A respect for other people, truth, justice and property?
- An ability to stand moral ground in the face of peer pressure?
- The ability to make informed and independent judgements?

Pupils should move gradually from a 'taught morality' to taking responsibility for their own moral decisions.

3. Social Development

(a) Aims of Social Development

- To relate positively to others
- To participate fully and take responsibility in the classroom and in the school
- To use appropriate behaviour, according to situations
- To engage successfully in partnership with others

- To exercise personal responsibility and initiative
- To understand that, as individuals, we depend on family, school and society
- To grow in knowledge and understanding of wider society and its structures

- To grow in understanding of the responsibility of the individual to make a positive contribution to society

(b) Objectives of Social Development

- To share such emotions as love, joy, hope, anguish, fear and reverence
- To show sensitivity to the needs and feelings of others

- To work as part of a group

- To interact positively with others through contacts outside school, e.g. sporting activities, visits, church services, fund raising activities, music festivals etc

- To develop an understanding of citizenship and to experience being part of a whole caring community

- To show care and consideration for others by sharing and taking turns
- To realise there are things each person can do well

(c) Provision of Social Development

(i) Within the Curriculum

- Listening to the viewpoints and ideas of others

(ii) Within RE, Worship and PSHCE

- Good behaviour is praised positively and rewarded publicly through the celebration assemblies each week and reward systems such as certificates raffle tickets, House Rewards and 1,2,3 magic.

- In the context of building good relationships, the importance of reflecting our Christian values in our attitudes and the way we live our lives

(iii) Beyond the Formal Curriculum

- Pastoral care from all staff gives pupils the chance to see caring in action
- Opportunities to welcome or give a vote of thanks to visitors or when making a visit

- Opportunities to interact and co-operate with a variety of children from other schools e.g. at sporting events, on shared trips etc.

- Support to resolve conflicts amicably and constructively

- Giving opportunities to learn about service in the school and wider community
- Raising awareness of the need for social justice and a concern for the disadvantaged.

(d) Assessment in Social Development

- Observation of pupils' growing maturity and self-esteem
- The degree to which pupils employ socially acceptable behaviour
- Development of relationships in work and play
- The degree to which pupils appreciate what constitutes a healthy lifestyle

The importance of the link between relationships and behaviour should be emphasised. The quality of relationships between teachers, pupils, support staff, parents and governors, at all levels, is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and understand and by the valuing of pupils.

4. Cultural Development

(a) Aims of Cultural Development

The aims and objectives of cultural development relate to differing aspects of the word 'culture'.

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background
- To respond to and participate in cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition

(b) Objectives for Cultural Development

- To develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature etc and experience a range of such cultural activities.
- To develop a love of learning
- To develop an understanding of British cultural tradition, to include Christianity, in terms of beliefs, values, attitudes, customs, knowledge and skills.
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond both for their own sake and also to prevent racism and to recognise that similarities and differences may exist between different societies and groups;
- To develop the ability to value current cultural enthusiasms, icons, music and media, critically and independently of peer pressure

(c) Provision for Cultural Development

(i) Within the Curriculum

- Acquiring a code of behaviour, to include both a sense of respect and an approach of critical enquiry, when visiting a church or churchyard for study or place of worship of another faith e.g. visiting the Gurdwara, Buddhist Temple, Jain temple
- An introduction to French language and culture in the context of the MFL curriculum.
- Learning about another culture presented through a cross-curricular approach/ stories, illustrations and poems drawn from a wide range of cultural contexts.
- Participation in and positive response to artistic, sporting and cultural opportunities.

(ii) Within RE, Worship and PSHE

- Opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination

(iii) Beyond the Formal Curriculum

- Visit of drama/ dance groups.
- Links with other countries e.g. Rwanda, Sri Lanka, India, New Zealand and Africa, Visits from parents of different faiths/ cultures
- Opportunities to engage in global and awareness projects/visits

(d) Assessment in Cultural Development

- Interest in exploring and improved understanding of and respect shown for different faiths and cultural diversity.
- Response to stories, videos, artefacts
- Records of work, displays, photographic evidence
- Increased participation in cultural activities
- Attitudes expressed during cultural visits or relating to visitors

It is hoped that our children will develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present.

(In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, literature, music, dance, drama and art are those used the more frequently).

5. Provision for Teaching of British Values

In order to promote the basic British values of democracy, the School will

- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

(H) Links with other Policies

The following policies are closely linked to SMSC development:

Anti-bullying Policy

Behaviour Policy

Collective Worship Policy

Individual Curriculum Policies

Equal Opportunities and Diversity Policy

Personal, Social, Health and Citizenship Education Policy

RE Policy

Tackling Extremism and Radicalisation Policy

Teaching and Learning Policy

Teaching British Values Policy

Mental Health and Emotional Well-being Policy

(I) Responsibilities

The Governing Body is responsible for:

- Ensuring that the Church Foundation of the school is honoured and that the SMSC Development Policy promotes an ethos based on Christian principles and practice.
- Ensuring that the SMSCD is put into practice and monitored by the appropriate governor

The School Development Plan should include a section on SMSC development which gives an indication of planned developments in all four aspects and arrangement for review. The following may be mentioned, where appropriate:

- Themes and approaches
- Staff training and support
- Development of resources
- Whole school INSET

Monitoring and evaluating spiritual, moral, social and cultural development is an on-going process.

It also takes place formally in staff meetings and in the head teacher's reports to the governing body.

(J) Role of Co-ordinator

The Head Teacher has responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. The Co-ordinator will keep in touch with national developments and will act in an advisory capacity, supporting colleagues. Staff meetings may be used for discussion and the update of information. She will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.