

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

Intent - What is SMSC?

At Delph Side Community Primary School, the spiritual, moral, social and cultural development of our pupils is central to our ethos and practice. SMSC development underpins everything that we do and is embedded within our school values, curriculum design, enrichment opportunities and daily interactions.

We are committed to developing pupils as well-rounded, confident and reflective individuals who are prepared to participate positively in school life and in society beyond Delph Side. We recognise that many of our pupils face challenges both within their local community and family circumstances, and we see it as our responsibility to make the difference by providing support, aspiration, stability and a strong sense of belonging.

Our school values of **Enjoy**, **Embrace** and **Evolve** guide our work and shape our expectations. Through deliberate and carefully planned SMSC provision, we aim for pupils to leave Delph Side as respectful, compassionate and resilient members of their community, ready to contribute positively to life in modern Britain.

All staff are responsible for promoting SMSC and act as positive role models, demonstrating respect, fairness, kindness and high expectations. SMSC development is planned deliberately across the whole curriculum. Subject leaders and teachers identify authentic opportunities for spiritual, moral, social and cultural learning that are appropriate to the age of pupils.

Implementation

Spiritual Development

The spiritual development of pupils is shown by their:

- *ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.*
- *knowledge of, 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.*

Spiritual development at Delph Side focuses on helping pupils understand themselves, others and the wider world, encouraging reflection, curiosity and emotional awareness.

At Delph Side, spiritual development is evident when pupils:

- are encouraged to reflect on their own thoughts, feelings and experiences through PSHE, Picture News and class discussion
- develop curiosity, wonder and enjoyment in learning through Forest School, outdoor learning and creative curriculum opportunities

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- explore faith, belief and meaning through RE, visits to places of worship and Faith Week, learning about religions in a respectful and balanced way
- learn to recognise and manage emotions with support such as Zones of Regulation, Lego Therapy and wellbeing provision
- experience a strong sense of self-worth and belonging through celebration assemblies, recognition of effort and pastoral support

Spiritual development is particularly supported through:

- Forest School sessions that promote independence, resilience and awe in the natural world
- Class assemblies that encourage reflection on local, national and global events
- Pastoral provision including the Family Well-Being Co-ordinator, The Hub and access to counselling where required

Pupils learn that it is safe to reflect, feel and question, and that everyone's beliefs and experiences are valued.

Moral Development

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.*

Moral development at Delph Side is rooted in clear expectations, fairness, empathy and responsibility, helping pupils understand the difference between right and wrong and the impact of their actions.

At Delph Side, moral development is evident when pupils:

- understand and follow school rules and expectations, reinforced consistently by all adults
- are supported to reflect on behaviour using restorative approaches rather than punitive responses
- learn about consequences, responsibility and making amends
- explore moral and ethical issues through PSHE, Picture News, RE and curriculum learning
- show increasing empathy, honesty and respect for others

Moral development is supported through:

- a consistent behaviour framework linked to school values
- restorative conversations that help pupils understand the impact of their actions

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- assemblies and curriculum content that explore themes such as fairness, justice, equality and discrimination
- learning about online safety, including cyberbullying and responsible digital behaviour

Pupils are taught that mistakes are part of learning, that accountability matters, and that everyone has a responsibility to contribute positively to their community.

Social Development

The social development of pupils is shown by their:

- *use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds*
- *willingness to participate in a variety of communities and social settings, including by volunteering, 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.*

Social development at Delph Side focuses on belonging, cooperation, participation and contribution, enabling pupils to build positive relationships and play an active role in school life.

At Delph Side, social development is evident when pupils:

- work collaboratively through talk partners, group work and cooperative learning
- participate in Pupil Parliament and democratic processes, including mock elections
- contribute to community projects such as visits to care homes and links with the local SEND school
- engage positively in trips, residential visits, sports events and enrichment activities

Social development is promoted through:

- strong emphasis on teamwork and fair play in PE and sport
- regular opportunities for pupils to express views and influence decisions
- inclusion events that promote understanding and respect for difference
- engagement with emergency services and community visitors

Pupils develop confidence in social situations and learn how to listen, cooperate, lead and contribute effectively.

Cultural Development

The cultural development of pupils is shown by their:

- *understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.*

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- *understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain*
- *ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.*
- *knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.*
- *willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.*
- *interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.*

Cultural development at Delph Side helps pupils recognise, respect and celebrate diversity while valuing shared experiences, preparing them for life in modern Britain.

At Delph Side, cultural development is evident when pupils:

- learn about and celebrate different cultures, faiths and backgrounds represented within school
- explore British history, traditions and democratic systems through the curriculum
- engage with cultural opportunities such as theatre visits, performances and themed weeks
- respect similarities and differences between people locally, nationally and globally
- celebrate individual talents and achievements inside and outside school

Cultural development is supported through:

- RE and Faith Week, including visits from faith leaders and visits to places of worship
- curriculum links to local and national history
- participation in cultural events such as pantomime visits and performances
- enrichment through music, art, languages and extra-curricular activities

Pupils learn that diversity is a strength, that shared values unite communities, and that they are part of a wider world.

British Values



Rule of Law

School rules are central to creating the warm and happy environment here at Delph Side. Children are taught the difference between right and wrong. They learn that this is crucially

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important to ensuring their own well-being and safety both in school and in their wider communities. Behaviour frameworks which are displayed around school clearly state consequences for negative behaviour. Children who have been spotted following the rules and embracing our school values are celebrated each week during an assembly.

Democracy

Our children are listened to and we teach them the importance of listening to and respecting the views of others. Pupils know that their voice is important; there are many occasions when they are asked to express their opinions e.g. holding mock elections to elect Pupil Parliament members. Pupils develop a good understanding of the democratic process and how they can influence decision making. Within lessons teachers encourage children to defend a point of view and work collaboratively as part of a team.

Mutual Respect and Tolerance of those with Different Faiths & Beliefs

Respect is embedded throughout the ethos of our school. Children are respected by all adults and they are expected to show respect to everybody they meet. Our RE curriculum is key to ensuring our children learn to embrace difference but children also have opportunities to appreciate this during JIGSAW & Picture News sessions each week. We hold an annual Faith Week in school where children meet a range of different religious visitors and take part in interactive workshops to consolidate their learning. Throughout the year, children learn about a range of worldwide celebrations and events.

Individual Liberty

Our children are strongly encouraged to make choices and understand their rights and responsibilities. We provide boundaries to ensure that these choices can empower our pupils. In class, teachers allow opportunities for children to have the freedom to decide how they would like to achieve a goal. Each half term, children are given a choice of extra-curricular activities they might like to attend. All children access Forest School sessions throughout the year; this allows them multiple opportunities for risk taking and critical thinking.

Impact

At Delph Side, the teaching of SMSC is not left to chance; it is purposeful, consistent and responsive to children's needs. Our monitoring shows that our children feel safe, valued and supported in school. Our children behave extremely well and they consistently demonstrate that they show respect for others. Our children participate actively in school and community life; they are confident to express their views and they know that these will be listened to.

Our school values of **Enjoy**, **Embrace** and **Evolve** truly underpin everything that we do. Children know and understand these values; they know what it means to belong to our school community. Children feel that they belong and school is a safe place for them, where they know they are encouraged to discuss their beliefs, feelings and ideas.