

Title and Description	Spiritual, Moral, Social & Cultural Development Policy
------------------------------	---

Date of last review	May 2026
Approved by	Local Governing Board
To be reviewed by	Local Governing Board
Responsibility	Deputy Headteacher
Review period	Bi-annually
Date of next review	May 2028

Below is an AI generated summary of the full policy, produced to help make this document more accessible. The summary has been checked for accuracy, but the full policy remains the only completely accurate version.

Purpose of the Policy

This policy outlines how the school promotes the **Spiritual, Moral, Social and Cultural (SMSC)** development of all students. SMSC development is central to preparing students to become responsible, respectful citizens who are ready to succeed in modern Britain. The policy supports the school's wider commitment to **personal development, safeguarding, equality and student wellbeing**.

Legislative and Inspection Framework

The policy aligns with key national requirements, including:

- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children
- Prevent Duty Guidance
- Equality Act 2010
- RSHE statutory guidance
- Ofsted Education Inspection Framework and Inspection Toolkit (2025)

This ensures that SMSC provision supports safeguarding duties and meets current inspection expectations.

Key Areas of SMSC Development

The policy promotes development across four areas:

Spiritual Development

Students are supported to:

- Reflect on beliefs, values and experiences
- Develop self-awareness and confidence
- Show empathy and respect for others
- Explore meaning and purpose

This is delivered through:

- Religious Studies
- PSHE and Personal Development
- Assemblies and reflection opportunities
- Enrichment activities and visiting speakers

Moral Development

Students are encouraged to:

- Understand right and wrong
- Take responsibility for their actions
- Respect school rules and wider laws
- Demonstrate kindness and integrity

Provision includes:

- Clear behaviour expectations
- Restorative approaches to behaviour
- Charity and fundraising opportunities
- Online safety and digital citizenship education

This area strongly supports safeguarding and responsible behaviour.

Social Development

Students develop:

- Communication and teamwork skills
- Leadership and responsibility
- Confidence in working with others
- Understanding of wider society

This includes:

- Student leadership roles
- School council participation

- Careers education and work experience
- Community engagement

Cultural Development

Students are supported to:

- Appreciate diversity
- Understand cultural traditions
- Develop cultural awareness
- Build cultural capital

The policy recognises the **local context of County Durham**, including:

- Rural communities
- Socio-economic challenges
- Need to widen access to enrichment

Students benefit from:

- Cultural visits and trips
- Exposure to arts, heritage and history
- Opportunities to explore local identity

British Values

The school actively promotes:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of different faiths and beliefs

Students participate in democratic processes such as **student council elections** and leadership opportunities.

Safeguarding Contribution

SMSC development plays an important role in safeguarding.

Students are taught about:

- Online safety and digital responsibility
- Healthy relationships
- Extremism and radicalisation awareness
- How to seek help when needed

This supports the school's safeguarding responsibilities.

Equality and Inclusion

The policy promotes:

- Equality of opportunity
- Respect for protected characteristics
- Inclusive participation
- Prevention of discrimination and bullying

Senior leaders monitor engagement to ensure:

- Disadvantaged students
- SEND students
- Vulnerable groups

are fully included in school opportunities.

Monitoring and Oversight

SMSC provision is monitored through:

- Lesson observations
- Learning walks
- Student voice feedback
- Behaviour and attendance data
- Enrichment participation tracking
- Safeguarding and wellbeing information

Governors receive periodic reports on:

- Participation levels
- Equality of access
- Areas for development

- Overall impact on student development

Strategic Importance for Governors

Governors should note that SMSC provision contributes significantly to:

- Student wellbeing
- Behaviour and attitudes
- Personal development judgement
- Safeguarding effectiveness
- Ofsted inspection outcomes

Strong SMSC provision supports the school's wider mission of developing well-rounded, confident young people.

Key Questions for Governors to Consider

When reviewing SMSC provision, governors may wish to ask:

1. How does the school ensure all students access enrichment opportunities?
2. How is participation monitored across different student groups?
3. What evidence demonstrates the impact of SMSC provision?
4. How are safeguarding risks addressed through SMSC education?
5. How does the curriculum reflect the needs of the local community?

Overall Summary

This policy demonstrates the school's commitment to providing a broad, inclusive and effective SMSC programme that supports student development, wellbeing and safeguarding. It aligns with statutory guidance and inspection expectations and reflects the needs of the local community.

Governors play a key role in ensuring the policy is implemented effectively and reviewed regularly to maintain high standards.

1. Introduction

This policy relates to the whole life of the school and our role in promoting the spiritual, moral, social and cultural development (SMSC) of our students, taking account of our ethos. We are committed to the development of the whole child. Spiritual, Moral, Social and Cultural (SMSC) development is central to our ethos and is embedded across all aspects of school life.

Values and Ethos

Like all good schools, we're driven by our values above all else. We define these as:

Excellence - Everyone in our community will know and experience success

The most for those that need the most - We will meet the needs of all our learners

Known and valued - Everyone here will be celebrated for who they are and what they do

Collective endeavour - We will achieve success together

Joy - Everyone will know and create joy

These five values determine all that we do, and every part of the school flows from them. They set the direction and act as a compass to ensure we continue to grow and develop as a school in the way that we feel best supports all our students.

SMSC development supports students in becoming responsible, respectful and active citizens who contribute positively to society and who demonstrate the knowledge, skills and understanding needed to thrive in modern Britain.

2. Legislative and Guidance Framework

This policy operates in accordance with current statutory requirements and guidance, including:

- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children
- PREVENT Duty Guidance
- Equality Act 2010
- RSHE (Relationships, Sex & Health Education) statutory guidance
- Ofsted Education Inspection Framework & Inspection toolkit (2025)

3. British Values

The school actively promotes Fundamental British Values throughout the curriculum and wider school life. These values are embedded through teaching, assemblies, enrichment and student leadership opportunities.

The values promoted are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

Students are given opportunities to:

- Participate in democratic processes such as student council elections
- Understand the importance of laws and rules in school and society
- Develop independence and responsibility
- Show respect for others, regardless of background or beliefs
- Explore and celebrate diversity within British society

4. Spiritual Development

Aims

Spiritual development relates to the exploration of beliefs, values, meaning and purpose through reflection, feelings and experiences that help students understand themselves and others. All areas of the curriculum may contribute to spiritual development.

Objectives

At Framwellgate School Durham our students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- develop their self-esteem, self-knowledge and awareness of society as a whole
- allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs
- explore the spiritual values of others through literature, drama, music, art, religious education and other curriculum areas
- allow them to express themselves in a variety of ways and provide them ~~time~~ opportunity for reflection
- allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others

In practice at Framwellgate School Durham, this is delivered through:

- a religious studies programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values
- a Personal Development programme from Y7 – Y13 which is delivered through taught lessons, the tutor programme and an assembly programme to involve all students in opportunities for themed discussions and personal reflections
- an assembly programme to address the spiritual aspect of reflection – in particular using past and present role models from the world and encouraging community participation
- pastoral and safeguarding support structures that is focused on learning and provides appropriate information, advice and guidance for students as well as opportunities to explore pathways of development
- educational enrichment trips, creative partnerships and visiting speakers that provide students with a range of experiences, which may promote a sense of awe and wonder about the world
- a reflective approach to learning through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it
- A rewards system developing student self-esteem through achievement points, certificates, prizes, and celebration events.
- displays of student work bringing a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual
- the use of the student council, sixth form presidents and other student leaders to involve students in the life of the school
- provision of a quiet room for reflection and prayer for students

5. Moral Development

Aim

Moral development refers to our students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong, shown in how they conduct themselves within

the school and wider community. The school has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviour.

Objectives

At Framwellgate School Durham we want our students to be:

- kind and considerate
- helpful to others and listen to what they have to say
- committed to school and classroom rules
- committed to a healthy, safe and environmentally friendly school
- committed to looking smart with a pride in the FSD uniform
- equipped and ready to learn
- committed to respecting others; including a recognition of and respect for all protected characteristics (age, disability, gender reassignment, marital & civil partnership, pregnancy & maternity, race, religion/belief, sex, sexual orientation)

The school actively promotes equality of opportunity and challenges discrimination, prejudice and bullying in all forms.

In practice, at Framwellgate School Durham this is delivered through:

- clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons
- a pastoral support system used by all staff that is focused on conflict resolution and restorative justice.
- a pastoral calendar that links and supports key themes in social and moral behaviour
- themed tutor time and discussions based on moral issues, where appropriate, across the school community from the start of the day in tutor time and across all lessons.
- a Personal Development programme for Years 7-13.
- assembly themes on moral issues, developed and reinforced during tutor time.
- fund-raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- the use of students in teams across the school: student council; anti-bullying ambassadors
- supervised and filtered access to the internet together with regular assemblies and tutoring sessions focused on the dangers of the internet and related issues.
- looking at local, national and global incidents, in addition to existing programmes of study, which give an opportunity for teaching about morality and behaviour
- education on online safety, digital citizenship, misinformation awareness and responsible use of technology

Safeguarding Contribution of SMSC

SMSC development plays a vital role in safeguarding by helping students recognise risk, make safe decisions and develop resilience.

Through SMSC provision, students are taught to understand:

- online safety and digital responsibility
- risks associated with exploitation
- the importance of healthy relationships
- the dangers of extremist views
- how to seek help and support

This supports the school's safeguarding responsibilities in line with Keeping Children Safe in Education.

6. Social Development

Aim

Social development refers to the skills and personal qualities necessary for individuals to live and function effectively in society.

Objectives

Students will be encouraged to:

- maintain and develop relationships within the school, working successfully with other students and adults in the wider community
- respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community
- gain an understanding of wider society through their family and carers, the school, and local and wider communities
- actively participate in the school community and beyond, into the wider community outside of school.

In practice, at Framwellgate School Durham we provide opportunities for students to:

- interact with all staff in school and with external partners of the school in an appropriate manner
- work in teams across the school: student council; sports teams; peer and cyber mentor support teams; charity teams; and other clubs and societies detailed in our enrichment offer
- become elected school council representatives to feed back views, ideas and concerns to their tutor groups and to the senior leadership team
- experience, in programmes of study, the development of skills in speaking, listening and key reflective work where they have the ability to learn both with teacher interaction and support, but increasingly with more independent study
- complete a diverse Personal Development programme across Years 7-13.
- experience excellent careers guidance in school through pastoral and career advice in which all staff are involved throughout the year. A range of talks and wider careers experiences support the development of students' aspirations. Subject specific advice is given at certain milestones of a student's life at the school and dedicated careers staff have a permanent office in school to offer support on career/further or higher education planning.
- participate in the wider community through work experience in year 10 and volunteer support work in the local community. This is tracked through school on a database of student activity both in school and in the wider community

7. Cultural Development

Aim

Cultural development refers to students' increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

Framwellgate School Durham serves a diverse community within County Durham, including both urban and rural communities. The school recognises that some local areas experience socio-economic disadvantage and rural isolation, which can limit access to enrichment opportunities and cultural experiences.

The school therefore prioritises the development of a students' cultural capital through:

- widening participation in enrichment activities
- raising aspirations for all students
- supporting disadvantaged students
- ensuring equal access to cultural and educational opportunities
- promoting resilience and ambition

Objectives

The students will be encouraged to:

- appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills
- recognise that similarities and differences may exist between different societies and groups
- experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport, and other areas
- broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provide.

In practice at Framwellgate School Durham we encourage:

- educational visits at home and abroad to experience other cultures and ways of life
- educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life.
- opportunities to explore local heritage and cultural identity, including the history and traditions of County Durham
- full participation in our Personal Development programme across Years 7-13.
- MFL/historical visits to other countries such as France, Spain, Germany and Belgium
- themed assemblies – a themed approach that gives rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services, e.g. Remembrance Day, Holocaust memorial
- provision of a quiet room for reflection and prayer including use during religious observances such as Ramadan

8. Role of Senior Leaders and Key Staff

- to undertake audits and observations of department developments in SMSC provision
- to promote and facilitate enrichment events in school.
- to organise themes for the half termly and weekly focus in tutor group time with links to an assembly programme.
- to promote student voice opportunities and maximise student participation.
- to compile and update a portfolio (photographs and programmes) to record the school's support for SMSC development
- to celebrate equality and the diversity of the school community
- to oversee a database of student involvement in activities both inside and outside of school
- to monitor participation data to ensure equitable access for disadvantaged students, SEND students and other vulnerable groups
- to encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

SMSC provision is regularly monitored and evaluated to ensure effectiveness and impact.

Monitoring includes:

- lesson observations
- learning walks
- student voice activities
- behaviour and attendance data analysis
- enrichment participation tracking
- safeguarding and wellbeing data
- equality and bullying incident records