



SMSC Policy 2026- 2027



www.teaguesbridgeprim

Spiritual, Moral, Social and Cultural Development

Policy

2026-2027

Version 4

Written on:	23 rd July 2016
Reviewed on:	March 2026
Next review	March 2027
Staff Responsibility	Mrs S. Abdulla
Governor responsibility	Natalie Woods

Introduction:

At Teagues Bridge Primary School, we recognise that the personal development of pupils, spiritually, morally. Socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to 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 the cultures.

We will ensure that all curriculum areas contribute to the child's spiritual, moral, social and cultural development and opportunities will be planned in each area of the curriculum.

All adults at Teagues Bridge will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where

forgiveness and tolerance are fundamental to the ethos of the school.

Pupils will learn to differentiate between rights and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children at Teagues Bridge will understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning.

SMSC will be consistently applied through the curriculum and the general life of the school.

General Aims:

- o To ensure that everyone connected with the school is aware of our values and principles.
- o To ensure a consistent approach to the delivery of SMSC issues through the curriculum and school life.
- o To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- o To ensure that pupils know what is expected of them and why?
- o To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- o To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

- o To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development:

Spiritual development focuses on an individual's own beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this will enable them to reflect and to learn.

Curriculum opportunities enable pupils to:

- o Be curious, to express feelings of delights and wonder,
- o Empathise and consider the viewpoints of others,
- o Consider how a belief can change people's lifestyles,
- o Discuss what they think they have achieved and what they need to do to be successful in the future,
- o Have the opportunity to explore values and beliefs, including religious beliefs, and the way that they impact on people's lives,
- o Develop their ability to understand human feelings and emotions,
- o Develop and sustain self-esteem,
- o Develop the early skills of critical thinking and independent thought,
- o Experience moments of stillness and reflection,
- o Discuss their feelings and responses to experience,
- o Form and maintain worthwhile friendships,
- o Begin to be able to reflect upon the wonders and mysteries of life.

Provision in the curriculum for SPIRITUAL DEVELOPMENT:

Spiritual Development	
Provision	Evidence
Religious Education Curriculum Assemblies. Quiet reflection in the classroom in reflection areas. Outdoor education. Whole school Values P4C ~ Awe and Wonder wall. Extra Curricula activities. Prayer	RE planning Visit places of worship throughout the year ~ Church (Autumn), Temple (Spring) and Mosque (Summer) ~ photographs are in SMSC floor book in each base. Value of the month ~ One child from each class is nominated for Values Champion. Residential visits ~ Arthog (Year 6) Charity events Religious festivals ~ Harvest/Christmas/Eid/Diwali/Easter/Vasheki SMSC reflection record ~ in children's books and base floorbook.

Moral Development :

Moral development focuses on exploring, understand and recognising shared values as well as considering the issues of right and wrong.

The Whole School, Classroom Environment and our Curriculum promote moral development through:

- Codes of conduct and whole school rules agreed with pupils and displayed in the classroom and around the school.
- The schools' behaviour steps which has been designed to promote positive behaviour and rewards. This is clear, fair and consistent across the school.
- Value of the month assembly that discuss moral values and expectations,
- Debating society and P4C that enable pupils to give opinions and show their values,
- Promoting religious, racial and other forms of equality,
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values,
- An open and safe learning environment in which pupils can express their views and practice moral decision making,
- Rewarding expressions of moral insights and good behaviour,
- Modelling the quality of relationships and interactions,
- Recognising and respecting the codes and morals of different cultures represented in the school and the community.

Provision in the curriculum for MORAL Development:

Moral Development	
Provision	Evidence
School behaviour Policy School's code of conduct School Council ~ Pupil Voice Religious Education Charitable projects Values of the month assembly Playground Pals Festival of the month ~ Hall SAS Crew	Reflection on any inappropriate behaviour, reflection sheet is completed by the child and sent home. Awards assembly ~ every Friday Value Champion ~ Monthly Value of the month newsletter to parents. Charity committee

	Circle time Jigsaw ~ PSHE/SMSC scheme
--	---

Social Development:



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 and to become a positive team player.

Social Skills are developed by:

- Modelling of positive social behaviour by all staff
- After school activities
- Sporting activities
- Dinner time cinema club
- Dinner-time football club
- Turn taking and team building activities
- Talk partners
- Values of the month
- Forming a sense of community
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work collaboratively and to cooperate ~ Magic learning habits

- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences through assemblies, team activities, residential experiences, school productions, club leaders and play leaders
- Helping pupils develop personal qualities
- Helping pupils resolve tensions between their own aspirations and those of the wider group ~ SAS Crew.
- Ensuring that all pupils have a voice through the school council
- Providing opportunities for pupils to exercise leadership and responsibility both in and out of the classroom.

Social Development	
Provision	Evidence
Jigsaw curriculum Working together at dinner-time through team activities School Council After school activities SAS Crew Outdoor learning Family Friday Cross Phase working P.E. curriculum	School council minutes and agenda's SAS crew ~ Meet Monday and Friday Playground pals Residential visit for Year 6 Crucial Crew Year 6 Safeguarding workshops After school sports club Dinner-time football club Charity committee Family Friday ~ Families work together with different teachers ~ all year groups are mixed Keystage productions Year 6 end of year performance



Cultural Development

Cultural development 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.

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

- Learning about different cultures as part of the theme they are studying and through the R.E. syllabus for Telford and Wrekin
- Listening to stories from other cultures
- First hand experiences through educational visits
- Having visitors from the local and international community
- Participating in local and international fund raising events
- Learning about different cultures through Festival of the Month
- Visits to different places of worship
- Extending pupils' knowledge and use of cultural imagery and language
- Encourage pupils to think about special events in life and how they are celebrated

- Reinforce the school 's cultural links through displays, posters etc.

Links with the wider community:

The school actively promotes links with the wider community in a variety of ways, including:

- Close links with the local church are fostered ~ we visit Wombridge Church to support the R.E. curriculum and KS1 Christingle takes place every two years. We also visit the Mosque and Temple every year as a whole school
- Pupils engage in charity fund raising for local needs and beyond
- The home school agreement supports the development of effective partnerships with home and school
- Pupils are taught and encouraged to look after their environment and be aware of the wider environment and the effect we have on it
- We welcome parents/carers in to school and value parental and family involvement and support

Cultural Development	
Provision	Evidence
school visits to places of worship Arts curriculum MFL Visitors to school	Meeting authors Visit to the Church, Temple and Mosque every year Konflux Theatre ~ Year 3 Opportunities to take part in school productions Opportunities for individual instrumental lessons Visits from people of different cultures European languages day British Day Culture day

Sports day Festival of the Month P4C (Philosophy for Children)
--

Teaching and Organisation

Development of SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimensions of their learning, reflect on the significance of what they are learning, and recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from a wide range of cultural contexts as possible.

Class discussions, assemblies, debating society, P4C, Developing growth mindset and circle time will give pupils opportunities to:

- **Talk about personal experiences and feelings**
- **Express and clarify their ideas and beliefs**
- **Speak about difficult events; bullying, death, separation etc.**
- **Share thoughts and feelings with others**
- **Explore relationships with friends/family/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 attitudes that enable pupils to develop socially, morally, spiritually and culturally ~ e.g. empathy, respect, open mindedness, sensitivity, critical awareness.**

SMSC through other subjects:

We have four characters to represent the four aspects of SMSC development.

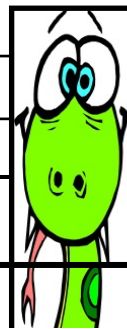
These are displayed in the classroom as puppets. Stickers are put in children's books to indicate the area of SMSC explored in that subject.



These are examples of the SMSC characters used as part of the lessons:

LO: To use a plan to write focused paragraphs

Red



Context: How does my urinary system work?		
Pupil	Success criteria	CTG / TAG / I
	I am learning to follow a planner to write 2 paragraphs	
	I am beginning to use adverbs of time to move my explanation on Next , after that, secondly, eventually, after a while	
	I understand how to use the conjunctions but and however in my writing	
	Today I will improve my handwriting by ...	

LO: To read the time on an analogue and digital clock		Yellows and blues
Purpose : Telling the time is a key life skill		
Pupil	Success criteria	CTG / TAG / I
	I am beginning to read an analogue and digital clock to the nearest 5 minutes	
	I'm learning the difference between analogue and digital	
	I am beginning to understand why reading the time is an important life skill.	



Monitoring SMSC:

Each term an action plan will be implemented for KS1, KS2 and EYFS. Action plans will be evaluated and worked evidenced in this. An audit will be carried out at the end of each year to highlight the integration of SMSC across the whole school. Actions for development will be identified.

Action plans and Audits will also be carried out termly for British Values

The governors responsible for SMSC will monitor SMSC and gather evidence to support the action plans. Additional to this, there will be termly monitoring of the SMSC floorbooks in each year group and the head and governor will talk with children.

This policy will be reviewed annually.

Action plans and audits can be found attached to this document.