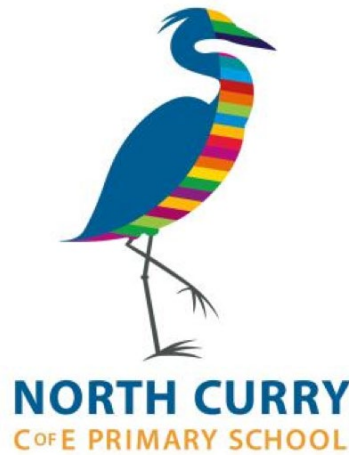




North Curry C of E Primary School

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



Signed by:

H Morley Headteacher

S Colwell Chair of governors

Date: 8th September 2026

Date: 8th September 2026

Review date: September 2027

***This policy is based upon a model policy which has been produced by
the National College (nationalcollege.com)***

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Statement of intent

At North Curry C of E Primary School, the pupils and their learning are at the very heart of every decision we make. This policy reflects our school community, does not discriminate against any protected characteristics and is in line with our Christian vision and values.

At North Curry CE Primary School:

We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals living life in all its fullness (John 10,10).

In our school our Christian vision shapes all we do. Our vision is underpinned by the Christian values of Kindness and Love.



Through this policy, we will help pupils to develop an inner discipline and encourage them to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding themselves to account for the choices they have made. They will want to be honest with themselves and with others. The spiritual, moral, social and cultural (SMSC) education of our pupils is cross-curricular and not limited to specific SMSC lessons.

Aims

Through the implementation of this SMSC Policy, we aim to:

- Provide a safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential.
- Provide for each pupil a wide, balanced curriculum of high-quality, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person – fulfilling the requirements of the national curriculum.

- Develop the potential of each pupil within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- Engender a sense of self-respect, independence and self-motivation – to increase the individual's capacity to accept responsibility for actions taken.
- Encourage pupils to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- Foster links between home and school to develop a partnership with parents in the education of their children.

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- The Education Act 2002
 - DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- 1.2. This policy operates in conjunction with the following school policies:
- Safeguarding and Child Protection Policy
 - Online Safety Policy
 - Behaviour and Support Policy
 - Anti-bullying Policy
 - Health and Safety Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - First Aid Procedure
 - Supporting Pupils with Medical Conditions Policy

2. Guiding principles

Spiritual development

- 2.1. The spiritual development of pupils is shown by their:
- Ability to be reflective about their beliefs, religious or otherwise, that inform their 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.

Moral development

- 2.2. The moral development of pupils is shown by their:
- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.

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- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and their ability to understand and appreciate the viewpoints of others on these issues.

Social development

2.3. The social development of pupils 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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- 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. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Cultural development

2.4. 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.
- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- 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, sporting and cultural opportunities.
- Interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities.

3. Cross-curriculum teaching and learning

- 3.1. SMSC education will take place across all areas of the curriculum.
- 3.2. SMSC has particularly strong links to religious education, collective worship and PSHE education.
- 3.3. All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.
- 3.4. In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:
 - Talk about their experiences and feelings.
 - Express and clarify personal ideas and beliefs.
 - Speak about difficult events, e.g. bullying and death.
 - Share thoughts and feelings with other people.
 - Explore relationships with friends, family and others.
 - Consider the needs and behaviour of others.
 - Show empathy.
 - Develop self-esteem and respect for others.
 - Develop a sense of belonging.
 - Develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc.
- 3.5. Many areas across the curriculum provide opportunities for pupils to:
 - Listen and talk to each other.
 - Learn to treat all as equals, accepting people who are different because of physical and learning difficulties.
 - Agree and disagree.
 - Experience good role models.
 - Take turns and share equipment.
 - Work co-operatively and collaboratively.
- 3.6. We may use the following methods to help pupils develop an understanding of how they can influence decision-making through the democratic process:
 - Enrichment Parliament Day
 - Electing a school council
 - Hearing pupils' voice through the school council
 - Establishing monitoring roles for pupils, e.g. house and vice captains, class monitors etc
 - Appointing playground leaders
 - Voting on charities to support
 - Issuing annual pupil questionnaires
 - Writing balanced arguments in English lessons

- Providing pupils with opportunities to take part in debates and public speaking activities
- 3.7. We may use the following methods to help pupils develop an understanding of the rule of law:
- Setting high expectations for attendance, punctuality and behaviour
 - Setting classroom and school rules
 - Teaching pupils about health and safety laws, including e-safety laws, relevant to the school setting
 - Teaching pupils about the roles of all those who help us, including staff members, emergency services, friends and family
 - Teaching pupils about the role of the monarchy and of previous monarchies
 - Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
 - Encouraging pupils to behave appropriately at mealtimes.
- 3.8. We may use the following methods to help pupils develop an understanding of different faiths and beliefs:
- Celebrating differences and similarities through cultural event days
 - Arranging trips to places of worship
 - Teaching about different beliefs and cultures
 - Exploring morals through lessons, stories and assemblies
 - Arranging visits from various religious leaders
 - RE lessons
- 3.9. Additional practical activities to encourage pupils' SMSC development may include:
- Working together in different groupings and situations.
 - Hearing music from different composers, cultures and genres.
 - Meeting people from different cultures and countries.
 - Participating in a variety of different educational visits.
 - Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.
 - Hearing and seeing live performances by professional actors, dancers and musicians.
 - Learning songs from different cultures and playing a range of instruments e.g. African drums
 - Making and evaluating food from other countries.
 - Studying the contributions to society that certain famous people have made.
- 3.10. Teachers will help pupils' SMSC development by:

- Encouraging teamwork in PE and games.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of ability.
- Using assembly themes to explore important aspects of both British heritage and other cultures, e.g. festival days, the patron saints and global events.

4. Community links

4.1. The school has strong links with the wider community and develops these links by reaching out to the community through the following activities:

- Fundraising activities: Children in Need, Red Nose Day, Mary's Meals, Young Minds, Cancer Research, NSPCC, Uphill Trust etc.

5. SMSC provision map

5.1. The SMSC provision map located in the appendix shows where spiritual, moral, social and cultural education, respectively, are embedded into subjects and provides evidence of their inclusion.

6. Promoting fundamental British values

6.1. We will take the following actions to promote fundamental British values:

- Including in suitable parts of the curriculum age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Commemorating World War 1 and 2.
- Demonstrating the historical importance of the Commonwealth.
- Ensuring that all pupils have a voice that is listened to.
- Demonstrating how democracy works by actively promoting democratic processes, for example, via our school council and UK Parliament Day.
- Using general and local elections to hold mock elections and provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

6.2. Through our SMSC programme, we will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
 - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
 - Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
 - Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
 - Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
 - Encourage respect for other people.
 - Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- 6.3. By promoting fundamental British values through SMSC education, we will provide pupils with:
- An understanding of how they can influence decision making through the democratic process.
 - An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
 - An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
 - An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
 - An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
 - An understanding of the importance of identifying and combatting discrimination.
- 6.4. The school is not obliged to promote teachings, beliefs or opinions in conflict with its own, but will not promote discrimination against pupils or groups based on their belief, opinion or background.

7. Monitoring and evaluation

- 7.1. We listen to the views of our pupils and their parents and the staff. We operate an open-door policy for the sharing of views and have a formal system in place including:

- An annual pupil questionnaire.
- An annual parents' questionnaire.
- An annual staff questionnaire.
- Half termly Parents' Forum meetings.
- Parents' evenings/meetings.

7.2. SMSC provision is reviewed in the following ways:

- The monitoring of teaching and learning and work scrutiny by the curriculum coordinator, headteacher and governors as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- The development of RE, PSHE and collective worship to reflect the diversity of both our school and society.
- The sharing of classroom work and practice.

7.3. This policy is reviewed on an annual basis by the Headteacher and SLT

7.4. The next scheduled review date for this policy is September 2027.

Appendix A: SMSC Provision Map

Complete the matrix to demonstrate where spiritual, moral, social and cultural education, respectively, are embedded into subjects and activities, and to provide evidence of their inclusion.

Activity or lesson	We promote spiritual development	We promote moral development	We promote cultural development	We promote social development
Maths	By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time. By considering pattern, order, symmetry and scale both man made and in the natural world e.g. Fibonacci's sequence.	Engage children in role-play; for example, in unequal shares of resources, why might someone be upset if they received less than other people? By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid e.g. My Money Week	By asking questions about the history of maths: for example, 'What did the ancient civilisations discover that we still use in maths today?' e.g. time, clocks, geometry.	By the sharing of resources within the classroom, the negotiating of responses and group problem solving. By analysing social data e.g. on health care, poverty, bullying, cycling/walking to school.
English	In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' to develop predictive skills. Role-play characters and develop empathy e.g. 'How would you feel if you were the person in the story?' Relate	By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking,	By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' By providing opportunities for pupils to engage with texts from different cultures.	By supporting conceptual and language development through an understanding of and debates about social issues e.g. school council and UK Parliament day By providing opportunities for talk in a range of setting e.g. giving

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	texts to their own lives e.g. 'Where have you met these ideas before?' By appreciating the beauty of language and how it is used to describe the beauty of our world. To develop vocabulary for personal expression.	listening and higher order thinking skills. By considering different perspectives e.g. traditional tale from the viewpoints of different characters.		presentations in the community and Show and Share assemblies e.g. Taunton Councillors
Science	By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. In studying life forms we teach children to appreciate creatures great and small. To consider the wonder of our bodies and minds By considering the wonders of the universe and how it might have been formed.	By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. By considering that not all developments have been good because they have caused harm to the environment and to people. By encouraging pupils to speculate about how science can be used for good and bad.	By being curious about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from a range of different cultures and periods of history e.g.	By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person. By designing and carrying out investigations in groups and listening to the views of others. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes
Art	By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and nature including the local area and school environments.	By exploring how emotions and inner feelings linked to moral choices and issues are expressed through painting, sculpture and architecture.	By experiencing a wide range of creative media from around the world.	By sharing of resources and ideas while working collaboratively. By exploring social conflict and resolution.

	By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues.	By responses to and use of visual images to evoke a range of emotions concerning moral dilemmas and issues.	By developing aesthetic awareness of art from a range of cultures and view-points.	By promoting the process of 'reviewing and evaluating' our own and others' work. By exploring art as a powerful social tool e.g. in advertising, in representing particular groups
PSHE	By developing awareness of and responding to others' needs and wants By exploring meaning and purpose for individuals and society By developing resilience and inner strength (growth mindset). By developing gratitude within their lives (mindfulness). Learning to appreciate the present moment (mindfulness – senses, brain breaks and relaxation, kindness, gratitude) Using SCARF scheme of work.	By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives. Contributing to class rules, charters and expectations. By making explicit links to the school's distinctive ethos as a church school. Adults and children leading by example. School rules linked to Christian ethos (Agape and the Good Samaritan).	By exploring how different cultures and individuals can offer great insights into how we lead our lives. Similarities and differences between cultures and individuals within SCARF scheme.	By helping pupils to engage in a democratic process for agreeing the rules for community life (school council, UK Parliament Day) By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?' School Council divided into sub teams –collective worship, rights, eco and well being
History	By considering how things would be different if the course of events had been different; Tudor exploration, Roman	By exploring the results of right and wrong behaviour in the past	By exploring our local history in Somerset and the South west.	By discussing how groups and communities organised themselves in the past.

	sanitation, Industrial revolution and Victorian railways. By looking at local history and investigating the reasons why there is a landmark, building or museum e.g. Burrow Mump By speculating about how we mark important events from history and the people who shaped them e.g. Bonfire Night	By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples from their own local area? By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?'	By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. By taking pupils on visits to heritage sites e.g. Caerleon.	By considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two and the first moon landing. To bring in artefacts to share and discuss.
RWE	By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and culture. By encouraging children to ask and respond to questions about the meaning of life. By considering questions about God and beliefs. By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.	By exploring morality including rules, teachings and commands in a range of faiths. By investigating the importance of service to others in a range of faiths. By exploring religious perspectives and responses to suffering in the world. By asking questions about the purpose and meaning of reconciliation and salvation in a range of faiths.	By exploring similarities and differences between faiths and cultures. By learning about saints and saint days. By engaging with text, artefacts and other sources from different cultures and religious backgrounds. By exploring how different cultures and individuals can offer great insights into how we lead our lives.	By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence By asking questions about the social impact of religion.

	How religions express their care and appreciation and beauty of the world around them.			
PE	By appreciating movement and physical ability. By taking part in activities such as dance, games and gymnastics which help pupils to become more creative. By being aware of one's own strengths and limitations.	By discussing fair play and the value of team work. Understanding and abiding by the rules of games. By developing qualities of self-discipline, commitment and perseverance By developing positive sporting behaviour.	By learning about the history of sports and their origins. By making links with national and global sporting events such as the World Cup and the Olympics e.g. whole-school topic 'we are the champions' By exploring rituals surrounding sporting activities e.g. Haka in New Zealand (Maori)	By developing a sense of belonging and self-esteem through team work. By developing a sense of community identity through taking part in inter and intra school events.
Geography	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is. By comparing their lives with pupils living in other countries or other part of the UK. To develop vocabulary to describe the wonder and beauty of the world around them.	By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment? By looking after our school/community environment e.g. school council and after school clubs. Visits to Carymoor centre.	By making links with other countries through schools linking e.g. Uphill Trust Linked to whole school topics of We are the Champions and Eco Warriors including Africa.	By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally. By considering social responsibility e.g. care for the environment, impact of traffic on the local area, tourism

Music	By allowing pupils to show their delight and curiosity in composing/creating their own sounds and music. By using music to create or deepen an atmosphere conducive to creativity. By considering how music makes one feel and can 'move us' deeply.	By exploring how music can convey human emotions towards moral issues. By appreciating the self-discipline required to learn to play a musical instrument.	By encouraging pupils to listen and respond to traditions from around the world e.g. African drumming, traditional South American songs By appreciating musical expression from different times and places.	By exploring how an orchestra works together. By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing e.g. assemblies, school choir, orchestra etc. By discussing what would happen if musicians in a band/group didn't cooperate By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax
Computing	By developing a sense of awe and wonder at human ingenuity. By wondering at the power of the digital age e.g. use of the internet By understanding the advantages and limitations of computing and technology in our world. By using the internet as a gateway to big life issues.	By exploring the moral issues surrounding the use of data and technology. By considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger (e-safety). By considering the moral vision of those involved in developing the web.	By exploring global communication and how it has changed over time, enabling better cultural understanding. Using technology to explore other cultures.	By highlighting ways to stay safe when using on line services and social media (e-safety). By developing an understanding of the way technology is used to forge new relationships. By discussing the impact of technology on the ways people communicate.

Collective Worship		School rules linked to Christian ethos (Agape and the Good Samaritan).		
Trips and visitors	Explore a range of natural and manmade wonders to enhance our learning e.g. Burrow Mump and Wells Cathedral. To develop a sense of awe and wonder about our world (past and present) through a variety of educational visits e.g. planetarium, Mary Rose, Caerleon. Regular visits and services to our local church.	Trips encourage moral discussion and awareness e.g. church stations of the cross, class systems on SS Great Britain, children in Victorian times (comparison of rich and poor). Impact of human intervention on the environment (positive/negative) e.g. Carymoor. Debates and discussions on current issues e.g. UK Parliament Day.	Visits to museums and art galleries to find out about British and other cultures. Visits from representatives of other cultures e.g. Russian Choir	Developing an awareness of themselves and others within the wider community. Encouraging children to represent the school, its ethos and rules with pride. Residential trip for year 6 focussing on team building, challenge and resilience.
Modern Languages	By exploring the beauty of languages from around the world By exploring the way language is constructed.	By helping pupils to have an accurate and truthful understanding of another culture. By watching film clips and sharing stories in other languages.	By appreciating the language and customs of others By exploring the literature and culture of other countries By using and sharing the language and cultural traditions of children within the class.	By learning the skill of communicating in different ways By exploring different social conventions e.g. homes and greetings
Charity events	By using the pupil voice and courageous advocacy.			
School council				
Key considerations				Yes
				No

Are all aspects of SMSC evident when pupils move around the school?		
Are all aspects of SMSC reflected in classroom and corridor displays?		
Does the school website reflect a consistent approach to all aspects of SMSC?		