

Tow Law Millennium Primary School Spiritual, Moral, Social and Cultural Development (SMSC) Policy



At Tow Law Millennium Primary School, we recognise that the personal development of pupils spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. It is the 'golden thread' in the development of each and every child. 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.

General Aims

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

Key definitions

Spiritual development

Spiritual development is about the growth of the human spirit. It is about the capacity to recognise that there is more to the life we lead than the everyday, the routine, the material. It recognises the intangible e.g. truth, love, goodness, honour. The spiritual affects how we see ourselves and others and how we define who we really are. It is about the inner life where people reflect and acquire insights into their own experiences and those of others, it may be linked to beliefs for some, but it always looks beyond themselves and humanity.

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Develop empathy, respect and understanding for other people's beliefs, values, feelings and experiences.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Respond to experiences in creative and imaginative ways.

Moral development

Moral development is about considering what is right and wrong. It is about helping people to establish and develop a moral or ethical compass which will enable them to cope with moral conflict and make decisions about moral issues and dilemmas. Moral development helps people explore and embed principles and values such as justice, fairness, compassion, consideration, truth and respect. It is also about recognising that actions have consequences.

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence and resilience to cope with setbacks and learn from mistakes.

- Take initiative and act responsibly with consideration for others.
- Develop principles of distinguishing between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.
- Develop their own moral compass and identify their key values.

Social development

Social development is fundamentally about getting on with others. It is about living within communities (local, regional, national and global) and recognising our roles, rights and responsibilities within these. It is about working for the common good, forming positive relationships and treating others with respect. Social development focuses on what brings communities together whilst recognising and respecting diversity.

As a school we aim to promote opportunities that will enable pupils to:

- Encounter people from a wide variety of differing backgrounds.
- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Develop skills of co-operation and conflict resolution.
- Participate and make a positive contribution to life in their local communities, modern Britain and our rapidly changing world.

Cultural development

Cultural development is about heritage, tradition and identity and how this shapes our lives and the lives of others. It is about understanding cultural diversity in all its forms and how this contributes to individuals and communities: multi-cultural, multi-ethnic, multi-faith. Cultural development gives opportunities to explore how music, dance, drama, art, architecture, literature, sport and celebrations can help individuals and communities to participate, respond and express feelings, ideas, values and beliefs. Cultural development is inward and outward looking.

As a school we aim to promote opportunities that will enable pupils to:

- Understand what is meant by culture.
- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Appreciate the range of cultural influences that have shaped the lives of

others and how this may be different from theirs.

- Develop an understanding of their social and cultural environment within their own school and beyond.
- Develop respect and tolerance for different religions and beliefs, ethnic groups, cultures and lifestyles.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation

Personal development, including SMSC, will take place across all curriculum areas and areas of school life, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through the enthusiasm for and modelling of learning. Teachers at Tow Law Millennium will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- 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, etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.

- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Extra-Curricular Activities

- Personal development is also enriched through a wide range of extra-curricular activities (sports, art and crafts, trips/visits) which provide opportunities for SMSC and for inspiring pupils to broaden their experience and horizons. Extra-curricular activities are available to all pupils in our school community.

Date Completed: Summer 2026

To be reviewed: Summer 2027

If you require this information summarised in another language or format please contact the school office on:



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