



SMSC Statement 2025 - 2026

Policy Name:	SMSC Statement
Version:	1
Date published:	October 2024
Date to be reviewed by:	October 2026
Role of Reviewer:	Headteacher
Statutory (Y/N):	N
Published on website: *	3B
Policy Level: **	3
Relevant to:	All Staff, Parents and Carers
Produced in consultation with:	n/a
Approved by:	Headteacher
Approval date:	October 2025

*Publication on website			
Alliance Schools Trust website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate e.g. Anti-bullying	Approved by Local School Board.

This statement should be read in conjunction with our British Values Statement.

At Watling 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. This is particularly important in the formative years and, as such, a large part of the responsibility for this sits with us as primary educators.

SMSC development ensures that we become individuals with integrity, social conscience and an appreciation for the world around us. It enables us to have a strong moral compass with a good understanding of right and wrong and the ability to make decisions that consider others.

If SMSC is taught well, it contributes to a pupil's overall personal development and their ability to be confident and articulate. This in turn leads to success and opens doors to their future.

For these reasons, the development of our pupils in terms of SMSC is prioritised in everything we do at Watling Primary School.

SMSC in the curriculum

Our Curriculum is underpinned by the drivers of Equality, Emotional and Economic wellbeing and Environment which link intrinsically to SMSC.

We will develop spiritual, moral, social and cultural awareness through:

- active promotion of our school rules – Be safe, Be kind, Be respectful
- reminding children of the symbolism of our school logo and the way in which it represents and celebrates the value of individuals as part of a collective
- reinforcing the Watling Way values at every opportunity
- providing opportunities for our children to develop CAPTAIN Learning Characteristics to become better communicators, active learners, problem-solvers, team-players, achievers, investigators and nurturers
- active promotion of the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- assembly themes which focus on and promote the development of SMSC
- a PSHE Curriculum which allows our pupils to explore themes including Me and My Relationships, Valuing Differences, Keeping Safe, Rights and Respect, Being My Best, and Growing and Changing
- protected time for Forest School sessions and opportunities to learn outdoors so that pupils develop connections with nature
- an RE curriculum that allows children to explore different faiths and beliefs
- use of illustrations and examples in our teaching and learning that are drawn from as wide a range of cultural contexts as possible
- active promotion of our Behaviour Policy and Anti-Bullying Policy, including a consistent approach to consequences for poor behavioural choices

- opportunities for pupil voice and experience of democracy e.g. class discussions, debates, School Council and Eco -Committee membership
- provision for extra-curricular, themed days and celebrations throughout the school year e.g. cultures day, Mental Health awareness days, diverse religious festivals, Anti-Bullying week, World Environment Day
- fostering positive links with the school and wider community e.g. trips, visitors to school, organised charity events, competitions, parental involvement, links with other partners in the Trust

We aim to provide an education that provides pupils with opportunities to:

- explore and develop their own values and beliefs and spiritual awareness
- demonstrate high standards of personal behaviour and a positive, caring attitude towards other people
- explore an understanding of their own social and cultural traditions and an appreciation of the diversity and richness of other cultures

DEFINITIONS

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs (religious or otherwise) which inform their perspective on life & their interest in and respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

As a school we aim to provide opportunities for spiritual development by supporting our children to:

- develop their self-awareness and self-esteem
- develop the capacity for critical and independent thought
- foster emotional life experiences 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

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives

- understanding of the need for rules and the importance of abiding by rules for the benefit of everyone
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

As a school we aim to provide opportunities for moral development by supporting our children to:

- recognise and celebrate the unique value of each individual
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- distinguish between right and wrong
- nurture their bodies, minds, each other and the environment
- make informed and independent judgements

Social Development

Pupils' social development 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 social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

As a school we aim to provide opportunities for social development by supporting our children to:

- work cooperatively with different individuals and groups
- engage in the democratic process
- participate fully in community life
- develop personal qualities which are valued in our society, e.g. thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs

Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage i.e. their cultural capital
- willingness to participate in and respond to a broad range of cultural opportunities e.g. artistic, musical, sporting, mathematical, technological, scientific

- understanding of, and respect for, cultural diversity and the extent to which they accept, respect and celebrate diversity

As a school we aim to provide opportunities for cultural development by supporting our children to:

- recognise the value and richness of cultural diversity in our local and national community, and how these influence individuals and society
- develop an understanding of their social and cultural environment
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- reflect on important questions of meaning and identity
- develop an interest in exploring the relationship between human beings and the environment
- respect racial, religious and other forms of equality