



# Spiritual, Moral, Social & Cultural (SMSC) Policy

September 2025

Review date: September 2027

*Imagine, Believe, Achieve*

***"Let us run the race before us and never give up"***

***Hebrews 12:1***

## **Spiritual, Moral, Social, and Cultural Policy**

At Matlock Bath Holy Trinity CofE Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. The ethos of our school is such that all people who come into our school, whether pupil, staff, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility and reflecting British values.

### **Spiritual Development**

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, emotions, attitudes, beliefs and 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.

### **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 consequences of their actions.
- Interest in investigating, and offering reasoned views about, moral and ethical issues.

### **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.

## **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.
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **Aims**

The school will help the pupils to develop an inner discipline and will encourage pupils 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 to the choices that they have made. They will want to be honest with themselves and with others.

## **Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific Life Skills, RE and Circle Time activities. This will be taught through PHSE, RSE, and RE, ensuring a broad, balanced spiral curriculum that is responsive to pupils' needs and reinforcing British Values.

## **Spiritual Development**

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Natural sense of curiosity and mystery and a growing relationship beyond the everyday world – concept of beyond
- Awe and wonder – concept of a physical and creative world
- Connection and belonging
- Heightened self-awareness – concept of self
- A growing empathy of concern and compassion for others – concept of others
- Prayer and worship

- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

Our school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

As part of our pupil's Spiritual Development at Matlock Bath Holy Trinity CofE Primary School, a regular act of reflection as part of daily collective worship will take place. In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character' our collective worships are based on the teachings of Christ and traditions of the Christian Church and British Values. However, we conduct our collective worships in a manner that is sensitive to the individual faith and beliefs of all members of the school.

Collective worship at Matlock Bath Holy Trinity CofE Primary School take many forms including whole school collective worship, class collective worship, collective worship taken by local Matlock Area Schools Trust (MAST) or other representatives of local religious groups and presentation assemblies to celebrate the achievements of our pupils. We welcome School Governors to attend our assemblies at any time. During the year the whole school takes part in services at Holy Trinity Church, including Harvest, Christmas and Easter, to which parents are invited.

### **Moral Development**

At Matlock Bath Holy Trinity CofE Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures.
- Develop an ability to think through the consequences of their own and others' actions.
- Have an ability to make responsible and reasoned judgements.
- Ensure a commitment to personal values.
- Have respect for others' needs, interests and feelings, as well as their own.

- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promoting racial, religious and other forms of equality.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- Developing 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,
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach pupils to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through 1:1 discussion, small group discussion, collective worship, RE, PSHE/RSE and Circle Time sessions. Where children need additional support, it is addressed through SENCO support. We are interested in the development of the whole child and will endeavour to raise the self-esteem of our pupils using praise, merits, house points, stickers, Green Book.

## **Social Development**

At Matlock Bath Holy Trinity CofE Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour.
- Relate well to other people's social skills and personal qualities.
- Work successfully, as a member of a group or team.
- Share views and opinions with others.
- Resolve conflicts maturely and appropriately.
- Reflect on their own contribution to society.
- Show respect for people, living things, property and the environment.
- Exercise responsibility for themselves and their actions.
- Understand how societies function and are organised in structures, such as the family, the school.
- Begin to understand the notion of interdependence in an increasingly complex society.

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based.
- Fostering a sense of community, with common, inclusive values.
- Promoting racial, religious and other forms of equality.
- Encouraging pupils to work co-operatively.
- Encouraging pupils to recognise and respect social differences and similarities.
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, residential experiences, class assemblies.
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs.

- Providing opportunities for engaging in the democratic process and participating in community life.
- Providing opportunities for pupils to exercise leadership and responsibility.
- Providing positive and effective links with the world of work and the wider community.

### **Cultural Development**

Pupils should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done for example through humanities, music, PE, MFL and art.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity.
- An interest in exploring the relationship between human beings and the environment.

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language.
- Encouraging them to think about special events in life and how they are celebrated.
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.
- Reinforcing the school's cultural links through displays and posters as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with Life Skills, RE, MFL, and School Council.

The key features of SMSC at Matlock Bath Holy Trinity CofE Primary School are to be found in Breakfast and After School Clubs, collective worship, charity support, competitions, library

events, celebrating diversity, learning walks, themed days/weeks, trips and visitors, religious festivals, celebrations and School Council involvement.

Pupil Voice:

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school through the School Council.

### **British Values**

British Values are integral to all activities at Matlock Bath Holy Trinity CofE Primary School. It is evident through interactions with pupils and staff. It is seen in our displays around school, the children's behaviour and our whole school ethos. It is mapped through curriculum development to ensure ongoing formal and informal opportunities to embed British Values in everything we do.