Spiritual, Moral, Social and Cultural Policy

This policy applies to all pupils including those in EYFS

Last Reviewed: Autumn 2026
Next review: Autumn 2027

Introduction

This policy supports and reinforces Weston Green School's aims, valuing all children equally and as individuals. We recognise that the spiritual, moral, social and cultural element of children's education is crucial in their development and will be ongoing throughout their time at the school.

We recognise the importance of providing direct opportunities for promoting **British Fundamental Values** including individual liberty, fostering equality of opportunity for all and for engendering tolerance, mutual respect and moral values in our young people. We actively promote **British Fundamental Values** and uphold the rule of English civil and criminal law.

Visiting speakers are vetted through the school's Visiting Speakers Policy in order that the promotion of partisan political views are precluded.

The SMSC policy and the promotion of the pupils' SMSC development permeates the whole life of the school and all adults are aware of the example they set through their behaviour and interactions. The quality of relationships between all members of the school community and the standard of collective worship are fundamentally important.

Aims

To provide a safe and stimulating learning community in which all children can develop:

- an understanding of the world, society and the community and an acceptance of responsibility, appreciating the origins and practices of their own and others' cultures, in turn appreciating and celebrating racial and cultural diversity
- an understanding of and respect for the **British Fundamental Values** outlined above
- questioning, enquiring minds and the ability to express their ideas appropriately
- an understanding of right and wrong, leading to acting consistently with their beliefs and with a view to the consequences of their own and others' actions
- the willingness and capacity to explore moral and spiritual challenges and problems
- sensitivity, understanding and respect for others as individuals and in groups
- positive values and attitudes, leading to them contributing positively to the school (and wider) community.

Definitions

Spiritual Development relates to the understanding of self and others and is not linked solely to any one faith. It relates to the search for meaning and purpose in our existence. All areas of the curriculum should contribute to the pupils' spiritual development.

Moral Development is concerned with pupils' ability to make judgments about how they should behave and act, and the reasons for such behavior. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

Social Development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the knowledge and understanding of our multi-racial, multi-cultural society and enables pupils to become conscientious participants. It involves the development of interpersonal skills necessary for successful relationships and working partnerships.

Cultural Development refers to the development of knowledge and understanding of differing beliefs, customs and traditions. It encourages the development of a sense of personal identity alongside awareness, understanding, respect and tolerance of others. It is about understanding that cultures are

always changing and coping with change. Promoting pupils' cultural development is closely linked with the school's ethos of valuing cultural diversity and preventing discrimination.

Aims for Spiritual Development

- The ability to sense the sacred and the holy
- The ability to sense wonder and mystery in the World
- The ability to sense the special nature of human relationships
- The ability to listen, be still and to reflect

Steps for Spiritual Development

Staff provide a role model for the children by sharing in the joy of discovery and in the mystery of creation. Through the curriculum, daily life of the school and worship, the school will encourage

- An imaginative, creative, reflective approach to the world
- A sense of respect for the integrity of each person
- A spirit of enquiry and open mindedness
- An atmosphere which enables everyone to speak freely about their beliefs and ideas

Interfaith Week

The school organises an annual 'Interfaith Week' which helps to boost pupil awareness of differing faiths (and no faith) by celebrating the differing faiths within the school community. Activities are organised, visitors help the children to think about their spirituality and a prayer/reflection area is established. Interfaith Week runs alongside Anti-Bullying Week.

Aims for Moral development

- To understand the principles behind decisions and actions
- To be able to make moral decisions for themselves
- To assume moral responsibility and act considerately
- To be able to distinguish between right and wrong
- To respect the rights and properties of others
- To develop positive attitudes

Steps for Moral Development

Staff provide a role model for the children throughout the school day and will influence the children by the way they respond, talk and behave. Through the curriculum, daily life of the school and worship, the school will encourage pupils

- To develop a personal view on ethical questions
- To develop personal responsibility
- To think about the consequences of their own and other's actions
- To develop a respect for others' needs, interests, feelings and opinions, paying particular regard to the protected characteristics set out in the 2010 Equality Act
- To learn about models of morality in the Christian and other faiths
- To develop high moral standards through discussions and examples
- To develop an understanding of and respect for the civil and criminal law of England.
- To develop and be able to display an understanding of the fundamental British values of tolerance, democracy, individual liberty, the rule of law and mutual respect.

Aims for Social Development

- To relate positively to others and behave appropriately
- To participate fully and take responsibility in school life
- To exercise personal responsibility and initiative
- To work together successfully in groups and teams
- To appreciate others' rights and responsibilities
- To develop an understanding of society and citizenship

Steps for Social Development

Staff provide a role model for the children throughout the school day, through the way they teach, work, and interact with the community. Through the curriculum, daily life of the school and worship, the school will encourage pupils

- To listen and respond appropriately to the viewpoints and ideas of others
- To show care and consideration for others
- To resolve tensions and conflicts
- To work as part of a group in classes, sports, playtimes and whole school events e.g. school shows.
- To become responsible participants in the school community
- To develop a sense of community and responsibility. This is actively encouraged by standing for the School Council Character Champions Committee or Eco Committee; through community events (eg singing at local care home) and school trips and visits (especially the Upper Prep residential trips).
- To support a range of charities annually, decided by the School Council, through a number of events involving pupils, staff and parents. For example, collecting items for the local hospice at harvest time, supporting the local Foodbank.
- To appreciate the achievements of others eg. through awards in assemblies.
- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England e.g. Y6 session learning about and setting up a mock legal trial led by practising lawyers

Themed Weeks
Themed weeks focusing on emotional wellbeing and mental health takes place during the year e.g. Feeling Good Week and Children's Mental Health Week. These weeks have a particular theme and it helps the children to celebrate their own uniqueness. Previous areas of focus have been happiness and mindfulness

Anti-Bullying Week
Each November the school organises an Anti-Bullying week to coincide with the national event. This helps children to understand what bullying is (and isn't) and what to do if they see or experience bullying (or indeed anything which concerns them). It helps develop their sensitivity and their responsibility, both for themselves and for those around them. The children design and make a poster for the competition; the winning entry is then reproduced and published around the school.
Anti-Bullying Week runs alongside Interfaith Week.

Building a link with local care home
The school has been building a link with the Home of Compassion, a local care home for elderly residents that has opened in Thames Ditton. The Upper Prep choir visits the home to sing Christmas songs as well as leading carols for the residents to join in.

Upper Prep children visit to talk to residents about their experiences of evacuation during WW2 to tie in with their study of the book 'Goodnight Mister Tom', having worked on and sent in questions for the residents in advance.

Aims for Cultural Development

- To develop a sense of belonging and pride in their cultural background
- To understand, appreciate and respond to different cultural events and experiences
- To understand images, events, differing codes of behaviour and cultural traditions
- To develop a love of learning and openness to new ideas

Steps for Cultural Development

Staff provide a role model for the children throughout the school day by the way they respond to different ideas and cultures. Through the curriculum, daily life of the school and worship, the school will encourage pupils

- To learn about and experience different cultures e.g. through P.R.E. lessons, trips and visitors
- To discuss and explore issues such as differences, similarities, equal rights, peer pressure and discrimination eg through the PSHE programme of study
- To celebrate everyone's achievements with due regard to their cultural origin
- Interfaith Week, held annually, involves pupils sharing their faith and culture with their peers to promote understanding and to develop pride in their faith and traditions.

This policy is linked with:

- PSHE and Citizenship Policy
- EDI Statement
- Behaviour and Discipline Policy
- Equal Opportunities Policy
- Teaching and Learning Policy
- Curriculum Policy
- Evidence for Fundamental British Values