



ABBEY PRIMARY SCHOOL

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

Rationale

At Abbey Primary School we consider a child's whole education to be something richer than the subjects covered by the National Curriculum, and more than what happens in school. It begins, continues to, and is strongly influenced by the home and parents, the community, and the environment in which the child lives.

We recognise that the personal development of pupils spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. **Linking our Vision 2030 statements will support us in a holistic approach to learning and development.**

We therefore aim to provide an education that **delivers** 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 cultural traditions and an appreciation of the diversity and richness of other cultures.

All areas of the curriculum have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities will be planned in each area of the curriculum.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised and the pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals.

The school community will be a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by the rules for the good of

everyone. The school community follow the school behaviour policy of 'ready, respected and safe'.

General Aims

- to ensure that everyone connected with the school is aware of our values and principles.
- 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 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.

Fundamental British values

Abbey Primary will promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This means actively promoting the values and challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with our duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values. Through our provision of SMSC, we should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to 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 students 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 students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- 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.

The list below describes the understanding and knowledge expected of pupils as a result of Abbey Primary promoting fundamental British values.

The pupils will have:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to ‘promote’ teachings, beliefs, or opinions that conflict with their own, but nor is it acceptable for staff or pupils within our school to promote discrimination against people or groups based on their belief, opinion, or background.

Examples of actions that Abbey Primary can take

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a School and Eco council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths and backgrounds.

Spiritual Development

At Abbey Primary 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;
- foster their emotional life and express their feelings;
- experience moments of 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

At Abbey Primary 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 to cope with setbacks and learn from mistakes;
- take initiative and act responsibly with the consideration for others;
- distinguish between right and wrong;
- show respect for the environment;
- make informed and independent judgements.

Social Development

At Abbey Primary we aim to promote opportunities that will enable pupils to:

- develop an understanding of their individual and group identity;
- learn about service in the school and wider community;
- begin to understand the need for social justice and a concern for the disadvantaged.

Cultural Development

At Abbey Primary we aim to provide opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- recognise Christianity as a world faith;
- develop an understanding of their social and cultural environment;
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation

Development in SMSC will take place across all the curriculum areas, 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. 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. respect, empathy, open mindedness, sensitivity, critical awareness.

Many curriculum areas provide opportunities to:

- learn an awareness of treating all as equal;
- agree and disagree;
- take turns and share equipment;
- work cooperatively and collaboratively;
- listen and talk to each other.

Rights Respecting School

We have achieved our Silver Rights Respecting Schools Award. This will serve to provide a basis for the Spiritual, Moral, Social and Cultural ethos and teaching here at Abbey Primary.

Links with the Wider Community

Visitors are welcomed into the school. Links and visits to local places of worship are encouraged. Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation

Provision for SMSC is monitored informally by class teachers and will fall under the new PSHE&RE assessment guidelines.

Reviewed on: September 2025

Next review: September 2027 (or as required)