



Spiritual, Moral, Social and Cultural (SMSC) Development Policy

Date Reviewed:	16.06.2026
Next Review Date:	16.06.2027
Policy Owner:	Miss Lana Sumners

Date	Amendment	Staff Member
27.04.2026	Policy standardisation	LS

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.



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Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhyrstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS)

DDSL: Gemma Mitchell (Headteacher)

DDSL: Faye Dance (Deputy Headteacher)

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Introduction

At Oakhyrst Grange 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. We therefore aim to provide an education that enables pupils 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 cultures.

All Guidelines

- curriculum areas contribute to each child's spiritual, moral, social and cultural development, and opportunities for this will be planned throughout the curriculum and across school life.
- All adults model and promote expected behaviour, treating all people as unique and valuable individuals, and showing respect for pupils and their families.
- Oakhyrst Grange School provides a community where pupils are accepted as unique individuals and where forgiveness and the opportunity to start again are fundamental to the ethos of the school.
- Pupils learn to differentiate between right and wrong and to consider the impact of their actions on others. They are encouraged to value themselves and others.



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- Pupils understand the need for rules and the importance of abiding by them for the good of everyone. School and classroom rules reflect and promote acceptable behaviour, reward positive conduct, and celebrate pupils' work and achievements.
- As part of SMSC, we actively promote democracy, the rule of law, individual liberty, and respect for those with different faiths and beliefs—fundamental British values which underpin all that we offer.
- All curriculum areas use illustrations and examples drawn from as wide a range of cultural contexts as possible, reflected in teachers' planning, teaching and the resources the school makes available.

General Aims

- Ensure that everyone connected with the school is aware of our values and principles (see PSCH Policy, Mission Statement and Values).
- Provide a consistent approach to SMSC through the curriculum and wider school life.
- Set pupils' education within a context meaningful and appropriate to their age, aptitude and background.
- Ensure pupils know what is expected of them and why.
- Enable pupils to develop self-knowledge, self-esteem and self-confidence.
- Give each pupil opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Emphasise that freedom to hold other faiths and beliefs is protected by law.
- Enable pupils to develop their individual and group identity.
- Develop pupils' understanding of their social and cultural environment, and appreciation of the many cultures enriching our society.
- Provide opportunities to explore social and moral issues, develop a sense of social and moral responsibility, and understand the importance of identifying and combating unfair or illegal discrimination.
- Help pupils acquire a broad knowledge of and respect for public institutions and services in England.
- Develop pupils' understanding of how citizens can influence decision-making through the democratic process.
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

Spiritual Development

We aim to provide learning opportunities enabling pupils to:

- Sustain their self-esteem through learning experiences.
- Develop capacity for critical and independent thought.
- Foster their emotional life and express feelings appropriately.
- Experience moments of stillness and reflection.
- Discuss 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 in accordance with the family ethos of the school.



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We do this through:

- High-quality discussion in lessons, particularly around ethical or wider issues.
- Recognition of effort through praise and rewards.
- Prayers and reflective opportunities in assemblies.

Moral Development

We aim to provide learning opportunities enabling pupils to:

- Listen and respond appropriately to others, showing respect and tolerance for different beliefs.
- Gain confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others—balancing individual liberty with respect for others.
- Distinguish between right and wrong and behave accordingly.
- Understand that the British value of justice and the rule of law are rooted in notions of right and wrong.
- Show respect for the environment.

We do this through:

- Reinforcing high expectations of behaviour in and out of lessons.
- Encouraging respectful discussion and debate across subjects.
- Balancing inclusion and selection in sports and Performing Arts.
- Providing opportunities for leadership—School Council, Year 6 responsibilities and class roles.
- PSCH lessons exploring government, democracy and current affairs.

Social Development

We aim to promote opportunities enabling pupils to:

- Develop an understanding of their individual identity.
- Build awareness of relationships within friendships, teams, houses and other groups.
- Learn about service within school and the wider community.

We do this through:

- Roles and responsibilities in class and School Council
- Form-time activities such as self-reflection, CVs, “All About Me.”
- Mixed-age opportunities via buddy systems and school events.
- Visitors from the local community or charities speaking in class or assembly.

Cultural Development



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We aim to promote opportunities enabling pupils to:

- Recognise the value and richness of cultural diversity in Britain and its influence on individuals and society.
- Develop understanding of their social and cultural environment.
- Develop awareness of Britain's local, national, European and wider global dimensions.

Teaching and Organisation

SMSC development occurs across all curriculum areas, within activities encouraging pupils to recognise the spiritual dimension of learning, reflect on significance, and respond thoughtfully to challenges to their attitudes and lifestyles.

Class discussions across all subjects—especially PSHE and RS—offer opportunities to:

- Talk about personal experiences and feelings.
 - Express and clarify ideas and beliefs.
 - Speak about difficult events (bullying, bereavement).
 - Share thoughts and feelings with others.
 - Explore relationships with friends, family, peers.
 - Show empathy and respect for others.
 - Develop self-esteem and a sense of belonging.
 - Appreciate different faiths and cultures.
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- Develop attitudes such as empathy, respect, open-mindedness, sensitivity and critical awareness.
 - Many curriculum areas encourage pupils to:
 - Listen and talk to each other.
 - Treat everyone as equals, accepting physical or mental differences.
 - Agree and disagree respectfully.
 - Take turns and share equipment.
 - Work co-operatively and collaboratively.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed regularly through:

- Lesson planning and teaching reviews by the Headteacher.
- Staff and Governors' discussions.
- Audits of policies, plans and schemes of work.
- Sharing classroom practice.
- Assemblies records and PSHE displays.
- PSHE scrap books and folders for each class.
- Inclusion on the School Improvement Plan.



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This Policy is subject to regular review.