

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

St. Augustine's CE (VA) Junior School



*St Augustine's SMSC (Spiritual, Moral, Social, Cultural)
Development Policy*

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Our Vision: Like St Augustine, we are guided by God's wisdom, to embrace challenge and strive to achieve our best, enjoying all that we do together.

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The Department for Education have outlined that 'All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values'.

What do OFSTED (2023) say about SMSC development at St Augustine's?

'St Augustine's Church of England Junior School is warm and welcoming. Pupils talk positively about the range of learning opportunities they receive. They know that staff have high aspirations for them. Pupils are motivated by the rewards they can achieve for working and trying hard. They enjoy celebrating these successes in a weekly assembly and earning house points and star badges.'

'Pupils are well supported in making the transition from infant school, and parents and carers also appreciate this. Pupils quickly understand the school rules and what is expected of them. Older pupils act as excellent role models in school and as play leaders at breaktimes. As a result, pupils learn and play well together. Pupils know that their teachers deal with any incidents swiftly and fairly. Pupils say that bullying is rare and have no doubt that adults would deal with this straightaway if it did happen.'

'There is plenty for pupils to do and take part in beyond the classroom to broaden their life experiences. Pupils are enthusiastic about their regular access to forest school and outdoor learning, including reading in the 'book bus'. Every year group learns swimming and has a residential visit. There are also trips to theatres, museums and the beach.'

'Pupils are polite. They listen to each other. They are not afraid to voice different opinions, however, and do so respectfully.'

'In addition to taking part in regular trips and visits, pupils participate in a range of sports and clubs and are encouraged to try activities that they would not normally have access to. Pupils take on leadership roles in the school, such as being on the school council or being a play leader, house captain or eco-warrior. Pupils reflect regularly on the school's values and what these mean to them.'

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What do SIAMS (Statutory Inspection of Anglican & Methodist Church Schools) (2025) say about SMSC at St Augustine's Junior School?

"Reflective opportunities enable pupils to grow in confidence and develop their own ideas about faith."

"Carefully curated spiritual spaces encourage pupils to pause, reflect and respond..."

"Pupils and adults are growing spiritually... inspirational reflection encourages the community to turn thinking into action."

"Shared language of looking inward... and outward at the world... provides a dynamic way of speaking about spirituality."

"Pupils can respond sensitively to big questions such as 'Do miracles still happen today?'"

"Pupils enjoy meaningful opportunities to tackle injustice."

"They have a clear sense of fairness..."

"Understand... equity and fairness, and how they can bring about positive change."

"Live out their Christian values of love, community, and compassion..."

"A culture of wellbeing... support for pupils, families and staff is all embracing."

"Pupils... feel safe, listened to and part of a supportive community."

"Pupils are proactive... seeking responsibility and raising issues they care about."

"Through leadership roles, pupils appreciate how they can make a difference."

"Pupils are extremely polite, well-mannered and treat each other with courtesy."

"Cultural Capital passports stimulate pupils' enthusiasm for broadening their horizons."

"Visits to places of worship... mosque and churches... promote understanding."

"Broad and balanced understanding of world faiths including non-religious worldviews."

"Prepared for the modern world in which they live."

"Compassionate school where pupils and adults feel a strong sense of belonging."

"Inclusive, nurturing school."

"Environment that results in the flourishing of pupils and adults."

Our Aim and Vision for SMSC at St Augustine's

The aim of the policy is to outline the intent, implementation and impact of SMSC development within the curriculum at St Augustine's Junior School. The implementation of this policy is the responsibility of the Headteacher, senior leaders, teaching staff, governors as well as volunteers. SMSC development is about the values that we hold and our attitudes towards learning and life. SMSC development encourages pupils to become better citizens and confident human beings. As a Christian school, we promote the Christian spiritual practices of prayer, collective worship, celebration of festivals, reflection and reading from the Bible. We

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have a vision where all of our children leave St Augustine's having had the opportunity to fulfil their potential, understand and value who they are. Through a stimulating, challenging and immersive environment, we aim to support all members of our school family to flourish and excel as members of our local community.

Intent

The development of SMSC as well as British Values is a key aspect of our school curriculum and is embedded through our school vision and ethos. Through our long and medium term planning, together with enriching experiences, children at St Augustine's have the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on people's lives (particularly within the local community). At St Augustine's, we strive to provide a well-rounded, inclusive environment, which encourages all pupils to learn. Our curriculum supports children to become successful in adult life in modern day Britain. We aspire to motivate our children to have high expectations of themselves and to positively contribute to the school and local community. SMSC underpins all that we do at St Augustine's. Through well planned and structured daily Collective Worship, we provide all children an inclusive environment to reinforce the values (especially the Christian Values) that the school holds dear.

Implementation

At St Augustine's, we give the children opportunities to explore SMSC development through our well planned curriculum as well as additional opportunities offered throughout the year. As a school, we include SMSC development through our PSHE curriculum. We use the Cambridgeshire Primary Personal Development Programme to support us with our units of work. Through the programme, **Spiritual** development is shown through: the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values; a sense of enjoyment and fascination in learning about themselves, others and the world around them; the use of imagination and creativity in their learning and a willingness to reflect on their experiences. **Moral** development is shown through: the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England; an understanding of the consequences of their behaviour and actions; interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others on these issues. **Social** development is shown through: the use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds; a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively; acceptance and engagement with the fundamental British values of democracy, the rule of

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law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. **Cultural** development is shown through: an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others; understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain; knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The following list shows how the themes and units of work within the Personal Development Programme contribute to the different aspects of the SMSC agenda. Those listed in brackets show an area where there are links, rather than explicit teaching content.

Social Development	Moral Development
Beginning and Belonging	Rights, Rules and Responsibilities
Rights, Rules and Responsibilities	Anti-bullying
My Emotions	Diversity and Communities
Family and Friends	Financial Capability
Working Together	Managing Risk
Anti-bullying	Drug Education
Diversity and Communities	Safety Contexts
Managing Risk	(Beginning and Belonging)
Personal Safety	(Family and Friends)
Sex and Relationships Education: SR2, SR4, SR6	(Working Together)
Healthy Lifestyles	(Sex and Relationships Education: SR2, SR4, SR6)
Spiritual Development	Cultural Development
My Emotions	Beginning and Belonging
Working Together	Diversity and Communities
Sex and Relationships Education: SR1, SR3, SR5	(Rights, Rules and Responsibilities)
Managing Change	(Family and Friends)
(Sex and Relationships Education: SR2, SR4, SR6)	(Anti-bullying)

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Impact

Whole school indicators that could support the evidence of the impact of successful SMSC development in school are: the number of internal and external exclusions; the number of incidents reported relating to racism, sexism, homophobia or bullying; the number of SEN/PP/EAL students who attend clubs or have positions of responsibility in school (house captains, prefects etc) and the attendance figures, which are regularly monitored.

Teaching and Learning will be planned with SMSC development in mind. Teachers will endeavour to plan sessions where children are given the opportunity to develop their SMSC growth. Senior leadership will support the development of SMSC by referring to it during lesson observations, highlighting where opportunities of SMSC development has been offered to the children through their learning.

Student Voice will be used through regular surveys with the children. The data will be collected and analysed by SLT & the PSHE lead. The questions/discussions will be: linked to SMSC; attitudes towards whole school experiences; views on their own safety and bullying at school; incidents relating to whole school behaviour (both in and out of classroom lessons) and the impact it has on learning and specific questions relating the occurrences of racism, sexism, homophobia and bullying.

How do the British Values link to SMSC development?

The Department for Education outline the need 'to create and enforce a clear and rigorous expectation on all schools to promote fundamental British Values of **democracy, the rule of law, individual liberty, mutual respect** and **tolerance** of those with difference faiths and beliefs.'

At St Augustine's, pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Pupils are taught to understand that while others may hold different views regarding 'right and wrong', all people who live in England are subject to its law. Our ethos and teaching make aware and support the rule of English civil and criminal law and we endeavour to not teach anything that undermines it – including not influencing the children with our own personal bias or views. Through our RE curriculum, children are given the opportunity to understand the difference between law of the land and religious law.

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The document **'Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools'** lists and describes the knowledge and understanding the children are expected to know as a result of the school promoting the fundamental British Values. They are:

- 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 there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- 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; and
- 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 schools to promote discrimination against people or groups on the basis of their belief, opinion or background.'

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Some of the ways in which we promote the fundamental British Values at St Augustine's

Democracy

Pupils are given many opportunities for their voices to be heard. School council meets regularly to discuss issues raised in the classroom and staff meetings. The school council (led by a member of teaching staff), suggest changes within the school. Historically, these children have decided which foods are sold during our break time tuck shop; which books are bought for our library; how to improve our lunch meals and which equipment should be bought for the playground. These are just a small selection of the positive changes made by the school council, which impact all the members of our school community. These children stand for election in their own classrooms. They propose their suitability to the role and the vote stands exclusively with their peers as to who represents them each year. Children in Year 6 have the opportunity to be elected as 'House Captains'. The process involves a written letter of application to the headteacher and a speech presented to the entire school community. Members of each house are offered the opportunity to vote for their representative in our 'Polling station'. Votes are then counted and verified by SLT and results are shared to the school. At opportune moments in the year (national elections, referendums), teachers are encouraged to reflect on these events with the children and discuss the importance of democracy in modern British society.

Rule of Law

The importance of laws and rules, whether they are those governed by the class, school or country are consistently reinforced through regular school days. The school holds high expectations of behaviour – our whole school behaviour policy, which is shared annually with the children and parents, reinforces the expectations. Pupils are taught the reasons behind laws and how they are often designed to protect and govern us.

Individual Liberty

Throughout the school day, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we aim to educate and provide appropriate boundaries for children to make choices safely. The provision we offer our children provides a safe environment through a well-developed and planned curriculum. The children are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to do so safely. Our Online Safety, PSHE and RE units provide opportunities to explore this. Pupils at St Augustine's are given the freedom to make choices, such as signing up for extracurricular activities, e.g. Book Club, Collective Worship Councillors,

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after school clubs and Play Leaders. Our school is committed to developing opportunities for pupils to manage and evaluate their own learning.

Mutual Respect

The school vision and ethos (including the positive behaviour policy) is based around our six Christian Values of love, hope, community, compassion, thankfulness and forgiveness. These values determine how we encourage children (and adults) to live their lives as a community at St Augustine's. Collective Worship is based on our school values and is central to how we expect all members of the community to go around their daily life. Each week, we celebrate our children's achievements in school through our celebration worship. Awards are presented through our 'Star of the Week' award with teachers offering reasons why they have achieved this praise. Reasons should be based on showing commitment to our school vision, Christian values or related to the achievements within SMSC development. Certificates are displayed proudly through displays in school and on our school social media.

Tolerance

Pupils are taught to understand their place in a culturally diverse society. We give them opportunities to experience diversity in our local community. Worship and discussion involving prejudices are supported through learning in PSHE and RE. Our links with the local community and local secondary schools allow children to experience the local and wider community. As a school, we celebrate festivals, religious events and national holidays. Children are often given the opportunity to research and discover differences and similarities between different religions and communities through RE and projects.

Relevant Documentation

Anti-bullying & Prejudice Incident Policy
Attendance Policy
Behaviour Policy
Collective Worship Policy
Equality & Diversity Statement
Exclusion Policy
ICT Acceptable Use Policy
Relationship & Sex Education
Religious Education Policy
SEND Policy

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