



"I have come so that they may have life and have it to the full." John 10:10

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

Summer 2025

Policy Review Details	
This policy will be reviewed in line with our policy review schedule.	
Date of Issue: Summer 2025	
Governor Signature	Headteacher Signature
Date of next review: Summer 2028	

Version Control

Change Record

Date	Author	Version	Reason for Change
30.10.23	J Whittaker	1	Fully revised policy
May 2025	J Whittaker	2	Included Epworth 'Infinite Eight' Strategy as a practical example of SMSC activities

Summerseat Methodist Vision & Values

At Summerseat Methodist Primary, our vision, ethos and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our children to become lifelong learners; creating a safe and inclusive learning environment that nurtures individuality and enhances potential.



“I have come so that they may have life
and have it to the full.”

John 10:10

As a church school, we have identified and uphold the following core Christian values that help us achieve our ethos and vision: joy, teamwork, love, respect, care, trust, forgiveness and equality.



Safeguarding Statement

At Summerseat Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

Subject Intent

At Summerseat Methodist Primary School, we recognise our school context and have designed our curriculum with the intent that pupils build the secure foundations required to become successful and aspirational adults who seek opportunities, take responsibilities as moral citizens and gain life experiences that extend their horizons. We want children to leave school as 'well rounded' individuals who know they can make a positive contribution locally, nationally and internationally.

The school vision 'Life in all its fullness' is interwoven within our curriculum intent and design. Our values underpin our vision and support the implementation of this.

We have also developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community:

Aspiration – which helps children to build aspirations and know available possibilities for the future lives, so they can live life in its all its fullness.

Diversity – which helps children recognise differences are positive and that individual characteristics make people unique and everyone should love and be loved.

Community – which helps children develop a wider and deeper knowledge of the locality, society and the world around them, promoting a sense of awe and wonder. Children will learn that they can make a positive difference as agents of change.

At Summerseat Methodist Primary School, we aim to help children to develop an inner discipline and will encourage them to not just 'follow the crowd' – they will make up their own minds and live life in all its fullness, standing up for what they believe. They will grow through making choices and being proud of the choices that they have made or reversed. They will want to be honest with themselves and with others. The Spiritual, Moral, Social and Cultural education of pupils at Summerseat Methodist Primary School is cross-curricular and not limited to specific SMSC lessons. It is underpinned by the vision and values of the school.

Aims:

- To provide a safe, caring and happy environment where each child is valued as an individual and can develop towards his/her full potential.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to the interests and aspirations of the individual encouraging the development of the whole person and fulfilling the requirements of the National Curriculum and the school's vision.
- To develop the potential of each child within his/her capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development, reflecting high aspirations.
- To set and maintain standards of discipline, courtesy and general moral values so that the school community may function effectively in a culture where everyone loves and is loved.
- To engender a sense of self-respect, independence and self-motivation.
- To increase the individual's capacity to accept responsibility for actions taken.

- To encourage children to recognise their responsibility to and dependence on others to help them become active, reasoning participants in a democratic society.
- To provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with understanding of other people, races, religions and lifestyles.
- To foster links between home and school and develop a partnership with parents in the education of their children.
- To live out the vision of the school through their daily actions and decision making.

Related Policies

- Safeguarding Policy
- Online Safety Policy / acceptable use agreements
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Supporting Pupils with Medical Needs Policy
- Collective Worship Policy
- RE Policy

Guiding Principles

Spiritual development

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective of life and their ability to live life in all its fullness
- Interest in, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them – developing a sense of awe and wonder.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.
- Ability to engage purposefully with their classroom reflection area.

Moral development

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England. (British Values)
- Ability to recognise the values that others display and having the desire to reward their peers through weekly nominations.
- Suggestions and enthusiasm for whole school reward systems that reward behaviours, attitudes and values in addition to academic success.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social development

The social development of pupils 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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- To live out the school's vision to live life in all its fullness, supported through our values
 - Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.
- Ability to play together, promoting fairness, in group games and imaginative play at break and lunchtimes
- To live out the teachings of John Wesley, 'I look upon all the world as my parish.'

Cultural development

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others – including our school's Methodist Heritage.
- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain and a contributing factor to loving others
- 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, sporting and cultural opportunities.
- Interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity.
 - Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities. School to provide opportunities through Linking Project, MAST, EduKid, Epworth Worship Together

Cross-curriculum Teaching & Learning

Development in SMSC will take place across all areas of the curriculum.

SMSC has particularly strong links to Religious Education, Collective Worship, Pastoral Sessions and Personal, Social, Health Education (PSHE).

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

Planned activities within Reflection Areas will provide opportunities for children to grow through SMSC.

In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying, death.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open mindedness, sensitivity, critical awareness etc.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, celebrating difference and accepting we are all special and unique
- Agree and disagree with respect
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.
- Know it is ok not to be ok sometimes
- Learn self-regulation strategies that work for them
- Recognise, listen to and respond to the mental and physical health needs of their own bodies, in a safe way

Practical activities to develop SMSC include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, lunch monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children, being elected on a council.
- Encouraging 'The Spirit of the Games' in PESSPA and rewarding this in celebration assembly.
- Appreciation of and respect for the work and performance of other children, regardless of ability.
- Hearing music from different composers, cultures and genres e.g. in music for reflection time at the start of collective worship.
- Meeting people from different cultures and countries.

- Participating in a variety of different educational visits.
- Participation in live performances.
- Using assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and global events.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances wherever possible
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba.
- Studying the contributions to society that certain famous people have made
- Participation in the Epworth Education Trust 'Infinite Eight' strategy support the development of SMSC.

Community Links

Summerseat Methodist Primary School has strong links with the wider community. In order to develop these links, Summerseat Methodist Primary School reaches out to the community through the following activities:

- Parents invited to class worship and assemblies
- Community fundraising events (PTA)
- Involvement with Methodist Church
- Nativities and Carol Concert
- Support for local charities
- Participation in sports and dance events
- Choir performances
- Music Showcase assemblies
- Participation in local litter picks
- Dedicated pastoral support for families
- Participation in Coffee mornings
- Signposting to clubs where children develop or show a particular talent for

Monitoring and Evaluation

At Summerseat Methodist Primary School, we listen to the views of our pupils and their parents/carers. We operate an open door policy for the sharing of views and also have a formal system in place including:

- Annual pupil questionnaire.
- Pupil/teacher meetings.
- Annual parents' questionnaire.
- Parents' evenings/meetings.
- Parent workshops and updates on curriculum changes

SMSC provision is reviewed in the following ways:

- Monitoring of teaching and learning and work scrutiny by the Leadership Team as part of our general monitoring.
- Regular discussions at staff and governors' meetings.
- Regular policy audits.
- Development of Religious Education, PSHE and Collective Worship to reflect the diversity of both our school and society.
- Sharing of classroom work and practice.
- Tracking through SMSC audit tool

Promoting Fundamental British Values

Through the National Curriculum, we will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils across the subject.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Demonstrate the historical importance of the Commonwealth.

Through our Social, Moral, Spiritual and Cultural programme, we will:

- 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.
- 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.