

**ST MARY'S CE PRIMARY SCHOOL BENTWORTH**  
**SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT**  
**Date of implementation: September 2025**  
**Date for Review September 2027**



Ownership: Education Committee	Linked to: Anti-bullying, Sex & Relationships Education, PSHE, Equal Opportunities & Race Equality, Collective Worship , Teaching and Learning
Review Committee: Education Committee, Head Teacher	
Communicated to: Parents, Staff and Full Governing Body	
Evaluation: (inc links to evidence)	
Signed: <i>J. Ayres</i>	Head Teacher
Dated: <i>1<sup>st</sup> October 2025</i>	

**Love** for each other, ourselves and the wider world  
**Respect** for each other, ourselves and the wider world  
**Belonging** to our communities with self-awareness and pride

## 1 Aims and objectives

At St Mary's Bentworth CE Primary School through our roots in our Christian values of love, respect and belong, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to forge successful relationships and be positive citizens in their future lives.

Our curriculum provides a wide range of musical, artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points. Although there is an obvious and crucial link with our PSHE work, we do link SMSC throughout our curriculum and our medium-term plans explicitly state the contribution each subject can make to SMSC.

We have an agreed set of experiences that we aspire for our children to have, through the curriculum, during their time at St Mary's Bentworth CE Primary School. These are:

## Experiences

- ✓ Play a tuned musical instrument
- ✓ Theatre visits out or in
- ✓ Participate in community event both in and out of school
- ✓ Take part in a performance
- ✓ Take part in a sporting competition to represent school
- ✓ Watch a sporting event
- ✓ Outdoor experience
- ✓ Residential experience
- ✓ Involvement in charitable event
- ✓ Visit a gallery/ art exhibition
- ✓ Visit a museum
- ✓ Experience live music
- ✓ Cross-phase experience
- ✓ Experience of other culture through link

## Curriculum

- ✓ Local study
- ✓ Wider world - diversity
- ✓ Farming
- ✓ Wider UK study
- ✓ International study unit

## **Spiritual Development**

### Definition

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

### Our learning environment and curriculum

Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, chemical reactions, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (RE, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)
- Visit our local church to give ourselves spiritual reflection opportunities and enhance areas of our curriculum as well as to celebrate

## **Moral Development**

### Definition

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

### Our learning environment and curriculum

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair
- Activities that enable pupils to give opinions and show their values
- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures)

## **Social Development**

### Definition

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

### Our learning environment and curriculum

At St Mary's Bentworth CE Primary School social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Roles within school (Peer mentors, School Council: all Pupil Voice groups)
- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (local care homes, cluster schools)

## **Cultural Development**

### Definition

Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

### Our learning environment and curriculum

Children are introduced to a regional and global perspective in life through:

- Links with local and international schools/friends of the school
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund-raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship

## **Assessment for learning**

Our teachers assess the children's work in SMSC both by making informal judgments as they observe them during lessons and extra-curricular activities and through speaking to the children about how they feel and what they have learned.

We encourage our pupils to keep records, in their Home-school link book of their contribution to the life of the school and the community. At the end of term there are also a variety of awards that are made that recognise the skills and attributes detailed in this policy.

### **Resources**

We keep resources linked to studies of different cultures in a central store, in topic boxes.

We have additional books in the library and resources for collective worship saved on the curriculum server. Posters linked to different topics are stored in the main resources room.

### **Monitoring and review**

The planning and coordination of SMSC are the responsibility of the SMSC leader linked to the Governor and local church leaders, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC
- SMSC features in the Head teacher report to FGB. Regular discussions with SMSC leader assist in producing this
- Speaks to the children about different elements of SMSC and uses this to inform future planning
- SMSC reviewed regularly alongside RE, British Values, PSHE and other curriculum areas

The quality of teaching and learning in SMSC is monitored and evaluated by the Head teacher as part of the school's agreed cycle of lesson observations.

This policy will be reviewed at least every two years.