



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

(Whole School Including EYFS)

Purpose

At St Mary's School, our vision is:

"To provide an aspirational learning journey for every student to achieve excellence beyond expectations."

Our commitment to pupils' Spiritual, Moral, Social and Cultural (SMSC) development is central to achieving this vision. Through our curriculum, pastoral care, collective worship, leadership opportunities and wider enrichment programme, we help pupils develop the knowledge, character and understanding needed to thrive as confident, compassionate and responsible members of society.

Rooted in our Christian foundation, we promote high moral standards, empathy and service to others while fostering respect for people of all faiths and those with no faith. SMSC development is woven throughout every aspect of school life and reflects our commitment to educating the whole child.

Spiritual, moral, social and cultural development is a whole-school responsibility. Religious Studies makes a distinctive and substantial contribution to this provision through its academic study of religious and non-religious worldviews, philosophy and ethics. The RS Policy is available on request.

Aims

The school seeks to nurture students who are:

Team Players

Working collaboratively with others, listening respectfully to different viewpoints and making positive contributions to the school and wider community. Through leadership opportunities, pupil voice and community engagement, pupils develop social confidence, teamwork skills and an understanding of their role within society.

Kind and Empathetic

Recognising the dignity and value of every individual, regardless of background, culture, faith or belief. Pupils learn to show compassion, respect diversity and develop an awareness of the needs and experiences of others.

Curious and Reflective

Exploring questions of meaning, purpose, identity and belief. Pupils are encouraged to think deeply, ask thoughtful questions and reflect on their own values while developing an appreciation of different perspectives and worldviews.

Ambitious and Resilient

Taking responsibility for their choices, demonstrating initiative and striving to achieve their individual potential. Pupils develop the self-confidence, self-esteem and resilience needed to overcome challenges and contribute positively to society.

Excellent in Character

Demonstrating honesty, integrity and personal responsibility in everything they do. Pupils learn to distinguish right from wrong, make informed moral decisions and understand the importance of acting with fairness, respect and kindness.

Through these values and experiences, pupils develop the knowledge, understanding and character needed to flourish in modern Britain and make a positive contribution to the wider world.

How We Promote SMSC Development

Spiritual Development

Pupils are encouraged to explore beliefs, values, meaning and purpose through:

- Collective assemblies and opportunities for reflection.
- Religious Studies and the wider curriculum.
- Opportunities for creativity, imagination and intellectual curiosity.
- Engagement with the natural world and experiences beyond the classroom.
- Reflection on personal beliefs, values and aspirations.

Pupils develop self-knowledge, confidence and an appreciation of the non-material aspects of life, while learning to respect the beliefs and values of others.

Moral Development

Pupils learn to understand the difference between right and wrong through:

- The school's values and expectations.
- Positive behaviour systems and restorative approaches.
- Religious Studies, PSHE and wider curriculum learning.
- Opportunities to discuss ethical issues and moral dilemmas.
- Charitable activities and service within the community.

Pupils develop honesty, integrity, responsibility and an understanding of the consequences of their actions.

Social Development

Pupils are supported to become active and responsible members of society through:

- Leadership opportunities and pupil voice initiatives.
- Collaborative learning experiences.
- Sport, music, clubs and enrichment activities.
- Community engagement and charitable work.
- Opportunities to work with pupils of different ages and backgrounds.

Pupils learn to cooperate effectively, resolve differences respectfully, and develop the confidence and skills needed to contribute positively to their communities.

Cultural Development

Pupils develop an appreciation of Britain's cultural heritage and the diversity of modern society through:

- Religious Studies, humanities and the wider curriculum.
- Visits, visitors and enrichment opportunities.
- Learning about different cultures, traditions, faiths and worldviews.
- Celebrations, events and activities reflecting the diversity of our community.
- Opportunities to engage with local, national and global issues.

Pupils are encouraged to appreciate diversity, challenge stereotypes and develop respect for people whose backgrounds, beliefs and experiences may differ from their own.

EYFS

In EYFS we use the 'Think Equal' programme which supports children to understand diversity and inclusion. There are age-appropriate experiences including:

- Building positive relationships.
- Taking turns and sharing.
- Exploring feelings and emotions.
- Developing independence and self-confidence.
- Learning about similarities and differences.
- Wondering about the world around them.
- Engaging in stories, celebrations and experiences from different cultures and traditions.

These experiences support children's personal, social and emotional development and lay the foundations for future learning and citizenship.

Equality, Inclusion and Respect

The school is committed to fostering an inclusive environment where all members of the community feel valued, respected and safe. We promote equality of opportunity and encourage pupils to appreciate and respect diversity in all its forms.

We promote respect for all individuals, including those with protected characteristics as defined by the Equality Act 2010, and actively challenge discrimination, prejudice and stereotyping.

SMSC and Preparation for Life in Modern Britain

SMSC development plays a vital role in preparing pupils for life in modern Britain. Through their learning and experiences, pupils develop:

- Self-knowledge, self-esteem and self-confidence.
- Respect for others and appreciation of diversity.
- An understanding of their rights and responsibilities.
- The ability to make informed and ethical decisions.
- Confidence to engage positively with different communities and perspectives.
- The character, resilience and moral awareness needed to contribute positively to society.

Roles and Responsibilities

The Head has overall responsibility for ensuring the effective promotion of SMSC throughout the school.

Senior leaders, teaching staff, support staff and governors contribute to this responsibility through:

- Curriculum planning and delivery.
- Pastoral care and wellbeing provision.
- Collective worship and enrichment opportunities.
- Modelling positive relationships and behaviour.
- Promoting an inclusive and respectful school culture.

Monitoring and Review

The effectiveness of the school's SMSC provision is monitored through:

- Curriculum reviews and monitoring activities.
- Pupil voice surveys and discussions.
- Behaviour, pastoral and wellbeing information.

Participation in leadership and enrichment opportunities.

Assembly evaluation.

Staff training and professional development.

Governor monitoring and oversight.

Leaders use this information to evaluate impact and identify areas for further development.