St John's Church of England Academy

S M S C Policy

Written – September 2026

To be reviewed- September 2028

Date	Amendments to policy	Page
19/9/22	No amendments required	
23/07/24	- RE and Worship subject leaders – word ‘and’ added	9
11/08/2026	-Responsibility of senior leaders rather than subject specific leaders	9

Social Moral Spiritual and Cultural Policy

Rationale

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values alongside our school values and vision and ensure all children are ready for their next steps.

At St John's C of E Academy, we hold the Christian belief that human beings are created in the image of God, and that each shares in God's purposes to bring life and allow creation to flourish. This underpins the vision and values and work of the school and is theologically rooted in our vision and mission statement.

VISION

To be an excellent school, embedded in Christian values that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future

MISSION STATEMENT

We will provide high quality teaching, learning and reflection from the teachings and values of Christianity to serve our community and beyond.

Matthew 5:16

"***Let your light shine before others, that they may see your good deeds and glorify your father in heaven*.**"

PUPIL VISION

I will shine!

At St John's C of E Academy, we recognise that the personal development of children, spiritually, morally, socially, culturally and emotionally plays a vital part in their ability to learn and achieve. We, therefore, aim to provide an education that provides children with opportunities 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, an appreciation of the diversity and richness of different cultures and develop strong emotional health for life.

All curriculum areas have a contribution to make to the child's spiritual, moral, social, cultural and emotional development and opportunities for this will be planned in each area of the curriculum.

Christian spirituality, Christian values and principles will be explored in all curriculum areas, especially in RE, Collective Worship and Learning Forums, but the integrity and spirituality of children from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views.

All adults will model and promote expected behaviours treating all people as unique and valuable individuals and showing love and respect for children and their families.

Our St John's family is a place where children can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the Academy.

Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand the need for rules and the need to abide by rules for the good of everyone. St John's C of E Academy and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

Our Aims

- To ensure that everyone connected with St John's C of E Academy is aware of our values, vision and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the St John's C of E Academy.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that children know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity.
- To enable children to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To provide our children with strategies to enable them to maintain strong emotional health throughout their lives.

At St John's C of E Academy, we aim to provide learning opportunities to for all children.

- We strive to create a learning environment which promote respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- The curriculum provides a wide range of 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.

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.

Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape, reflection)
- 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, (R.E, 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, (reflection, self-assessment, target setting activities)

Aims

To develop in each child:

- A sense of self-worth stemming from the recognition that they are created in the image of God.
- A sense of being in relationship with others and a growing understanding of what it means to belong to a community.
- An involvement with others in the wider world and an appreciation of difference and diversity.
- A response to the distinctive ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.
- A willingness to explore Christian beliefs and values through a knowledge of Bible stories and Christian teaching in order that these might become a firm foundation for life.
- The ability to reflect upon experiences of awe, compassion, beauty etc
- The ability to realize that experiences of disappointment, failure and loss can be occasions for spiritual growth and development
- A capacity to value the natural world and a commitment to care for creation
- A willingness to explore the ultimate questions and mysteries of life.

Approaches

- In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning.
- We seek to foster spiritual capacities, e.g. imagination, insight and empathy.
- We allow children the opportunity to explore and express feelings and emotions.
- We share feelings and experiences that foster hope and joy, reassurance and encouragement.
- We encourage children to develop relationships based on the Christian values of love, forgiveness and service to others.
- We enable children to make the links between biblical values the life of the school and the wider community.
- By building into the timetable times for stillness and reflection
- By providing opportunities for the children to share their experiences of life. (These may not always be positive and teachers should be prepared for this)
- Allowing staff to be open to the views of the children and value their comments.
- Having a wide range of teaching strategies; what works for one might not for others.
- Using open questions.
- Using role play to encourage empathy
- Allowing staff to become as children and experience the joys of childhood with the children.
- Encouraging the children to be independent

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:

- School golden rules displayed.
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Collective Worships that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values threaded through the curriculum.

- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures).
- The values of 'Justice' and 'Forgiveness' are explicitly taught and modelled throughout the school

Moral Development

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsible with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Approaches

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the Academy.
- Promoting racial, religious and other forms of equality.
- Giving children opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- Developing an open and safe learning environment in which children can express their views and practise moral decision making.
- Making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the Internet as well as Academy.
- Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for persons, children' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts.
- Recognising and respecting the codes and morals of the different cultures represented in the Academy and the wider community.
- Encouraging children to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
- Reinforcing the Academy's values through images, posters, classroom displays, screensavers, exhibitions, etc., and
- Monitoring in simple, pragmatic ways, the success of what is provided.

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 John's C of E Academy social skills are developed through:

- Modelling of positive social behaviour by all staff, upheld by our actions and behaviours
- After school clubs
- Sporting activities
- Play leaders and buddies facilitate games at play times and lunch times

- Turn taking and team building activities
- Challenge Days as part of Topic
- Pair and small group work within the classroom
- Working with others across the local community (local care homes, cluster schools, local sports college, Open the Book Worship team)

The school vision and values of 'Identity', 'Excellence', 'Drive', 'Character', 'Teamwork' and 'Stewardship' are explicitly taught and modelled throughout the school.

Approaches

- Valuing and promoting the role of the school in the community
- Actively supporting key charities in partnership with our Church
- Identifying key values and principles on which St John's and its community life is based.
- Fostering a sense of community, with common inclusive values.
- Promoting racial, religious and other forms of equality.
- Encouraging children to work co-operatively.
- Encouraging children to recognise and respect social differences and similarities.
- Providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, and Academy productions.
- Helping children develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect.
- Helping children resolve tensions between their own aspirations and those of the group or wider society.
- Providing a conceptual and linguistic framework within which to understand and debate social issues.
- Providing opportunities for engaging in the democratic process and participating in community life.
- Providing opportunities for children to exercise leadership and responsibility.
- Providing positive and effective links with the world of work and the wider community.

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
- 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.
- Learning about other cultures when raising money for charity
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.
- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.

- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Approaches

- Links with other Academy's via the Internet and letters in other countries and towns.
- Bringing cultural enrichment to our children via visiting the theatre, speakers, dance, drama groups and visiting, where possible, sites of interest
- Providing opportunities for children to explore their own cultural assumptions and values.
- Presenting authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality.
- Extending children' knowledge and use of cultural imagery and language
- Recognising and nurturing particular gifts and talents.
- Reinforcing the Academy's cultural values through displays, posters, exhibitions, etc.
- Auditing the quality and nature of opportunities for children to extend their cultural development across the curriculum.
- Monitoring in simple, pragmatic ways, the success of what is provided.
- Providing opportunities for children to participate in literature, drama, music, art, crafts and other cultural events and encouraging children to reflect on their significance.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage children to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give children opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death, etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- 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 curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.

- Take turns and share equipment,
- Work co-operatively and collaboratively.

Overall Monitoring and review

The planning and coordination of SMSC are the responsibility of the senior 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
- Speaks to the children about different elements of SMSC and uses this to inform future planning
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.
- Plan termly staff meetings to explore identified values and the SMSC links that may exist within these

Conclusion

High standards in the area of SMSC development will be sought and maintained by making explicit the St John's C of E Academy's values expressed in the Mission Statement, and by establishing the clear principles and values evident in the Biblical concept of loving each other as Jesus loved us. This policy should be read in conjunction with:-

1. Collective Worship Policy
2. Safeguarding Policy
3. Mental Health and Wellbeing Policy
4. Relationships and Sex Education Policy
5. Behaviour Policy
6. RE Policy
7. SEND Policy
8. Curriculum Handbook