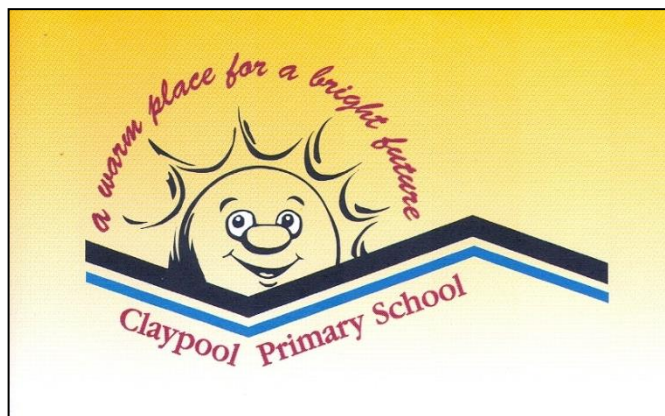




**At Claypool everyone is valued, inspired and nurtured
on their individual journey of success.**

SMSC Development Policy

Policy lead: J. Evans

Last interim review by the Policy Lead	Autumn 2025
Last full review by the Policies Committee	Spring 2025

Next interim review by the Policy Lead	Autumn 2026
Next full review by the Policies Committee	Spring 2028

Overview

All staff and governors at Claypool Primary School recognise that our individual pupils' spiritual, moral, social and cultural development plays a significant role in their overall education and their ability to learn and achieve. We therefore aim to provide all pupils with positive experiences through a planned and coherent curriculum and through interactions with peers, teachers, other adults and the local and wider community.

Staff will ensure that there are planned opportunities throughout the curriculum for pupil's spiritual, moral, social and cultural development. Values will be explored throughout the curriculum, especially in Beliefs and Values and collective worship. There will be regular opportunities for discussion and personal reflection. The integrity and spirituality of pupils' own faiths and backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and all pupils will be given opportunities to discuss alternative views.

This policy will be referred to with full regard to the school's policy on equal opportunities and equality of access.

Definitions

Spiritual Development

The development of a sense of identity, self worth, personal insight, meaning and purpose. It is about the development of pupils' spirit. Some may call it pupils' soul; others personality or character.

Moral Development

The ability to recognise the difference between right and wrong and to apply this understanding to their own lives. It is about pupils' understanding the consequences of their actions and offering reasoned views about moral and ethical issues.

Social Development

The development of skills and personal qualities necessary for living and working together in a multi-racial, multi-cultural society. It is about the ability to develop the interpersonal skills necessary to build successful relationships in order to participate successfully in the community as a whole.

Cultural Development

An ability to explore, understand and respect cultural diversity and to appreciate the wide range of cultural influences that have shaped their heritage. It is about developing an appreciation of a wide range of cultural opportunities within theatre, music, art, sport and literature.

All adults will model respect for pupils and adults alike and they will promote and reward expected behaviour, treating all people as valued individuals. Pupils will have opportunities to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Pupils will gain an understanding of their rights and responsibilities and the need to respect the rights of others. All curriculum areas will seek to use resources drawn from as wide a range of cultural contexts as possible.

General Aims

Our school aims to ensure:

- That all stakeholders are aware of our values and principles as they relate to the SMSC development of our pupils;
- There is a consistent approach to the delivery of SMSC issues through the curriculum and throughout the school as a whole;

- That each pupil's education is set within a personal context that is meaningful and appropriate to their age, experience, beliefs and background;
- That each pupil experiences a wide range of opportunities which enable them to fully develop as individuals, fully aware of their responsibilities.

As a school we will ensure pupils have opportunities to:

- Reflect on beliefs, values and more profound aspects of human experience and use their imagination and creativity, developing curiosity in their learning;
- Develop and apply an understanding of right and wrong in their school life and life outside school;
- Take part in a range of activities requiring social skills;
- Develop an awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture, sexual orientation, and disability;
- Gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training;
- Overcome any barriers to their learning;
- Respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example developing an appreciation of theatre, music and literature;
- Develop the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain; and
- Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

Monitoring and Evaluation

Provision and impact of SMSC development is monitored and reviewed on a regular basis by:

- Monitoring of teaching and learning and work scrutiny by Junior Leadership Team / Subject Leaders / Senior Leadership Team / Headteacher.
- Learning walks both inside and outside the classroom.
- Regular review at staff and governors' meetings.
- Audit of relevant policies and units of work, as well as collective worship.

Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.