



# ‘Where Stars Shine’

*Belonging, Ambition, Respect, Kindness*

# SPIRITUAL, MORAL, SOCIAL, CULTURAL POLICY

Ratified By:	<b>Local Academy Committee</b>	In consultation with:	<b>Senior Leadership Team</b>
Approved by:	 R. Johnson, Chair of Committee	Date:	<b>30<sup>th</sup> April 2026</b>
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## 1. Our Vision



**S**uccessful Learners

**T**eam players

**A**spirational

**R**esilient

**S**upportive



**SUCCESSFUL LEARNERS**

**TEAMWORK**

**ASPIRE and ACHIEVE**

**RIGHTS RESPECT and RESPONSIBILITIES**

**SHINE**

As a school, we decide upon core values. These are Belonging, Ambition, Respect and Kindness. These values are woven through everything we do.

At Severnbanks Primary School, all aspects of social, moral, spiritual and cultural education are seen as part of a whole school approach to the development of our pupils. We aim to ensure that good SMSC is evident across lessons, our school environment and in the extra activities that make up our school day. We also know that good SMSC includes a commitment to recognising and celebrating our place in the global community and in turn ensures that we model and live by the values of democracy, respect, tolerance and liberty as well as knowing our rights and responsibilities. By placing such emphasis on all of these themes, we are contributing to the PREVENT agenda and building well rounded, confident, compassionate young people.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils 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 other cultures.

We work hard to prepare our children for the future, to be resilient independent thinkers, who **value**, respect and care about others. We aim for our children's lives to be enriched through their learning and development as part of our school community, and for them to be confident, resourceful, and



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eager learners. Through **trust** in our own abilities, the love of others, and **perseverance**, we will have the courage to **aspire** to be the best that we can be in all areas of learning and life. Through **respect** we will **value** the opinions of everyone and recognise that everyone is unique. Through **compassion** we will **enrich** the lives of everyone in the school community and those we meet along the way by caring and supporting each other; by being thoughtful and passionate about what we say and do, and enabling both adults and children to flourish.

## 2. Spiritual Development at Severnbanks School

### 2.1 Introduction

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

Opportunities for spiritual development are planned into all aspects of the curriculum, with imagination, empathy and insight being modelled by staff and encouraged and celebrated in the children. The spiritual life of the school is at the heart of moral, social and cultural development.

### 2.2 Aims

We aim to provide children with opportunities to:

- Explore beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- Feel a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use their imagination and creativity in their learning
- Develop a willingness to reflect on their experiences
- Develop an ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- Develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others).
- Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life.
- Develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth.
- Foster an understanding of the consequences of their actions
- Develop an interest in investigating, and offering reasoned views about, moral and ethical issues



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### 2.3 Teaching and Learning

The school pursues these aims through teaching and learning by ensuring:

- The curriculum and our community life are rooted in our vision and values
- Opportunities for spiritual development is pro-actively embedded in curriculum planning
- The school inside and out provides spaces for silence, stillness and prayer/reflection
- Teaching is creative, interactive and multisensory so as to foster imagination, empathy and insight
- The RE teaching delivers knowledge and understanding of a range of faiths and their perspectives on spirituality
- The children explore the wonders of our world and develop their understanding that it is to be enjoyed, cherished and protected

### 2.4 Evaluating Impact

We will be able to evaluate the impact of teaching and learning through:

- The children having the ability to recognise the difference between right and wrong and the confidence to apply this understanding in their own lives
- The children understanding the consequences of their actions
- The children showing an interest in investigating, and in offering their opinions about moral issues

## 3. Moral Development at Severnbanks School

### 3.1 Introduction

For us morality is not just about good behaviour but about shared values. Forgiveness is a central value in moral development, as are justice, honesty and truthfulness. A balance should be fostered between justice and reconciliation.

### 3.2 Aims

Severnbanks School aims to provide children with opportunities to

- Begin to understand how people's values inform their moral choices (right and wrong)
- Understand how moral choices can affect the lives of others
- Recognise the difference between right and wrong
- Work together to agree codes of behaviour in particular situations or places which are appropriate for our school community
- Understand how central forgiveness and reconciliation are to the life of our school
- Begin to understand that we all have responsibilities to work for justice, not only in our community but also in the wider world



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### **3.3 Teaching and Learning**

The school pursues these aims through teaching and learning by ensuring

- The curriculum and all areas of school life are rooted in values e.g. Belonging, Ambition, Respect and Kindness
- Opportunities for moral development are actively planned into all curriculum areas
- Our values are shared through our website, school documents, displays and exhibitions
- assemblies have practical examples of Values in action in school, our local community and in the wider world
- Our behaviour policy makes it clear how every child is treated fairly and is always offered a chance for a fresh start
- Parents and carers are made aware of our expectations and the rewards and consequences used
- Children gain the skills to resolve conflict – eg. peer mediation, problem solving strategies
- Children being made aware of moral and ethical issues in our world through various means E.g. visitors. from charities
- The school councils are involved, with staff and governors, in reviewing the impact of our Values and the behaviour, ethos and culture of our school.

### **3.4 Evaluating Impact**

We will be able to evaluate the impact of teaching and learning through the children demonstrating:

- A range of social skills in different contexts, including interacting with people from different religious, ethnic and socio-economic backgrounds
- A willingness to participate in a variety of social settings, co-operating well with others
- An ability to resolve conflicts effectively
- An interest and understanding of how communities ( and society) functions at different levels

## **4. Social Development**

Social development is about living successfully within a community. At Severnbanks, we recognise the importance of positive relationships and shared values in helping children thrive both within school and in wider society. We expect all members of our school community to treat one another with respect, kindness and fairness. These values are modelled by staff and governors and are encouraged and celebrated in children so that they become familiar and meaningful to everyone.

### **4.1 Aims**

To foster social development, the school aims to provide opportunities for children to:

- Build strong, positive relationships founded upon shared values such as trust, honesty, respect, forgiveness and cooperation.



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- Develop an understanding of their place within the wider community, including local, national and global contexts.
- Access appropriate pastoral support from school staff to promote wellbeing and positive social interaction.
- Become responsible, empathetic citizens who recognise the importance of contributing to the community and working for the common good.
- Feel a sense of genuine pride in the school and their membership of it.
- Develop and demonstrate the skills, attitudes and confidence needed to participate fully in, and contribute positively to, life in modern Britain.

#### **4.2 Teaching and Learning**

Through teaching and learning, we pursue these aims by ensuring that:

- The curriculum and all aspects of school life at Severnbanks promote shared values such as respect, inclusion, kindness, cooperation and responsibility, which are consistently reflected across school policies, practices and daily interactions.
- Opportunities for social development are explicitly planned within the curriculum and embedded throughout daily school life.
- Assemblies and whole-school gatherings celebrate positive behaviour, cooperation and acts of kindness, particularly those shown towards pupils facing challenges or difficulties.
- Strong, mutually supportive links are maintained and developed with the local community through participation in community projects, charity events and acts of service.

#### **4.3 Impact**

We will evaluate the impact of teaching and learning in social development through pupils demonstrating:

- A range of well-developed social skills across different contexts, including respectful, confident interaction with people from diverse religious, ethnic and socio-economic backgrounds.
- A positive willingness to engage in a variety of social settings, cooperating effectively with others and contributing constructively to group activities in lessons, clubs and wider school life.
- An increasing ability to resolve conflict calmly and fairly, using discussion and reflection, and showing an understanding of the consequences of their actions on others.
- A growing interest in, and understanding of, how communities and society function, at local, national and global levels, demonstrated through participation in pupil voice activities, community projects and discussions about social issues.



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## 5. Cultural Development at Severnbanks School

### 5.1 Introduction:

At the heart of cultural development is the capacity to appreciate and understand those elements that have shaped one's own life, but also to be open to people from very different backgrounds, and learn how to celebrate their story.

### 5.2 Aims

Severnbanks School aims to provide children with opportunities to:

- Gain a knowledge and understanding of values from our own culture, heritage and traditions and an appreciation of how they have evolved and developed over time
- Develop a knowledge, understanding and appreciation of the cultures of others represented in the UK
- Develop a knowledge of the local Heritage e.g. through visits to local churches and the Cathedral, and to explore their relationship to it
- Develop a knowledge and understanding of the cultural diversity through links overseas, RE, assemblies and other events
- Understand the relationship between religious belief and culture through a creative, interactive and challenging RE curriculum
- Understand what it means to belong to a community which is open to all and desires to learn from one another

### 5.3 Teaching and Learning

The school pursues these aims through teaching and learning by ensuring

- The curriculum and all other areas of our school community life is rooted in values e.g. friendship, generosity and creativity
- The curriculum is delivered using creative and imaginative teaching strategies which allow individual gifts and talents to flourish
- A range of art forms is used to teach children about heritage and tradition, and those of faiths
- Children are given opportunities to take part in, and respond to, different cultural and artistic experiences e.g. visiting artists, dancers etc
- Children think about current affairs and explore how the media may present different interpretations
- Children explore ways that cultural, racial and religious prejudice can develop and learn to recognise this and other forms of discrimination, as well as ways to challenge it
- Whole school projects which celebrate diversity are part of our curriculum



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#### 5.4 Evaluating Impact

We will be able to evaluate the impact of teaching and learning through the children demonstrating:

- They have an understanding that there is a wide range of cultural influences which have shaped their own heritage
- A willingness to participate in a wide range of opportunities, including cultural
- An interest in exploring, understanding and respecting cultural diversity
- Positive attitudes towards different religions, and ethnic and socio-economic groups locally, nationally and globally.

### 6. Monitoring and Evaluation of SMSC at Severnbanks School

SMSC is the responsibility of all staff and the Local Academy Committee as it has a fundamental impact on the quality and nature of the education offered at Severnbanks School.

The lead teacher has responsibility for evaluating the effectiveness of SMSC by:

- Ensuring that the policy is regularly reviewed and updated and is a true reflection of our school practices
- Ensuring that all staff, parents and carers, and governors understand how the school interprets SMSCD
- Ensuring professional development is provided
- Liaising with the headteacher, Local Academy Committee and School Council to monitor and evaluate impact across the curriculum

#### 6.1 Actions

- Audit the curriculum and schemes of work to ensure school values underpin all
- Monitor lesson plans and quality of teaching and learning
- Evaluate impact through work scrutiny and pupil conferencing
- Maintain the profile of SMSC within the school community

**This policy is available on the school website: [Severnbanks Primary School - Policies](#)**

*Paper copies are available on request from the School Office*