



PARKLANDS INFANT AND NURSERY SCHOOL

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

Approved by the Governing Body of Parklands Infant & Nursery School

Date: Tuesday 14th October 2025

Signed: _____

Mrs S Evitts (Chair of Governors)



Parklands Infant and Nursery School **SMSC Policy – October 2025**

Section 1: Introduction to the Policy

Purpose

At Parklands Infant and Nursery School we recognise that the personal development of pupils spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. It is our aim to ensure that the requirements for SMSC underpin the mission statement, ethos, values, culture and learning experience we provide for all our children in ensuring that we develop the whole person. It is our duty to ensure that SMSC is driven through all aspects of school life. The school provides learners with a range of opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards others.

Aims

The intent of this policy is to ensure consistency in the teaching and learning within Social, Moral, Spiritual and Cultural (SMSC) development across the school. At Parklands our aim is for all of our children to flourish as young learners and grow as confident individuals in a safe, secure learning environment. We believe that teaching should be matched to the needs of the learner. It is our aim that each child will develop physically, intellectually, emotionally, aesthetically, socially and spiritually, reaching their full potential. As a school we strive to ensure the best possible development of every child's emotional health and wellbeing.

We want our learners to grow as individuals and recognise the contribution they can make to society. We want our learners to take increasing responsibility for their own learning, make informed choices and solve problems. We are a school committed to promoting equality of opportunity and valuing diversity. We promote the British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

At Parklands Infant and Nursery School stakeholders work together to provide the best possible start to every child's school career and to lay firm foundations for all future learning. We aim to foster and develop a love of learning and thirst for knowledge. We aim to work as a partnership and link with the local and wider community.

Our aim is to create an inclusive community which provides the opportunity for each child to:

- develop a love of learning with a lively, enquiring, independent mind
- acquire necessary skills, knowledge and understanding to be successful in a changing world
- develop self-respect, self-confidence and self-discipline to co-operate with others
- develop tolerance, empathy, consideration and respect for others
- develop an understanding and reasoned set of personal attitudes, values and beliefs about themselves and the world around them
- show respect for the natural environment whilst embracing new technologies

This policy supports our school mission statement of: “To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences”.

Our Parklands Person ethos, along with British Values are promoted through spiritual, moral, social and cultural (SMSC) elements of school life and opportunities, assemblies, the curriculum, displays and praise. Our Pupil Councillors chose these six words which they felt embody everything a Parklands Person is. Our children know what makes a Parklands Person and that this is what we strive for.



Consultation

The policy was put together by Abby Etchells in consultation with teaching staff, pupils, parents/carers and school governors.

Section 2: Procedures and Practice

Roles and Responsibilities

The SMSC leader is responsible for providing an overview of SMSC across the school to inform staff planning and to offer advice in which the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of current requirements and ensure that these are met across the school, as well as having an overview of assessment. They are responsible for ensuring that an overview of SMSC is available on the school website. The SMSC leader is responsible for the planning and implementation of any subject specific events which are ran in the school.

Subject leaders are responsible for ensuring that SMSC development and the promotion of British Values is prevalent within their own subject area and that this is monitored.

Individual teachers are responsible for the day to day planning, delivery and assessment of SMSC within the curriculum.

The governor for SMSC is responsible for ensuring there is a good professional dialogue with the SMSC leader throughout the school year.

Section 3: Aspects

At Parklands Infant and Nursery School, we recognise the importance of teaching SMSC education to our children and it therefore features in every curriculum area and also through the Parklands Person ethos. Details of this provision are outlined within individual subject policies and are also published on the subject area of our school website. We also ensure that children in each year group take part in 'Parklands Person Experiences' across the year – these are designed to ensure additional SMSC development outside of the normal curriculum.

Elements of SMSC development may include:

Spiritual Awareness and Development

We encourage children's spiritual development at Parklands by:

- giving learners the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives;
- encouraging children to explore and develop what animates themselves and others;
- giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect;
- accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs;

- promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns;

Moral Awareness and Development

We encourage children's moral development by:

- providing opportunities for reflection and the development of their own opinions;
- helping them to recognise and resolve the moral issues and dilemmas implicit in a given context;
- enabling them to make and act upon informed choices, taking right and wrong into account;
- understanding that there are issues where there is disagreement or conflict and respecting others' views;
- encouraging them to take pride in themselves and their work;
- developing the personal skills and qualities necessary to manage situations, such as being able to:
 - make decisions;
 - reflect on and change personal behaviour;
 - resist peer pressure;
 - show respect and compassion for themselves, others and the environment;
 - challenge behaviour which does not reflect this code, such as dishonesty, injustice, discrimination and the misuse of power;
 - abide by "fair play", being good winners and losers, in games, rules and life.

Social Awareness and Development

At Parklands Infant and Nursery School, we attempt to develop in our children a growing understanding of the part that they play within the school community and wider society, both now and in the future. Through their social development, we encourage children to relate positively to others, participate fully in the community and develop an understanding of good citizenship. We encourage children's social development and awareness by:

- developing an understanding and respect of others, their opinions, beliefs and customs;
- developing an understanding of society's institutions, structures and characteristics, including democracy and the rule of law.
- encouraging them to have a sense of pride in their community;
- providing opportunities for and nurturing the development of the interpersonal skills necessary for successful relationships.
- helping them to use restorative approaches with their peers increasingly independently;
- encouraging them to think about the impact of their own and others' actions on others;
- developing good teamwork skills through opportunities to co-operate and

share;

- expecting good manners and courteous behaviour;
- providing opportunities for children to develop self-confidence;

Cultural Awareness and Development

Cultural development at Parklands is about children understanding and appreciating their own culture and other cultures in their community, Britain and throughout the world. It is an exploration of how we are the same and how we are different; how we came to be the way we are and how we are changing. Cultural development at our school is key to developing community cohesion and pride as well as curiosity and wonder at the world. Promoting pupils' cultural development is intimately linked with our schools' attempts to value cultural diversity and prevent racism. We encourage children's cultural development by:

- helping children to understand and feel comfortable in a variety of cultures and be able to operate in the emerging world culture of shared experiences provided by television, travel and the Internet;
- helping children to understand that cultures are always evolving and coping with change;
- providing pupils with the knowledge of and appreciation of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world;
- developing an understanding of, as well as celebrating and embracing, the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world;
- developing the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture in the form of music, art, drama, literature and faith;
- providing opportunities to nurture the cultural development of our children in all creative areas across the curriculum;
- encouraging a personal response to a range of cultural activities;
- exposing children to a wealth of stimuli from their own culture and those of others, taught through the whole curriculum with visits and visitors to support this teaching;
- encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities.

British Values at Parklands Infant and Nursery School

The DFE defines the British Values as:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

We ensure that the British Values are promoted through all aspects of school life – our school ethos and the idea of the ‘Parklands Person’ (Safe, Kind, Polite, Positive, Important and Respectful) through the Early Years Foundation Stage and Key Stage 1 curriculums, through the variety of opportunities we provide for our learners, families and wider community and through our spiritual, moral, social and cultural (SMSC) development.

Democracy:

Our learners are encouraged to voice their opinions on a variety of matters contributing to school life; pupil voice and interviews, pupil surveys, through Pupil Council matters, classroom decisions, pupil vote. The principle of democracy is explored through the curriculums, assemblies and ‘well-being days’. Learners have a voice in school policies which will directly affect them such as the Behaviour Management Policy.

Rule of Law:

Children are encouraged to think about rules and the need for rules. They understand that the school has rules in place and these must be respected as must rules for their classroom. The concept of a wider rule of law is promoted through lessons, assemblies and through visits from authorities such as the police, fire service, and ambulance service. The school has a behaviour management strategy which is clearly promoted to all learners and sets high expectations for behaviour. There is a clear anti-bullying policy and safer internet use policy which is communicated to the children in a variety of ways.

Individual Liberty:

Within school learners are encouraged to express their preferences, given the freedom to make choices and supported to ‘take risks’ and challenge themselves in a safe and comfortable environment. Children are supported to develop their self-knowledge, self-esteem and self-confidence. They understand through our ‘Parklands Person’ ethos that they are important and what they have to say is important. Learners are encouraged to understand and exercise their personal rights and freedoms in a safe and positive way, for example, being taught in Personal, Social and Health Education that they have the power of consent. Vulnerable learners are protected and stereotypes challenge. Our clear anti-bullying code has embedded a culture where any form of bullying is challenged, addressed and resolved. Our pupils take on key roles and responsibilities within the school such as Pupil Councillors, members of the Safeguarding Team, Playground Buddies, members of the Eco Team.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs:

Respect is a fundamental school value around which much of the school ethos pivots. Learners are encouraged to understand what respect means and to have respect for their own culture, faith, and beliefs and cultures, faith, and beliefs of others which may differ to their own. Staff and pupils are encouraged to challenge prejudicial and/or discriminatory behaviour as set out in our Equalities and Diversity

Policy. The school has a named Equalities and Diversity Governor. We offer a culturally rich and diverse creative curriculum. Major religions are studied more specifically through Religious Education/Understanding the World and the children are taught about a wide range of faiths, cultures and beliefs. Links and visits are promoted with local faith communities and places of worship. Curriculum topics offer learners the chance to reflect on core values and the Fundamental British Values.

Section 4: Conclusion

Monitoring and Review

The governor with responsibility for SMSC Development is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the SMSC leader and consideration of the evidence gathered in the subject file. The governor will report on this to the curriculum committee. The work of the SMSC leader is also subject to review by the headteacher as part of our performance management arrangements.

Other Documents and Appendices

The SMSC Development policy should be read in conjunction with our policies for curriculum, teaching and learning, assessment, all subject policies (including PSHE and RSHE), behaviour management policy, equalities and diversity policy, anti-bullying policy, RE Policy

Appendix 1 – Parklands Person Experiences

Governor Approval and Review Dates

The policy is to be reviewed annually.

Appendix 1 – Parklands Person Experiences

| <i>Type of Experience</i> | Nursery | Reception | Year 1 | Year 2 | Whole School |
|--|---|---|---|--|---|
| <i>Eco (kind, respectful)</i> | Improving the school grounds with planting | School based litter picking | Community based project | To grow and sell produce from the school allotment. | Celebrating Green Day Severn Trent workshops |
| <i>Multi-Cultural (respectful)</i> | Study of a religious festival | Visit the local church | Lead the Harvest Celebration Experience Christmas workshop | Experience Christmas workshop Visit another place of worship | Religious figure to lead assembly in school |
| <i>The Arts (positive)</i> | Whole class art project to produce a giant piece of art | Whole class art project to produce a giant piece of art | Work with an artist on a project | Visit a museum/gallery | Watch a live musical performance and live stage show |
| <i>Performing Arts (positive)</i> | Nursery Rhyme Challenge | Story Recital | Poetry Recital/ Choral Speaking event | Dance Recital | Sing along Summer concert Christmas concerts Parklands' Got Talent |
| <i>Sports (positive, important)</i> | Sponsored Scootathon | Class v class intra school competition | Forest School type activity Outward bound activity | Competitive sporting event Outward bound activity | Sports Day Sports Partnership competition and festivals |
| <i>Community (polite, kind, important)</i> | Visit the allotments | Make something to share with the community (e.g. Xmas decorations for the community tree) | Write letters to the mayor to find out about projects we can take part in Provide a picnic lunch for a local group | Canvas community opinions about the local area Help the homeless (Canaan trust) | Raise money for a charity |

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|---|--|--|---|----------------------------------|--|
| <i>Safety (safe)</i> | Visit from an emergency service | Road Safety Course | Visit from the PCSO | Fire Safety Workshop | NSPCC Assembly SunSafe activities |
| <i>Aspirations (positive)</i> | Dressing up as what jobs they want to have for a day | Q&A with parents regarding jobs | Visit a local business | Write to inspirational figures | KS1 – Aspirations Day Enterprise week |
| <i>Friendship/ Team Building (kind, polite, important)</i> | Joint Teddy Bears Picnic | Helping Hands session with the Nursery | Y1 based friendship activities with other schools | Write to an international school | Wellbeing Days |