SMSC Policy
(including British Values, PD, RE and Collective Act of Worship)

Hampton Lakes Primary School

Policy last reviewed:	September 2025
Next review due:	September 2028
Member of staff responsible:	Miss Zoe Trigg
Ratified by:	HL LGB

This document is written with regard to:

- DfE guidance on Spiritual Moral Social Cultural education (SMSC) 2014;
- Statutory requirements and guidance by the DfE: *Religious Education and Collective Worship, 1994; and*
- British Values in the Prevent Strategy 2011.

Purpose of the SMSC Policy

For children to benefit fully from their time at school, we ensure that they have access to the best teaching and pastoral care, alongside their personal development, through a variety of rich experiences within and beyond the curriculum, in order that they are able to meet the expectations placed on them in their work, conduct and attitude.

These aims can be realised with the help of positive Spiritual, Moral, Social and Cultural development (SMSC). The definitions and practices that follow are intended to clarify the ways that a child's personal development, and that of the school overall, are enhanced by the linked qualities of SMSC.

1. Definitions

1.1. Spiritual Development

As children develop physically, they do so emotionally and psychologically. Through study, children gain knowledge and skills which shape their personal beliefs and identities. The spiritual development of children is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
- Sense of enjoyment and fascination in learning about themselves, others and the world around them;
- Use of imagination and creativity in their learning; and
- Willingness to reflect on their experiences.

1.2. Moral Development

Children enter their schooling with degrees of moral understanding defined by their families and friends and by their previous schooling. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemmas they may face. In a primary setting, care is taken to ensure this is always carried out in an age-appropriate way and that content is made accessible and meaningful.

The moral development of children is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England as they mature;
- Understanding of the consequences of their behaviour and actions; and
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

1.3. **Social Development**

As members of the community at the school, children learn social skills and values that will determine their future lives as responsible citizens. The social development of children is shown by:

- Their use of a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socio-economic background;
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts;
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- The students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

1.4. **Cultural Development**

At the school children discover and develop their aesthetic, creative, intellectual and physical skills. They should develop an awareness of their own cultural roots. They should also be able to appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur, and how they can be reconciled.

The cultural development of children is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities; and
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

2. School Practices

In order to put the above definitions into practice, and to ensure that they are coordinated with each other and other school policies, SMSC is realised through:

- Acts of Collective Worship
- Assemblies
- Cambs PSHE
- PD Curriculum
- RE Curriculum
- The work of the SMSC coordinator

Those with responsibilities for planning acts of collective worship (see point 4), delivering assemblies and drawing up schemes of work should regularly consider aspects of SMSC and ensure that matters of topical concern are also included as well as recurrent issues. In addition, British values are promoted in assemblies, highlighting the role of SMSC in British culture. The school should have an annual SMSC plan that demonstrates this coverage.

The school has an SMSC coordinator who audits provision each year, shares effective practice and supports other staff in developing SMSC practice and content.

3. Curricular Provision

3.1. Religious Education (RE)

The school follows a curriculum agreed by the Peterborough Local Authority's Standing Advisory Council for Religious Education (SACRE). This agreed curriculum takes account of the national framework for RE and the DfE's non statutory guidance. The RE curriculum includes: coverage of the major world religions, the promotion of British Values and tolerance, delivers many aspects of SMSC and promotes community cohesion. Much of this content is delivered through topic work in the RE Curriculum and through the Early Years Foundation Stage Curriculum.

3.2. Personal Development (PD)

The PD curriculum covers: anti-bullying, careers education, drugs education, economic well-being, financial capability, emotional well-being and mental health, healthy lifestyles, safety (including online safety) and sex and relationships education. Much of this content is delivered through the Personal, Social and Emotional Area of Learning in the Early Years Foundation Stage Curriculum and topic work in the Cambs PSHE.

3.3. Teaching and Learning

The wider curriculum will offer opportunities for SMSC, where appropriate. Teachers should be encouraged to discuss aspects of their own work which develop SMSC and these will be logged and evaluated at year team and whole school level.

3.4. Extra-curricular Activities

Those with responsibility for running clubs, societies, trips and other events should develop their awareness of SMSC opportunities their activities have, and maximise the benefits they bring.

3.5. Charity work

Students work together on national charitable events (e.g. Comic Relief, Children in Need). At Hampton Lakes, we believe in fostering a sense of social responsibility, empathy and community engagement among our pupils, staff and families. Our charity work aims to support local, national and international causes while enriching the educational experiences of our children.

3.6. Pastoral Care

At Year Team meetings SMSC issues should feature on agendas. Thought should be given about how aspects of these issues may be best communicated to members of staff, to children and parents, and to other interested individuals.

3.7. Staff Development

The Professional Development Co-ordinator should ensure that individual and whole staff SMSC needs are met and SMSC considerations relating to individual members of staff are recognised.

3.8. Awareness by Members of Staff

All members of staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the school. They should feel free to voice related concerns and interests within the normal pattern of staff meetings.

4. Collective Worship

4.1. Definition of Collective Worship

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all children an opportunity to reflect through engaging in relevant, meaningful experiences and provides opportunities for the children's spiritual, moral, social and cultural development.

In the main, Collective Worship opportunities are provided through assemblies, although the taught curriculum and extra-curricular activities will also offer opportunities for reflection and a development of the qualities listed below.

4.2. Aims of Collective Worship

Collective Worship contributes to the ethos of the school and it is our aim that it is a time when the school community can:

- Share common aims and values;
- Celebrate achievement and special times;
- Explore together the world in which we live; and
- Develop a community spirit.

For the children:

Collective Worship contributes to the development of the children as a 'whole' person by providing opportunities to:

- Worship that which is considered worthy;
- Consider spiritual and moral issues;
- Explore their own beliefs;
- Develop their own spirituality;
- Reinforce positive attitudes;
- Participate and respond; and
- Reflect on what it means to be human.

4.3. Collective Worship contribution to aspects of the curriculum

Collective Worship will at times feature in aspects of the curriculum, which will enhance the experiences of children by reflecting on the work done in classes. At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives.

The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it should address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' on their own level.

4.4. The Management of Collective Worship

At the school the assembly programme is devised to cover a wide range of topics and provide regular opportunities for spiritual development and worship in its widest sense. All children have an assembly at least once a week and these are led by members of the Senior Leadership Team, middle leaders, teachers and guest speakers.

The content of all assemblies will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils. Our school community contains those of many different faiths, as well as some staff and students who have no stated faith. In this light, the school ensures that assemblies do not have a requirement to include an explicit religious element, but that all will have opportunities for reflection. Where relevant, assemblies will draw upon readings and teachings from a particular faith.

The assembly programme lists themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues.

Visitors will be welcome to lead Collective Worship from time to time and will be given guidance on acts of Collective Worship at the school. Visitors are carefully vetted and clear guidance is provided before they speak to groups of children.

4.5. Withdrawal

Any parent who objects to their child attending an act or acts of Collective Worship may request that their child is withdrawn. Parents are encouraged to discuss this with the appropriate leader/teacher. Any child who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of school staff.

5. British Values

5.1. Purpose

The Department for Education states that there is a need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs".

5.2. Aims

The government set out its definition of British Values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. In addition, guidance was published by the DfE in November 2014 and states that as part of Spiritual Moral Social Cultural (SMSC) provision schools should:

- Enable children to develop their self-knowledge, self-esteem and self-confidence;
- Enable children to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable children to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The guidance also gives specific examples of the understanding and knowledge that is expected of children, which we make age-appropriate:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combatting discrimination.

5.3. Application

At the school these values are taught explicitly through the Cornerstone Curriculum and through our Personal Development (Personal, Social, Health and Emotional (PSHE), and Religious Education (RE) programmes. We also teach British Values through planning and delivering a broad and balanced curriculum.

The school takes opportunities to actively promote British Values through assemblies and whole school systems and structures such as electing and running a successful School Council. We actively promote the British Values through ensuring our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging children, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

At the school we uphold and teach students about the British Values which are defined as:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

5.4. Democracy

Democracy is an important value at our school. Pupil leadership opportunities exist throughout the school, both as part of the year/whole schools' system and within the curriculum.

5.5. The Rule of Law

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. The school has established a clear set of expectations which aim to support individual progress, respect for others and the recognition that the school is a shared community with common values. We also work closely with local agencies such as the police, PCSOs and Youth Offending Service.

5.6. Individual Liberty

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our children to make choices safely, through the provision of a safe environment, a planned curriculum and an empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely.

All staff are informed on our work on safeguarding and this is re-visited at least once a year in staff training sessions in line with safeguarding protocols.

5.7 Mutual Respect

Respect is one of the core values of our school. This can be seen and felt in our pervading ethos in school. The children know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. Children and adults alike, including visitors are challenged if they are disrespectful in any way.

5.8 Tolerance of those with Different Faiths and Beliefs

This is achieved through enhancing children's understanding of their place in a culturally diverse society. Our children come from diverse backgrounds and as such we feel it is important to educate to ensure understanding and tolerance of those with different faiths and beliefs. Assemblies and discussions involving prejudices and prejudiced-based bullying have cover areas such as homophobia, disability and racism in an age appropriate way.

Events such as Remembrance Day include specific references to those from other faiths and cultures. The school monitors incidents that involve those of 'protected characteristics' and notifies the local authority of any concerns.

APPROVED BY GOVERNORS:

.....	.....	.....
SIGNATURE	**NAME**	**DATE**