



A member of
the **bdot** family

EAST MORTON CE PRIMARY SCHOOL
Policy for Spiritual, Moral, Social and Cultural Development

School Vision

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

School Values

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice

Introduction and Aims

This policy outlines the purpose, nature and management of Spiritual, Moral, Social and Cultural Education within East Morton Church of England Primary School.

Our Christian vision and values are at the heart of all that we do and an integral part of the curriculum that we offer. Our vision and values affirm our belief that our children should be taught to value themselves and each other, to appreciate the racial and cultural diversity of the community and wider world in which they live and to reject racism, to develop a sense of peace and justice and to acknowledge that they are part of something greater than that which can be fully seen or understood.

The values upon which our ethos is built are equally at the centre of all our relationships in school. It is arrived at through a sharing of these values and a common purpose, by example to each other and to the children, and by discussion with the children and between colleagues. The school community will be 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 school.

Aims

To enable all children to develop a positive attitude towards themselves and others, show respect for the world they live in and deal with everyday life situations in a confident and understanding way. To enable children to develop as individuals, allowing them to take their rightful place in their community as local, national and global citizens.

Entitlement

The Education Reform Act refers to a dimension of human existence which is termed the 'Spiritual' and which applies to all pupils. The potential for Spiritual Development is open to everyone and is not confined to the development of religious beliefs or conversion to a particular faith.

Defining 'Spiritual, Moral, Social and Cultural' development

Spiritual Development:

Spiritual Development relates to relationships with themselves, other people, the world and beyond (for some, this will be with God)

Pupils' spiritual development can be demonstrated 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
- willingness to reflect on their experiences.

Further information can be found in our **Spirituality Policy**

Moral Development

The moral development of pupils 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
- understanding of the consequences of their behaviour and actions
- 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.

Social Development

Pupils' social development can be demonstrated by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- 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 pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development

Pupils' social development can be demonstrated 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
- 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.

Promoting 'Spiritual, Moral, Social and Cultural Development'

The promotion of the Spiritual, Moral, Social and Cultural Development of each child is seen as the responsibility of all members of staff. Much of this development should be assimilated through the Christian ethos and values of the school. However, there are many opportunities within curricular and cross-curricular learning experiences to focus on the above statements.

Contexts for promoting Spiritual, Moral, Social and Cultural development in our school include:

- Whole school Vision and Values
- Relational Practice
- A broad and balanced curriculum
- Collective Worship
- Religious Education
- The wider curriculum (E.g. Learning Challenge, REAL time) PSHE including the teaching of British Values)
- Participation in extra-curricular activities (including, but not limited to those relating to the arts and sports)
- Educational visits and visitors
- Pastoral care, guidance and support
- Encouraging social responsibility and courageous advocacy
- Pupil leadership opportunities -For example: School council, Worship council, Eco committee

For further detail please see appendix 1

Real Time

Every week, we set aside special time for R.E.A.L. Time. This is a chance for our children to Reflect, Express, Ask and Listen. This dedicated time helps children to think deeply, share their ideas, listen to others, and learn about the wider world.

Why Real Time Matters: R.E.A.L. Time supports SMSC (Spiritual, Moral, Social and Cultural) development and understanding of British Values and it also enriches our PSHE curriculum

It helps children to:

- Develop a strong sense of identity and belonging
- Show respect and tolerance for others
- Think critically and reflectively
- Engage positively with society

By taking part in R.E.A.L. Time, children are becoming thoughtful, respectful and responsible citizens. At East Morton, we believe these skills will stay with our children for life, helping them in school, in their communities, and in the wider world

For further detail please see appendix 2

Links with the wider community

East Morton C of E Primary School has close links to the community of East Morton village and enjoys very close links to St Luke's Church and the wider parish and diocese; the school has a tradition of participation in the life of the local and wider community. East Morton CE Primary School also makes links with schools within the academy trust (BDAT). These links foster an attitude of care and concern in pupils, who commit themselves readily to such activities as fund raising for the school's nominated charities, supporting the 'Friends' (PTA) fundraising events, collecting harvest gifts for those in need, participating in the annual service of Remembrance at the war memorial and carol singing. In addition, the school looks to establish links further afield, to help learners better appreciate their place within the world.

A wide range of both volunteers and professionals are welcomed into the school from parent helpers and readers, through to arts and sport specialists.

The impact of SMSC provision:

The following will be monitored with reference to 'SMSC' impact:

- The number of internal separations and external suspension and exclusions.
- The number of incidents of reported racism, sexism, homophobia and bullying.
- The number and SEN/Pupil Premium/EAL status of pupils who have attended visits and who access school clubs.
- The number and SEN/Pupil Premium/EAL status of pupils who take positions of responsibility in school.
- Attendance figures

Leadership, Monitoring and Evaluation

The provision of Spiritual, Moral, Social and Cultural Education at East Morton C of E Primary School is monitored by the SMSC subject leader, PSHE lead and Governing Body. Monitoring includes:

- A whole school SMSC provision map ensures balanced provision.
- External reviews (annual safeguarding review including pupil voice, annual B11 reviews.
- Subject lead monitoring (PSHE and RE)
- Learning walks: Behaviour, PSHE, RE, Worship, Real time sessions
- Pupils Voice
- Books: RE, PSHE, REAL Time sessions, collective worship.
- OFSTED and SIAMS Inspections.
- Governors monitor SMSC provision through termly monitoring mornings.

Review

This policy will be reviewed every 3 years. The next date for review is Summer 2028

Headteacher: A. Proctor

Governor Approval: A. McGonigle

Date: 9th October 2025

SMSC PROVISION			
SOCIAL DEVELOPMENT:	MORAL DEVELOPMENT:	SPIRITUAL DEVELOPMENT:	CULTURAL DEVELOPMENT:
Developing personal qualities and using social skills Participating, cooperating and resolving conflicts Understanding how communities and society functions	Developing and expressing personal views or values Investigating moral values and ethical issues Moral codes and models of moral virtue Understanding the consequences of actions	Developing personal values and beliefs Experiencing fascination, awe and wonder Exploring the values and beliefs of others Understanding human feelings / emotions Using imagination & creativity in learning	Participating and responding to cultural activities Exploring, understanding and respecting diversity, Preparing for life in modern Britain, Understanding and appreciating personal influences
Collective worship programme Children with responsibilities: • Librarians • Pupil Parliament (2-6) • Eco committee (R-6) • Worship council (3-6) PSHE lessons (see LTP) RE lessons Real Time sessions Mill houses (House points) Persuasive writing (Eg to MP's companies) Ks2 production Class assemblies Class visits Residential visits Transition visits Community events- fair, picnic Family events-art gallery, forest schools Sports interschool competitions School Sports day Sports day Extracurricular activities Ks2 Linking schools Visits to places of worship History visits Church Visits and visitors Restorative Behaviour system Values awards DT Enterprise week	Collective worship programme Weekly Celebration assembly- values stars LOVE: Living Our Values everyday celebration Class assemblies Children with responsibilities: E.g. • Pupil Parliament (2-6) • Eco committee (R-6) • Worship council (3-6) PSHE lessons (see LTP) RE lessons Real time sessions Charity support and fundraising Church Visits PCSO visits and Fire service visit Extracurricular activities Specific workshops (E.g. Anne Frank 'Voices for Equality' 2-day workshop)	Collective worship programme Weekly Celebration assembly Weekly Values awards PSHE lessons (see LTP) RE lessons Performances: • Ks1 Nativity • Ks2 end of Year production • Music concerts Services: • Candelmas • Harvest • Easter • Christmas Curriculum opportunities planned and incidental Extracurricular visits Outdoor learning Forest Schools Broad Art and music curriculum POP: Positive Outdoor Play RE-wind to Easter and RE-wind to Christmas	Collective worship programme Picture news assemblies Weekly Celebration assembly Weekly Values awards Curriculum: Significant events Lessons- e.g. Remembrance RE lessons / festival celebrations PSHE lessons (see LTP -British values linked) Real Time sessions Music lessons- world artists/musicians Musician of the month English lessons-stories from around the world (diverse texts representative of children) Art and artists studied from diverse backgrounds PSHE-Sophie's Game- respecting difference Safety week Charity support and fundraising Visits to places of worship – every year group. Linking Schools BDAT Cultural champion Children with responsibilities: Pupil Parliament- Department of Arts and Culture

Appendix 2: REAL TIME

Every week, we set aside special time for R.E.A.L. Time. This is a chance for our children to Reflect, Express, Ask and Listen. This dedicated time helps children to think deeply, share their ideas, listen to others, and learn about the wider world.

Why Real Time Matters:

R.E.A.L. Time is part of our PSHE enrichment and supports SMSC (Spiritual, Moral, Social and Cultural) development and British Values.

It helps children to:

- Develop a strong sense of identity and belonging
- Show respect and tolerance for others
- Think critically and reflectively
- Engage positively with society

By taking part in R.E.A.L. Time, children are becoming thoughtful, respectful and responsible citizens. At East Morton, we believe these skills will stay with our children for life, helping them in school, in their communities, and in the wider world



What does R.E.A.L. stand for?

- Reflect – Thinking about our learning, choices, and feelings
- Express – Sharing our thoughts, ideas, and questions
- Ask – Being curious and exploring new ideas
- Listen – Respecting and valuing the views of others

The Four R.E.A.L. Strands

Real Debate

Children explore age-appropriate topics through discussion and debate.

- Builds reasoning and critical thinking
- Encourages respect for different viewpoints
- Supports self-regulation and metacognition (thinking about thinking)

For example: "Should animals live in zoos?"

Real Life

Children discuss real scenarios that may happen in school, in the playground, or in everyday life.

- Helps develop problem-solving skills
- Builds empathy and understanding of others
- Links to PSHE lessons and class issues

Example: "What should you do if you see someone left out at playtime?"

Real News

Using resources like Picture News and Newsround, children explore current events in a safe, age-appropriate way.

- Develops curiosity about the wider world
- Encourages understanding of British Values
- Promotes respectful discussion of important issues

Example: "Why do people vote in elections?"

Real Story

Children engage with carefully chosen texts and stories.

- Builds comprehension and questioning skills
- Encourages empathy and imagination
- Provides a springboard for rich discussion

Example: A story about fairness leading to a discussion on justice and kindness