



Poulton-le-Sands CE Primary School
Spiritual, Moral, Social and Cultural Policy
(SMSC)
September 2025

As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and a delight in one another. In faith, we are refined through challenge, growing with God, together.

The light shines in the darkness and the darkness shall not overcome it.

John 1 v.5

At Poulton-le-Sands we equip our children to forge a future for themselves. Spiritual, Moral, Social and Cultural education is a key part of this, enabling us to delight in one another and to grow together, with God.

Through our teaching and learning, and through the way we model behaviour to the pupils we aim for them to demonstrate their spiritual, moral, social and cultural development in the following ways:

The Spiritual Development of children is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.

The Moral Development of children is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives.
- respect for the civil and criminal law of England.
- understanding of the consequences of their behaviour.
- interest in investigating, and offering reasoned views about, moral and ethical issues.

- ability to accept, respect and appreciate that others may have a different viewpoint.

The Social Development of children is shown 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 social settings, cooperating well with others and being able to resolve conflicts effectively.
- willingness to volunteer.
- interest in, and understanding of, the way communities and societies function at a variety of levels.
- acceptance and engagement with the fundamental British Values (see the school teaching British Values Policy statement) of democracy, the rule of law, respect and tolerance of those with differing faiths and beliefs. Their attitudes towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

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.
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- interest in exploring, understanding of, and respect for cultural diversity.
- understanding, acceptance, respect and celebration of diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Planning

In planning lessons, teachers provide opportunities to develop a wide variety of spiritual, moral, social and cultural needs. This is delivered through cross-curricular activities as well as specific PSHE, RE and Circle Time activities.

Provision for children's Spiritual, Moral, Social and Cultural development

Spiritual Development

Provision	Evidence
Religious Education curriculum	RE curriculum plans include a multi-faith approach based upon the Questful RE curriculum.
Worship- in all its forms	Time is given to reflect as well as to praise.
Opportunities for quiet reflection	Whole school and class worship, daily prayers. Reflection areas in classrooms and around school. Time to reflect upon learning and wider experiences
Outdoor education and off site visits Residential visits	Visiting places of worship Opportunity to acknowledge 'wonder' in the world.
Whole school values and values based themes.	Whole school assemblies and celebrations

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating differences and respecting the integrity of individuals.

Moral Development

Provision	Evidence
School Behaviour Policy	Reflection on the impact of actions on

	another is strongly encouraged, coupled with how to mend that relationship. Behaviour log analysis reflects high standards of behaviour.
Anti-bullying policy and teaching of anti-bullying strategies	Behaviour rarely reaches 'bullying' and if it does behaviour logs show prompt and appropriate action.
Kidsafe	Children are taught how to safeguard themselves and their peers.
PSHE curriculum	Children have the opportunity to discuss moral decisions and that some may differ.
Computing curriculum	Teaching and discussion about correct online behaviour and how to recognise & challenge wrong behaviour.
School Council	Decisions regarding how our actions affect the whole.
Religious Education curriculum	Explore moral dilemmas and actions taken by others. An opportunity to learn about and discuss their reasons.
Worship Team	Find out from peers and identify an area of concern shared by many. Then advocate and educate about this cause. Demonstrating positive moral action.

We support children to:

- Distinguish right from wrong
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promoting racial, religious and other forms of equality.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Rewarding expressions of moral insights and good behaviour
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and Worship; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways the success of what is provided.

Social Development

Provision	Evidence
PSHE curriculum	Learning and discussion about how society operates and their place within it.
Big Questions	Children explore their opinions in response to learning e.g. is where you settle a choice? Do you have to accept your place in society?
Family system	Children are grouped in mixed ages and have shared responsibility and opportunities for team work.
Lunch and break times	Children are actively encouraged to learn table manners, turn taking, cooperative play.
School Council	These children are elected to represent their classmates.
Extra-curricular clubs	Opportunity to try new activities and to mix with different ages.

Educational visits	Opportunity to explore different aspects of society.
Lifeboat List	Activities to save us from the ordinary and give opportunity for social skills development e.g putting on performances, attending performances, sports events, picnics, beach visits.

At Poulton we recognise that pupils who are becoming socially aware are developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour.
- Relate well to other people's social skills and personal qualities.
- Work successfully, as a member of a group or team.
- Share views and opinions with others.
- Resolve conflicts maturely and appropriately.
- Reflect on their own contribution to society.
- Show respect for people, living things, property and the environment.
- Exercise responsibility.
- Understand the notion of interdependence in an increasingly complex society.

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based.
- Fostering a sense of community, with common, inclusive values.
- Promoting racial, religious and other forms of equality.
- Enabling pupils to work co-operatively.
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, and school productions.
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, and respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs.

- Providing opportunities for engaging in the democratic process and participating in community life.
- Providing opportunities for pupils to exercise leadership and responsibility.
- Providing positive and effective links with the world of work and the wider community.

Cultural Development

Provision	Evidence
Art & Music curriculum	Opportunity to attend and participate in performances and exhibitions
MFL	Learning a different language and how to converse, not simply have their needs met by another.
Experiencing British culture	Taking part in harvest festivals, Remembrance Day, Queen's funeral events, Kings Coronation events etc
Lifeboat List	Taking part in Music Festival, cinema visit, theatre trips. Learning from visitors to school e.g. historical reenactments, representatives of world faiths, learning about world cultural traditions.
Celebration Worship	Children's achievements both in and out of school are celebrated e.g. sports competitions (some supported via PE grant)

Cultural Development

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world. Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment.

Our school encourages cultural development by:

- Extending pupils' knowledge and use of cultural imagery.
- Encouraging them to think about special events in life and how they are celebrated in a range of cultures.

- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc., as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.

Date reviewed: September 2025

Signed:

Mrs Laura T. Gardner

Acting Headteacher

Next review date: September 2026