

Havencross School Policy

Spiritual, Moral, Social & Cultural Education

POLICY STATEMENT

- Our school's spiritual, moral, social, and cultural (SMSC) education supports our Pupils to develop personal qualities, such as honesty, respect, independence, and kindness, that are greatly valued in today's society. SMSC education is closely linked to our school's ethos and aims, and is taught across our curriculums, both academic and enrichment, and embedded throughout school life to enable our Pupils to become global citizens.
- UNCRC Article 23 - Children with a disability have the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

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CONTENTS

1.	Aims.....	3
1.1	Rationale.....	3
1.2	British Values.....	3
2.	Spiritual Development	4
2.1	Definition.....	4
3.	Moral Development.....	6
3.1	Definition.....	6
3.2	Intention.....	6
3.3	Moral Issues.....	6
4.	Social Development	7
4.1	Definition.....	7
4.2	Intentions.....	7
5.	Cultural Development	8
5.1	Definition.....	8
5.2	Intention.....	8
6.	Equal Opportunities.....	9
7.	Legislative Framework.....	10

1. Aims

1.1 Rationale

- 1.1.1 To support Pupils to develop their personal qualities to enable them to:
- Become responsible for themselves, accepting accountability and showing initiative.
 - Understand how they can contribute positively to the local community and more widely as Global Citizens.
 - Become confident and competent both academically and socially.
 - Articulate their own thoughts, attitudes, and values.
 - Understand and be sensitive to the beliefs, values, and ways of life of others, responding appropriately to injustice and prejudice.
 - Demonstrate care, consideration, compassion, and respect towards other people.
 - Work effectively, both collaboratively and independently.
 - Reflect systematically on their learning and plan for future development.
 - Respond positively to challenges and problems.
 - Distinguish right from wrong and respect the civil and criminal law of England.
 - Acquire knowledge of and respect for public institutions and services in England.

1.2 British Values

- 1.2.1 At the school, Pupils are supported to understand that people may hold different views about what is right and wrong but that all people living in England are subject to its laws. Our ethos and curriculum support the rule of English civil and criminal law. Our school promotes the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We support Pupils to have an appreciation that the rule of law protects citizens and is essential for their wellbeing and safety.

2. Spiritual Development

2.1 Definition

2.1.1 Spiritual development relates to the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose, and the development of a Pupil's 'spirit', which may also be defined as their 'soul', 'personality' or 'character'.

2.1.2 There are a number of aspects relating to a Pupil's spiritual development, including:

2.1.3 Beliefs:

- An awareness and understanding of their own and others' beliefs.
- A respect for themselves and for others.
- A sense of awe, wonder and mystery.
- Being inspired by the natural world, mystery, or human achievement.
- Feelings of transcendence.
- A respect for insight as well as knowledge and reason.
- The search for meaning and purpose.
- Asking, 'why me?', at times of hardship or suffering.
- Responding to challenging experiences of life such as beauty, purpose, suffering and death.

2.1.4 Self-Knowledge:

- An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities, and experiences.
- A growing understanding and acceptance of individual identity and development of self-development.

2.1.5 Relationships:

- A sense of empathy for others, concern and compassion and an ability to build up relationships with others.

2.1.6 Creativity:

- Expressing innermost thoughts and feelings through, for example, art, music, literature, and crafts.

2.1.7 Feeling and Emotions

- An understanding of feelings and emotions and their likely impact.

- A growing awareness of when it is important to control emotions and feelings.

2.1.8 At the school we aim to encourage Spiritual Development through:

- The values and attitudes the school identifies, upholds, and fosters.
- The contribution made by the whole curriculum.
- Religious education.
- Enrichment activities, together with the general ethos and climate of the school.

2.1.9 Our approach to supporting spiritual development includes:

- Recognising the existence of others as independent from oneself.
- Becoming aware of and reflecting on experience.
- Understanding and evaluating a range of possible responses and interpretations.
- Developing personal views and insights.
- Applying the insights gained with increasing degrees of perception to one's own life.

3. Moral Development

3.1 Definition

- 3.1.1 Moral development focusses on the development of a framework of moral values that support Pupils to regulate their personal behaviour. It is also about the development of Pupils' understanding of society's shared and agreed values, and that these can change. It also focusses on gaining an understanding of the range of views in society and the reasons for this range. Pupils are also supported in developing their own appropriate opinions about different views.

3.2 Intention

- 3.2.1 Our intention is that Pupils at the school will develop:
- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures.
 - The confidence to act consistently in accordance with their own principles.
 - An ability to think through the consequences of their own and others' actions.
 - A willingness to express their views on ethical issues and personal values.
 - An ability to make responsible and reasoned judgements on moral dilemmas.
 - A commitment to personal values in areas which are considered right by some and wrong by others.
 - A considerate style of life.
 - A respect for others' needs, interests, and feelings, as well as their own.
 - A desire to explore their own and others' views.
 - An understanding of the need to review and reassess their values, codes, and principles in the light of experience.
 - An understanding of rights and responsibility within the communities and society in which they live.

3.3 Moral Issues

- 3.3.1 At our school we incorporate moral issues into the RE, PSHE and Citizenship curriculums, as well as providing further opportunities during tutor and circle times. During these sessions we support democracy through voting as well as celebrating key global events. We promote a safe learning environment where Pupils can express their views and opinions but deal promptly and appropriately with any discrimination and injustice, striving to involve Pupils in the decision-making process, where appropriate. Through interactions and relationships, our Team Members model our ethos and values, and encourage Pupils to take responsibility for their actions.

4. Social Development

4.1 Definition

- 4.1.1 At the school, we consider that social development centralises around Pupils working effectively with each other and participating successfully in our community. It requires knowledge and understanding of society, its institutions, structures and organisations, and the roles and responsibilities of all citizens, including functioning effectively in a multi-racial, multicultural society. It requires the development of the interpersonal skills necessary for successful relationships.

4.2 Intentions

- 4.2.1 Our intention is that Pupils will develop:

- The ability to adjust to a range of social contexts.
- Appropriate and sensitive behaviour towards others.
- Successfully as a member of a group or team.
- An ability to share views and opinions with others and work towards a consensus.
- Respect for people, living things, property, and the environment.
- An appreciation of others' rights and responsibilities.
- An understanding of the structures of society, (e.g., the organisation of families, the school).

- 4.2.2 At the school:

- We foster a sense of community with common, inclusive values.
- We provide opportunities for Pupils to work in a variety of social groupings.
- We provide positive whole school experiences with a wide variety of offsite activities.
- We encourage Pupils to develop valuable personal qualities, e.g., thoughtfulness, honesty, and respect by modelling these behaviours consistently.
- We help Pupils to resolve tensions and conflicts.
- We encourage Pupil's input on the running of the school.

5. Cultural Development

5.1 Definition

5.1.1 Cultural development is about Pupils understanding their own culture and other cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, the internet and by travel. It is about understanding that cultures are always changing and coping with change. Promoting Pupils' cultural development is intimately linked with the school's attempts to value cultural diversity and prevent racism.

5.2 Intention

5.2.1 The Pupils at the school will be working towards:

- An ability to recognise and understand their own cultures and values.
- An ability to appreciate cultural diversity and to respect other peoples' values and beliefs.
- Having openness to new ideas.
- Having a willingness to participate in artistic and cultural events, recognising and understanding images/icons, which have significance, and meaning in a culture.

5.2.2 At the school we:

- Have an Equality and Cohesion Policy.
- Report incidents of racism and prejudice appropriately.
- Work with outside agencies to support the needs of Pupils, as appropriate.
- Raise Pupils' awareness of other cultures through our curriculum, assemblies, tutor times and other events.
- Deliver a Religious Education curriculum with opportunities for learning about other cultures.

6. Equal Opportunities

- 6.1.1 All Team Members are committed to the Equality and Diversity. Discrimination based on race, gender, colour, religion, faith, physical appearance, or disability is unacceptable to us (see Equality and Cohesion Policy).

7. Legislative Framework

7.1.1 This policy has been drawn up on the basis law and guidance, namely:

Equality Act, 2010

Children Act, 2004

The Disability Equality Duty, 2006

Human Rights Act, 1998

The Equality Act 2010 and Schools Departmental Advice for School Leaders,
School Team member, Governing Bodies and Local Authorities, DfE, May 2014

Keeping Children Safe in Education, DfE 2026

SEND Code of Practice, DfE, January 2015/2021

Promoting the Education of Looked After and Previously Looked After Children,
DfE, 2018

Information Sharing and Advice for Practitioners Providing Safeguarding
Services to Children, Young People, Parents and Carers, 2024