



Spiritual Moral Social Cultural Policy - Federation To be read in conjunction with PSHE and RE policies

Updating Policy Procedure

When a policy is due for review it will be emailed to the reviewer who will revise and highlight those updates and return the policy in full with the highlighted updates back to the Policy Co-Ordinator.

When a policy reviewer becomes aware of **any updates** they will ask the Policy Co-Ordinator to email the policy to them and follow the above procedures.

A policy is a statement of intent and the guidelines we follow, that is adopted by the Fortuna and Athena Federation's Governing Body.

Policy Reviewed by:

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Updated on:

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Date Ratified at FGM:

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Definition

SMSC stands for Spiritual, Moral, Social, and Cultural development. It refers to a holistic approach to education that focuses on the non-academic growth of students, including their understanding of values, ethics, and cultural awareness. SMSC is an important aspect of the curriculum in the UK, as it helps students develop into well-rounded individuals.

In the Fortuna and Athena federation, the promotion of pupils' spiritual, moral, social and cultural (SMSC) education is 'a whole school concern'. Spiritual, moral, social and cultural development is an area of the curriculum that focuses on the non-academic development of our students. It is promoted, not only through all the subjects of the curriculum, but also through the nurturing ethos of the school and through the development of positive attitudes and values, making it truly central to our school's principles. This policy supports and reinforces the aims of our school, valuing all children and staff as individuals.

Principles

Spiritual, Moral, Social and Cultural development is crucial for individual pupils and it is crucial for society as a whole. We believe it is at the heart of what education is all about - helping pupils grow and develop as people and effective participants in modern Britain. This is particularly the case for the students of our federation, who may be lacking the opportunity for this kind of development elsewhere in their lives, or struggling to develop due to their complex social, emotional and mental health needs.

Spiritual, Moral, Social and Cultural development is cross curricular and promotes the aims and principles of the policies for Personal, Social and Health Education (PSHE); Relationship, Sex and Health Education (RSHE); Religious Education (RE); Ethics and Faith; Citizenship and Equal Opportunities. These policies all underpin the curriculum model of putting the child at the centre of all we do.

It is an expectation in the Fortuna and Athena federation that all staff, in all subjects, can and should contribute to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum using appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time, etc.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils. These relationships are, therefore, modelling strong and positive relationships, which is crucial to the positive development of our pupils' Spiritual, Moral, Social and Cultural development.

Promoting fundamental British values

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our PSHE and Citizenship whole-school approach and through everyday aspects of school life. Pupils who attend the Fortuna and Athena federation are made aware of British values and they are referred to daily throughout the school (See appendix 1 and 2).

Spiritual Development



This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes, and beliefs. It is not linked solely to a particular doctrine or faith; thus spiritual development is accessible to everyone. Spiritual development is particularly important when a child is struggling with their emotions and or mental health. It gives them the opportunity to be supported in questioning their existence and finding a purposeful place where they can feel content within our ever-changing society.

Aims for Spiritual Development

- The ability to listen and be still
- The ability to reflect
- The ability to notice wonder and mystery in the world
- The ability to recognise the special nature of relationships

Objectives for Spiritual Development

- To develop the skill of being physically still, yet alert
- To develop the skill to use all one's senses
- To develop imagination
- To encourage times for quiet reflection throughout the school day
- To develop individual self confidence

Moral Development

Pupils are encouraged to understand the need for a common moral code and to follow it from conviction rather than because of sanctions or consequences. Within the Fortuna and Athena Federation we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour. Pupils are taught that their actions have consequences. This is taught through the school curriculum - students learn through subjects such as English, History, PSHE and Citizenship about both recent and historical events that shape the world we live in. They are faced with moral dilemmas to discuss and debate to find their place in. It is also taught through making mistakes of their own which are discussed and worked on with adults in school to understand any moral implications of their actions and put right any wrongdoing. Students are consistently allowed time to meet the aims and objectives for moral development such as 'the ability to listen and be still' and 'the ability to reflect'. This supports them in building their own moral compass.

Aims for Moral Development

- To understand the principles lying behind decisions and actions
- To be able to distinguish between right and wrong and to respect the civil and criminal law in England.
- To be able to make decisions, accepting and understanding consequences of their actions
- To move gradually through a 'taught morality' to taking responsibility for their own moral decisions

Objectives for Moral Development



- To tell the truth
- To respect the rights and property of others
- To help others less fortunate than themselves
- To be considerate to others
- To take responsibility of own actions
- To exercise self-discipline
- To develop high expectations and a positive attitude
- To conform to rules and regulations to promote order for the good of all

Social Development

Fortuna and Athena federation aim to give children a sense of belonging through a nurture curriculum. This enables pupils to become conscientious participants in their family, class, school and the local and wider community. Within this there should be balanced consideration of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Aims for Social Development

- To relate positively to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibly
- To understand our role in our family, school and society
- To 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 the UK.

Objectives for Social Development

- To share emotions such as love, joy, hope, anguish and fear
- To be sensitive to the needs and feelings of others
- To work as part of a group
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, music festivals, etc.
- To develop an understanding of citizenship and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual can do something well and has something to offer

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others. At Fortuna and Athena, we are constantly working towards equality and understanding, and cultural development is an integral part of that. Children develop their own opinions based on the views and understanding that is provided to them in their surroundings. It is our hope that we can provide a varied and enriching cultural understanding to provide our students with the knowledge they need to develop into accepting and aware young people.



Aims for Cultural Development

- To develop pupils' sense of belonging to their own culture and pride in their cultural background.
- To challenge opinions or behaviours in school that are contrary to British values
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition
- To develop a balanced approach to retaining the traditions of Britain's Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present

Objectives for Cultural Development

- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in the UK
- To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature, etc.
- To develop a love for learning
- To develop an understanding of different cultures and beliefs, including but not limited to Christianity
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond



Assessment

Class teachers assess children's development and progress in PSHE, RSHE, RE and Citizenship by making informal judgements as they observe children. Teachers keep a record of children's achievements through observations or photographs taken from planned circle time activities and choosing times. Evidence of these can be seen in the children's individual or class Boxall books and in their PSHE books. At Athena, children also regularly refer to their 'whole class objectives' which gives the children some responsibility in building their own independence when working towards their targets. If at any time it becomes apparent that a child or group of children need more learning in a specific area we will adapt our teaching appropriately or have interventions with the child or group of children to address those needs. It is important for Fortuna and Athena staff to be flexible with regards to the teaching of PSHE, RSHE, RE and Citizenship to determine any SMSC gaps that need to be addressed.

Monitoring

The coordination of SMSC is the responsibility of the RE/PSHE/RSHE/Citizenship subject leaders, who also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speak to the children about different elements of SMSC and uses this to inform future planning.
- Review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.



Teachers are responsible for planning for their own class.



Appendix 1

Promoting British values

As a school, Fortuna promotes British Values through our whole school assemblies and the school ethos, through teaching children about themselves and expressing their feelings, as well as helping them feel part of a community and gaining an understanding of their role within the society they belong to. Our nurture curriculum enables children to acquire the necessary skills to play and interact constructively with their peers. Below are examples of British Values that are promoted throughout school in everyday classroom practice, topic work, PHSE and RSE at Fortuna School.

	Democracy	Rule of law	Individual liberty	Mutual respect for and tolerance of those with different beliefs.	Awareness of Britain
Early Years	- Circle Time activities to take turns and listen to others opinions. - Children vote on class decisions such as which story to read. 	- School and classroom expectations are reinforced daily - Personal, Social, Emotional Development is discussed with children including next steps - Children are praised and rewarded for following the school and classroom rules. - Children are introduced to e-safety 'rules'	- Children are encouraged to choose their own reading book to take home. - Children are educated to making the right choice regarding e-safety. - Children are given choices throughout the day with regards to choosing activities.	- Circle Time teaches children to take turns, listen to and value others' opinions. - Children's home experiences are discussed and celebrated as a class. - Children learn about how we are all different	- Gain understanding of the world by discussing that Lincoln is in England and looking together on maps at what Britain looks like - Daily discussion about what the weather is like



KS1	- Circle Time activities to take turns and listen to others opinions. - Children vote on class decisions such as which story to read.	- School and classroom expectations are reinforced daily - Personal, Social, Emotional Development is discussed with children including next steps - Children are praised and rewarded for following the school and classroom rules. - E-safety 'rules' are continually reinforced	- Children are encouraged to choose their own reading book to take home. - Children are educated to making the right choice regarding e-safety. - Children are given choices throughout the day with regards to choosing activities. - Children are encouraged to share their opinion and given opportunities to have their voice heard. - Children are given Homework weekly to be completed when they choose within the week	- Circle Time teaches children to take turns, listen to and value others' opinions. - Children's home experiences are discussed and celebrated as a class. - Children learn about different religious views in RE lessons as well as celebrating different festivals such as Diwali and each of the Christian festivals. - Children compare their similarities and differences with their peers.	- As part of geography, children study the countries that make up the UK and the capital cities. - Where is Lincoln? - Celebrate Christian festivals. - Remembrance Day - Famous people in history eg guy Fawkes
LKS2	- Write suggestions and be part of discussions for the school council. - Watch and discuss politics through 'News Round'	- Children all discuss and understand classroom expectations - Children are praised and rewarded for following the school and classroom rules. · work and conversations completed on E-	- Children are encouraged to choose their own reading book to take home. - Children are educated to	- Circle Time teaches children to take turns, listen to and value others' opinions. - Children's home experiences are discussed and	- Local map work - Using atlases to compare Britain to the rest of the world. - Understanding British history through the Viking/ Victorian topic



		safety 'rules' continue to be reinforced.	making the right choice regarding e-safety. - Children are given choices throughout the day with regards to choosing activities. - Children are encouraged to share their opinion and given opportunities to have their voice heard. - Children are given Homework weekly to be completed when they choose within the week	celebrated as a class. - Children learn about different religious views in RE lessons as well as celebrating different festivals such as Diwali and each of the Christian festivals. - Children learn and discuss the importance of us all being different and celebrating different strengths - Anti-bullying activities.	
UKS2	- School council - Representing class/ the school - Pupil voice - Watch and discuss politics through 'News Round'	- Children all discuss and understand classroom expectations - Children are praised and rewarded for following the school and classroom rules. - work and conversations completed on E-safety 'rules' continue to be reinforced.	- Children are encouraged to choose their own reading book to take home. - Children are educated to making the right choice regarding e-safety. - Children are given choices throughout the day with regards to	- Circle Time teaches children to take turns, listen to and value others' opinions. - Children's home experiences are discussed and celebrated as a class. - Children learn about different religious views in RE lessons as well as celebrating different festivals such as Diwali and each of the Christian	

			choosing activities. - Children are encouraged to share their opinion and given opportunities to have their voice heard. - Children are given Homework weekly to be completed when they choose within the week	festivals. - Children learn and discuss the importance of us all being different and celebrating different strengths - Anti-bullying activities.	
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Appendix 2

Athena School continues to teach British Values in accordance with the government document 'Promoting fundamental British values as part of SMSC in schools' as well as other documents that support the teaching of British Values in schools. This is to secure and continue the learning about this, as well as to approach it at a greater depth to ensure the teaching matches the learning level of the child. Using all opportunities to teach about British Values is important to Athena, therefore we use tutor time and assemblies as well as all opportunities within the curriculum, particularly PSHE, RSHE and Citizenship, to implement this. Below is our most up to date document outlining the British Values and how they are approached within the school.

British Value	Statement	How we promote the value	Impact of the value
Mutual Respect	Athena School has high expectations of students, reflected in the Behaviour Policy and the School Vision that underpins the important nurture work of the school. Mutual respect is promoted through all lessons, choosings and interactions within the school. Students engage in curriculum projects with students and teachers in schools from different cultural traditions and life-circumstances; enabling students to acquire an appreciation of and respect for their own and other cultures and	• PSHE and Citizenship lessons • Weekly Picture news discussions and debates • Guided and adult observed choosing times • Boxall targets • Building moral values are referred to both during lessons and within day-to-day discussion, including post-incident re • Lincolnshire County Council Stay Safe days and other visitors • School Vision • School football team • Careers programme – drop down days, visitors and experiences - appreciating that we don't all want to do the same things but respecting others views anyway.	• Students can talk about how respect is important; how they show respect to others and how they feel about it for themselves. • Students' behaviour demonstrates an understanding of this value in action. Their ability to understand where things have gone wrong and how to move forwards shows great growth in character and understanding of mutual respect. • Students can talk about the different faiths and cultures they learn about; they ask questions and show tolerance and respect for others of different faiths and religions. • Students' behaviour logs and Boxall Profile assessments can show when behaviours regarding mutual respect



	circumstances.		have improved.
Tolerance of those of different beliefs and faiths	Tolerance of different faiths and beliefs is promoted through the curriculum. Students learn about different religions, their beliefs, places of worship and festivals. School visits to places of religious significance. School encourages classes to mark significant religious festivals too.	• Parties of celebration e.g. Black History Month, Pride. • Lessons in other areas of the curriculum. E.g. English, Music, Ethics and Faith, REAL Project, • Religious days celebrated and discussed with kids • Teaching of French within the school.	• Students demonstrate tolerance to those of different faiths and beliefs. • Students regard people of all faiths, races and cultures with respect and tolerance. • Students are respectfully inquisitive about the world and want to know more about other cultures in a mature way.
Democracy	Athena School values the Student Voice. We have school council representatives who collate the views of their peers. Democracy is promoted through lessons where appropriate (such as within History). We encourage volunteerism in and out of school. This includes	• School Council, • LGBTQ+ Club, • Mental Health Ambassadors, • Displays in Classrooms • Student Voice Questionnaires • The Big School Vote (ACT) • The REAL project, KS3 and 4 History and Geography	• Students can work collaboratively in pairs or groups as well as in whole class situations. • Students express their views about their lessons. • Students' views influence important decisions in the school. For example, menus/enrichment opportunities. • Student's feel safe and nurtured in their classrooms and are able to openly and safely discuss issues that



	supporting the running of LGBTQ+ events, Pride, Mental Health Ambassadors, helpers in the library, sports leaders and helping at school open afternoons and events and raising money for charities such as the RBL during Remembrance Day.		are important to them.
Rule of Law	Athena School has high expectations of students, reflected in the Behaviour Policy and the School Vision that underpins the work of the school. Through our thorough and bespoke curriculum we teach and discuss the rule of law, as well as through school visitors and lessons across the curriculum, students develop a sense of morality and the difference between right and wrong. Through our REAL project and Ethics and Faith lessons students learn that different religions have guiding principles. Students	• Classroom basic expectations • School Aims and Ethos • Attendance reward system • Lincolnshire County Council Stay Safe Days (Drugs and Alcohol, Domestic Violence, Fire Safety, Road Safety, Anti-Social Behaviour etc) • Other visitors in school • Government workshop visitor KS4 gets the kids to act out a vote in progress in the house of parliament.	• Students can discuss how and why we need to good behaviour in school and in the community. • Positive feedback following school trips regarding behaviour of students. • Students learn that they are responsible for their own behaviour and that when things go wrong there are consequences. • Support for managing behaviour and praise and rewards for improved behaviour. • Students learn how to debate and discuss mindfully and respectfully.



	discuss laws/rules and how they are applicable to their own lives and the lives of others. Athena School challenges opinions or behaviours in school that are contrary to the fundamental British Values in a safe and nurturing way to ensure the child has opportunity for genuine growth and understanding.		
Individual Liberty	Teaching and learning places an emphasis on the right of students to express their own opinions and evidence-based views. Students are encouraged to develop independence in their learning and to think for themselves. Students are taught how to stay safe on-line. This is done through the whole school curriculum and Stay Safe Days. Arrangements are made where required to support students in school during	• Reward assemblies • Enrichment activities • organising school football matches • Student questionnaires • Intervention programmes show that all needs are different. • Choosing times tailored to individual children • LGBTQ+ club attendance and support • Allowing some creativity with choice of makeup, hair colour and piercings. • Wear your own clothes and dress	• Students understand the importance of accepting responsibility and their right to be heard in school. • Students are consulted on aspects of school life. • Students understand how to stay safe on-line • Students understand where to go for help. Students participate in enrichment activities • Students demonstrate independence of thought and action. • Students are confident in who they are.

	Ramadan and EID. Celebrations of different religions and views promote self-respect, self-esteem and self-confidence so that students see that they are important and valued as individuals. Students are encouraged to develop their interests.	up days for charity donations • Individual music lessons offered (free for CIC) • Careers guidance: multiple experiences over the years here to provide opportunity to consider what they might enjoy doing. This includes a 1:1 with a careers advisor in KS4 to really support and guide them.	
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