



Escrick Church of England Spiritual, Moral, Social and Cultural (SMSC) Policy

Rationale

We are all an important piece of the Escrick jigsaw and together we grow and learn. The Christian values of Wisdom and Joy underpin our Ethos and we value and respect everyone, allowing us all to make a difference to the world.

'Every person is an individual and also part of a community'

1 Corinthians 12:12-27

Helping Each Child to Flourish

At Escrick CE Primary School, the spiritual, moral, social and cultural development of every child is at the heart of our Christian vision and values. Our school is committed to providing a nurturing and inclusive environment where children can flourish not only academically, but as whole people – developing their character, values, relationships and sense of identity. SMSC development is intrinsic to our vision that 'every person is an individual and also part of a community' (1 Corinthians 12:12-27). We believe that everyone in our school is an important piece of the Escrick Jigsaw, and through their SMSC development, children learn to understand themselves, build positive relationships, make moral choices, and appreciate the diverse world around them.

Our curriculum celebrates diversity and promotes respect for all individuals, encouraging children to develop empathy, kindness and a strong sense of community. The Christian values of Wisdom and Joy underpin our ethos, and through rich SMSC experiences, we enable children to explore life's big questions, develop their own values and beliefs, and learn to make a positive difference to the world.

SMSC development is not confined to specific lessons but permeates every aspect of school life – from our curriculum and collective worship to our behaviour systems, outdoor learning, community links and the relationships we build. All our school values – Friendship, Learning, Opportunity, Unique, Respect, Resilience, Included, Solve Problems and Happy – contribute to each child's SMSC development and help them flourish.

What is SMSC?

Spiritual, Moral, Social and Cultural (SMSC) development refers to the holistic growth of children as individuals and as members of communities.

It encompasses:

Spiritual development: Exploring beliefs, values and faith; experiencing awe and wonder; reflecting on life's big questions; developing self-knowledge and a sense of purpose.

Moral development: Understanding right and wrong; developing personal values and integrity; making responsible choices; understanding consequences; showing respect for others and the environment.

Social development: Building positive relationships; working collaboratively; understanding and respecting diversity; developing empathy and compassion; contributing to school and wider communities; understanding British values and preparing for life in modern Britain.

Cultural development: Appreciating cultural diversity and heritage; understanding Britain's democratic traditions; respecting different faiths and worldviews; celebrating the arts; developing cultural literacy and global awareness. As a Church of England primary school, our approach to SMSC is rooted in Christian values and principles, whilst respecting and celebrating the diversity of beliefs, cultures and backgrounds within our school community and wider society.



Statutory Context and Expectations

SMSC development is a statutory requirement for all schools. The Education Act 2002 requires schools to promote the spiritual, moral, social and cultural development of pupils.

This requirement is reinforced through:

- **Ofsted inspection framework:** Ofsted evaluates the quality of SMSC provision and its impact on pupils' personal development, behaviour and welfare. Inspectors consider how well schools prepare pupils for life in modern Britain.
- **SIAMS inspection (Statutory Inspection of Anglican and Methodist Schools):** As a Church of England school, our SMSC provision is evaluated as part of SIAMS inspection, particularly how it enables all pupils to flourish and contributes to their spiritual development.
- **British values:** Schools must actively 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.
- **Equality Act 2010:** Our SMSC provision supports our duties under the Equality Act to eliminate discrimination, advance equality of opportunity, and foster good relations between different groups.

At Escrick CE Primary School, we are committed to meeting and exceeding these statutory expectations, ensuring that SMSC development is given the same priority and rigour as academic subjects.

The Relationship Between SMSC and RE

SMSC development and Religious Education are closely linked but distinct aspects of our curriculum:

Religious Education is a discrete curriculum subject with specific learning objectives, content and assessment. RE provides pupils with knowledge and understanding of Christianity and other religions and worldviews, developing their religious literacy and ability to engage in informed dialogue about belief.

SMSC development is broader and permeates all aspects of school life. It encompasses pupils' personal development, character, values, relationships and sense of identity. While RE makes a significant contribution to SMSC (particularly spiritual and cultural development), SMSC is developed through all curriculum areas, collective worship, the school ethos, behaviour systems, extra-curricular activities and community engagement.

At Escrick, we recognise that:

- RE lessons provide rich opportunities for SMSC development through exploring beliefs, values, moral questions and diverse worldviews
- SMSC development enhances pupils' engagement with and understanding of RE
- Both RE and SMSC are essential to our vision of enabling every child to flourish
- Both contribute to preparing pupils for life in modern Britain as informed, respectful and reflective individuals

How We Deliver SMSC at Escrick CE Primary School

SMSC development is woven throughout every aspect of school life. Our approach includes:

Through the Curriculum

All curriculum subjects contribute to SMSC development:

- **Religious Education:** Exploring beliefs, values and worldviews; considering moral questions; understanding diverse faiths and cultures; developing spiritual awareness and religious literacy.
- **PSHE (Jigsaw):** Developing self-awareness, managing emotions, building relationships, making healthy choices, understanding rights and responsibilities, exploring values and beliefs.



- **English:** Exploring themes of morality, identity and relationships through literature; developing empathy through understanding different perspectives; discussing moral dilemmas in texts.
- **History:** Understanding how beliefs and values have shaped societies; learning from the past; appreciating cultural heritage; developing respect for diverse cultures and traditions.
- **Geography:** Developing global awareness and cultural understanding; appreciating the diversity and interdependence of communities; understanding environmental responsibility.
- **Science:** Experiencing awe and wonder at the natural world; considering ethical questions raised by scientific developments; understanding human responsibility for creation.
- **Art and Music:** Expressing creativity and imagination; appreciating cultural diversity through art and music from different traditions; experiencing beauty and developing aesthetic awareness.
- **PE:** Developing teamwork, fair play and sportsmanship; understanding rules and their importance; building resilience and determination; celebrating individual and team achievements.
- **Computing:** Understanding digital citizenship and online safety; considering ethical issues in technology use; respecting others online.

Teachers plan explicitly for SMSC opportunities within their curriculum planning, ensuring progression and breadth across all four aspects.

Through Collective Worship

Our daily collective worship is central to SMSC development. Through worship, pupils:

- Explore Christian values and their application to daily life
- Experience times of reflection, prayer and stillness
- Consider life's big questions and develop spiritual awareness
- Learn about Christian beliefs, practices and festivals
- Develop respect for diverse beliefs and the beliefs of others
- Build a sense of community and shared values

Our termly worship themes (Thankfulness, Compassion, Courage, Forgiveness, Friendship, Respect) provide a structured approach to exploring values and their impact on our lives and relationships.

Through School Ethos and Values

Our Christian vision and FLOURISH values permeate daily school life:

- **Friendship:** Building positive relationships, showing kindness, working collaboratively
- **Learning:** Developing curiosity, resilience and a love of learning
- **Opportunity:** Recognising and developing individual talents and potential
- **Unique:** Celebrating individuality and diversity, recognising everyone is made in the image of God
- **Respect:** Showing respect for self, others, different beliefs and the environment
- **Resilience:** Developing perseverance, learning from mistakes, showing courage
- **Included:** Ensuring everyone belongs and is valued
- **Solve Problems:** Developing critical thinking and making responsible choices
- **Happy:** Promoting wellbeing, joy and positive mental health

These values are explicitly taught, modelled by all staff, and reinforced through our behaviour and reward systems.

Through Behaviour and Relationships

Our approach to behaviour and relationships promotes SMSC development by:

- Establishing clear expectations rooted in Christian values and mutual respect
- Developing pupils' understanding of rights and responsibilities
- Teaching conflict resolution and restorative approaches
- Encouraging pupils to consider the impact of their choices on others
- Celebrating positive behaviour and character development



- Providing opportunities for pupils to take responsibility and show leadership

Our commitment to being a Rights Respecting School ensures pupils understand their rights and responsibilities, developing their moral and social awareness.

Through Pupil Voice and Leadership

Pupils develop social and moral understanding through:

- **School Council:** Participating in democratic processes, representing others, making decisions that affect the school community
- **Worship Leaders:** Planning and leading collective worship, developing spiritual understanding
- **Eco Warriors:** Taking responsibility for the environment, understanding sustainability
- **Sports Leaders and Play Leaders:** Supporting younger pupils, developing leadership skills
- **Class responsibilities:** Taking ownership of classroom and school community

These opportunities develop pupils' confidence, sense of responsibility, and understanding of democracy and citizenship.

Through the School Environment

Our school environment promotes SMSC development through:

- **Reflection areas:** Spaces for quiet thought, prayer and spiritual reflection
- **Displays:** Celebrating diversity, showcasing pupils' work, promoting values and British values
- **Outdoor learning spaces:** Connecting with nature, experiencing awe and wonder, developing environmental awareness
- **Welcoming atmosphere:** Creating a sense of belonging and community for all
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Through Community Links and Enrichment

We develop pupils' social and cultural awareness through:

- **Church links:** Regular services, visits from clergy, participation in church life
- **Local community engagement:** Links with local organisations, charity fundraising, community events
- **Visits and visitors:** Welcoming people from diverse backgrounds and faiths; visiting places of worship, cultural venues and places of interest
- **Residential visits:** Developing independence, teamwork and resilience
- **Extra-curricular clubs:** Providing opportunities to develop interests, talents and social skills
- **Celebration of festivals:** Marking Christian festivals and learning about festivals from other faiths and cultures
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Through Outdoor Learning

Our commitment to outdoor learning enhances SMSC development by:

- Providing opportunities for awe and wonder in the natural world
- Developing environmental awareness and responsibility
- Building teamwork, resilience and problem-solving skills
- Offering space for reflection and spiritual development
- Connecting learning to the real world

British Values at Escrick CE Primary School

We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance. These values are embedded throughout our SMSC provision:



Democracy:

- School council elections and decision-making
- Pupil voice in school improvement
- Class discussions and debates
- Learning about democratic processes in history and PSHE

The Rule of Law:

- Clear school and classroom rules, developed with pupils
- Understanding rights and responsibilities through Rights Respecting Schools
- Learning about laws and their importance in PSHE
- Understanding consequences of choices and actions

Individual Liberty:

- Encouraging pupils to make choices and develop independence
- Respecting individual beliefs, identities and backgrounds
- Providing opportunities for pupils to develop their own interests and talents
- Teaching about personal freedom within a framework of respect for others

Mutual Respect and Tolerance:

- Our Christian values of respect, friendship and compassion
- RE curriculum exploring diverse faiths and worldviews
- Celebrating cultural diversity through curriculum and events
- Anti-bullying work and promoting inclusive behaviour
- Welcoming visitors from different backgrounds and faiths
- Teaching about equality and challenging discrimination

Assessment, Recording and Reporting

SMSC development is assessed through:

Ongoing observation and monitoring:

- Teachers observe pupils' attitudes, behaviour, relationships and engagement in SMSC opportunities
- Pupil voice activities reveal pupils' understanding and development
- Learning walks and lesson observations identify SMSC provision and impact

Evidence gathering:

- Pupils' work across the curriculum demonstrates SMSC development
- Photographs and records of SMSC activities and events
- Records of pupil leadership and contributions
- Behaviour and attendance data

Reporting:

- SMSC development is reported to parents through termly reports and parents' evenings
- Annual reports comment on pupils' personal development, including their spiritual, moral, social and cultural growth
- Governors receive regular updates on SMSC provision and impact

Pupil self-assessment:

- Pupils reflect on their own SMSC development through discussions, journals and self-assessment activities
- Older pupils can articulate their understanding of values, beliefs and their own development

SMSC assessment focuses on pupils' attitudes, values, behaviour and understanding, rather than attainment levels. We recognise that SMSC development is a continuous journey that varies for each individual.

Monitoring, Evaluation and Review

The effectiveness of our SMSC provision is monitored through:



Regular monitoring activities:

- Termly planning reviews to ensure SMSC opportunities are planned across the curriculum
- Work scrutiny to identify evidence of SMSC in pupils' learning
- Lesson observations and learning walks to observe SMSC in practice
- Pupil voice activities to gather pupils' perspectives on their SMSC experiences
- Analysis of behaviour, attendance and wellbeing data
- Review of enrichment activities, visits, visitors and events
- Evaluation of collective worship

Leadership responsibilities:

- The headteacher has overall responsibility for SMSC provision
- The RE and collective worship leader monitors spiritual development
- The PSHE leader monitors personal development aspects
- All subject leaders consider SMSC within their curriculum areas
- Governors monitor SMSC provision through visits, reports and discussions

Self-evaluation:

- SMSC provision is included in our school self-evaluation
- We maintain evidence of SMSC provision and impact in preparation for Ofsted and SIAMS inspection
- We regularly review our SMSC policy and practice against statutory expectations and best practice

External scrutiny:

- SMSC provision is evaluated through Ofsted inspection under the Personal Development judgement
- As a Church of England school, our SMSC provision (particularly spiritual development) is evaluated through SIAMS inspection
- We welcome feedback from the Diocese and other external partners

This policy will be reviewed every three years, or sooner if required by changes in statutory guidance or school context.

Roles and Responsibilities

Governors:

- Ensure the school meets its statutory duties regarding SMSC development
- Monitor SMSC provision through visits, reports and discussions with leaders
- Challenge and support leaders to ensure SMSC has appropriate priority
- Ensure SMSC provision reflects the school's Christian vision and values

Headteacher:

- Ensure SMSC development is central to the school's vision and curriculum
- Monitor and evaluate the quality and impact of SMSC provision
- Ensure staff understand their role in promoting SMSC development
- Report to governors on SMSC provision and impact
- Ensure SMSC provision meets statutory requirements

All Staff:

- Model the school's Christian values and positive behaviour
- Plan for and deliver SMSC opportunities within their areas of responsibility
- Create a positive, inclusive environment that promotes SMSC development
- Build positive relationships with pupils based on mutual respect
- Contribute to the school's ethos and collective worship
- Identify and celebrate pupils' SMSC development

Subject Leaders:

- Ensure SMSC opportunities are planned within their curriculum areas
- Monitor SMSC provision within their subjects
- Provide guidance and support to colleagues



RE and Collective Worship Leader:

- Lead on spiritual development across the school
- Ensure high-quality RE and collective worship that promotes SMSC
- Monitor and evaluate spiritual development

PSHE Leader:

- Lead on personal development aspects of SMSC
- Ensure high-quality PSHE provision that promotes SMSC development
- Monitor and evaluate pupils' personal development

Pupils:

- Engage positively with SMSC opportunities
- Develop their own values, beliefs and understanding
- Show respect for others and contribute positively to the school community
- Take on leadership responsibilities where appropriate

Parents and Carers:

- Support the school's values and ethos
- Engage with their children's SMSC development
- Participate in school events and community activities where possible

Staff Development and Training

All staff receive training and support to deliver effective SMSC provision:

- Induction for new staff includes the school's approach to SMSC and our Christian vision and values
- Whole-school training on SMSC development, British values and spiritual development
- Subject-specific training on delivering SMSC within curriculum areas
- Training on collective worship and spiritual development
- Opportunities to share good practice within school and through networks
- Access to external training and resources through the Diocese and other partners

Staff development needs are identified through monitoring, appraisal and self-evaluation, and addressed through our CPD programme.

Resources

We provide appropriate resources to support high-quality SMSC provision:

- RE resources including artefacts, books and visual materials
- PSHE resources including the Jigsaw scheme
- Collective worship resources and planning materials
- Books, stories and films that explore values, beliefs and moral questions
- Outdoor learning resources and spaces
- Reflection areas and spiritual spaces
- Links with community organisations, places of worship and external providers

Resources are regularly audited and updated to ensure they support effective SMSC provision and reflect diversity and inclusion.



Date	Event	Aims
Autumn 1	Collective Worship Theme – Thankfulness Whole school and class collective worships deliver this theme with enrichment from various groups and local clergy.	✓ To explore and develop a good understanding of key Christian Values. ✓ To encourage opportunities to put these values in action.
September	Class Rules School rules are shared in each class and the children commit to ensuring every child in school has access to their human rights.	✓ To understand that children's rights are the same throughout the world. ✓ To understand that they have responsibility for ensuring other children can access their rights. ✓ To provide a framework for positive behavior, which links to our school vision and values.
October	Harvest Festival Whole school celebration of Harvest. Parents are invited to this event and we donate to local foodbanks in Selby and York, who provide food and materials to people in need.	✓ To understand the importance of harvest and being thankful for all we have. ✓ To think about how we can support others in need and show compassion. ✓ To consider the Story of Creation and how this has influenced people's beliefs and ideas.
Autumn 2	Collective Worship Theme – Compassion Whole school and class collective worships deliver this theme with enrichment from various groups and local clergy.	✓ To explore and develop a good understanding of key Christian Values. ✓ To encourage opportunities to put these values in action.
November	Remembrance Day The whole school thinks about the contribution so many people made to keep our country safe. Common themes during the week are courage, responsibility, resilience and service. The whole school observes a 2 minute silence to remember those who gave their lives in war.	✓ To remember the members of the armed forces who have died in the line of duty. ✓ To think about what we can learn from recent History. ✓ To reflect on the importance of the Christian Values of trust and faith alongside Peace and forgiveness.
November	Anti-bullying week A whole school focus on the National theme of Anti-Bullying week.	✓ To reinforce our school behaviour policy, rules and culture. ✓ To ensure all children are equipped to



		recognise and challenge bullying behaviours. ✓ To highlight the importance of speaking out, friendship and supporting others. ✓ To raise awareness of the impact of our own actions. ✓ To consider the impact of justice in the wider world and our own communities.
December	Christmas/Advent Whole school celebrations of Advent and Christmas culminating in a Church Service and nativity play in EYFS/KS1.	✓ To reflect upon, understand and celebrate the true meaning of Christmas within the Christian faith.
Spring 1	Collective Worship Theme – Courage Whole school and class collective worships deliver this theme with enrichment from various groups and local clergy.	✓ To explore and develop a good understanding of key Christian Values. ✓ To encourage opportunities to put these values in action.
February	Safer Internet Week	✓ To reinforce the importance of keeping safe online. ✓ Teamwork within groups to create posters with advice. ✓ To reinforce our school behaviour policy, rules and culture.
Spring 2	Collective Worship Theme – Forgiveness Whole school and class collective worships deliver this theme with enrichment from various groups and local clergy.	✓ To explore and develop a good understanding of key Christian Values. ✓ To encourage opportunities to put these values in action.
Spring 2	World Book Day Outdoor learning theme.	✓ To encourage engagement with the natural world. ✓ Provide opportunities for outdoor



		learning. ✓ To respect our natural environment and look after it.
March	Mothering Sunday	✓ To celebrate a key event in the Christian calendar. ✓ To recognise and appreciate our mums and all they do for us.
Easter	Holy Week and Easter Whole school celebration of Easter culminating in a service at school. Reverend Jackie delivers Eucharist Collective Worship.	✓ To reflect upon and understand the true meaning of Easter within the Christian faith. ✓ To consider the Christian value of Humility and the importance of the Last Supper.
Summer 1	Collective Worship Theme – Friendship Whole school and class collective worships deliver this theme with enrichment from various groups and local clergy.	✓ To explore and develop a good understanding of key Christian Values. ✓ To encourage opportunities to put these values in action.
April	St George's Day	✓ To gain understanding of cultural diversity in Britain. ✓ To understand the importance and significance of patron saints.
Summer 2	Collective Worship Theme – Respect Whole school and class collective worships deliver this theme with enrichment from various groups and local clergy.	✓ To explore and develop a good understanding of key Christian Values. ✓ To encourage opportunities to put these values in action.
July	Sports Day	✓ To promote an enjoyment of sport. ✓ To take part in an enjoyable, competitive activity. ✓ To be part of a team, communicate and help others. ✓ Support children in our team point groups.
July	Leavers' Service	✓ To say goodbye to our current Year 6 children and celebrate their time and contributions to Escrick C of E Primary School. ✓ To consider the Christian Value of Wisdom and the importance of asking God to



		guide the children on their journeys.
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