A place for fun, creativity, friendship, ambition and discovery

Spiritual Moral Social and Cultural Policy

Introduction

Langham Village School aims to provide an education that offers pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

The integrity and spirituality of pupils from all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to different views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils 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.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

Aims

- to ensure that everyone connected with the school is aware of our values and principles

- to ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- to ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- to ensure that pupils know what is expected of them and why
- to give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- to enable pupils to develop an understanding of their individual and group identity
- to enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- to give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- sustain their self-esteem in their learning experience
- develop their capacity for critical and independent thought
- foster their emotional life and express their feelings
- experience moments of stillness and reflection
- discuss their beliefs, feelings, values and responses to personal experiences
- form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life
- recognise and reflect on different approaches to Spiritual Development
- recognise the commonalites and differences between the major religions of the world.

Moral development

As a school we aim to provide learning opportunities that will enable pupils to:

- recognise the unique value of each individual
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- distinguish between right and wrong
- show respect for the environment
- make informed and independent judgments.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- develop an understanding of their individual and group identity
- learn about service in the school and wider community
- begin to understand social justice and concern for the disadvantaged.

Our school Values are:

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- develop an understanding of their social and cultural environment
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual, moral, social and cultural dimensions of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and assemblies give pupils opportunities to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, eg bullying, death etc.
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider others' needs and behaviour
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging
- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — eg. empathy, respect, open mindedness, sensitivity, critical awareness.

All curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals
- agree and disagree

- take turns and share equipment
- work cooperatively and collaboratively.

Links with the wider community

- visitors are welcomed into school
- links with local groups and the Church are fostered
- the development of a strong home-school link is regarded as very important, enabling parents/carers and teachers to work in an effective partnership to support the pupil
- pupils will be taught to appreciate their local and global environment and to develop a sense of responsibility
- All children have the opportunity to experience a range of trips out of the school environment into the community which enhances children's social experiences.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- the head teacher and Subject Leader identifing aspects within subjects to be included in planning
- the Head teacher and Subject Leader monitoring resource provision, identifying shortfalls
- the policy will be reviewed biannualy.

Policy administration

Policy owner	Headteacher
Reviewed	November 2026
Agreed by staff	November 2026
Approved by governors	November 2026
Next review	November 2027