East Midlands Academy Trust

East Midlands Academy Trust

Spiritual, Moral, Social and Cultural (SMSC) Policy

‘Every child deserves to be the best they can be’

Inclusion Innovation Impact

Scope: East Midlands Academy Trust & Academies within the Trust	
Version: 1	**Filename:** EMAT Spiritual, Moral, Social & Cultural (SMSC) Policy
Approval: October 2026 Approved by CEO	**Next Review: October 2028** This Policy will be reviewed by the owner and & approved by the CEO every two years
Owner: Executive Headteacher (Schools with a religious character)	
Policy type:	
Statutory	New policy

Revision History

Revision Date	Revisor	Description of Revision
Sept 2026 v1	K Stannard	New Policy

'Let all that you do, be done in love' - 1 Corinthians 16:14

Love, Joy, Resilience

Our Golden Rule 'Do unto others, as you would have them do unto you' - Matthew 7:12

1. OUR VALUES

- **Love**
  'Let all that you do be done in love.' 1 Corinthians 16:14.
  Ensuring that all of our actions are done with the consideration of the impact those around us
- **Joy**
  'I sing for joy at what your hands have done. How great are your works.' Psalm 92:5
  Sharing and showing joy in our accomplishments
- **Resilience**
  'And let us run with perseverance the race marked out for us.' Hebrews 12:1
  Applying a growth mindset in all we do, showing resilience to setbacks

2. BACKGROUND

Education, in partnership with the home, plays a vital role in the spiritual, moral, social and cultural development of the individuals within our School.

The Education Reform Act (1988) indicated the school curriculum would provide a broad and balanced education for pupils and prepare them for the opportunities, responsibilities and experiences they would face in later life. The promotion of spiritual, moral, social and cultural values form an important area of a pupil's development in this respect.

3. AIMS

East Midlands Academy Trust Church of England academies aim to provide a happy, caring Christian environment where children will build upon their strengths and develop self-discipline and resilience. They will live their school lives by our Christian values.

We will provide the best quality of education possible, appropriate to the individual's needs and abilities.

We value the contributions made by everyone who is part of our school community, namely, pupils, staff, parents, governors and friends.

4. SPIRITUAL DEVELOPMENT

Spiritual development relates to feelings, experiences, emotions, a sense of heightened perception or awareness, awe and wonder, a sense of purpose and a sense of being part of a greater whole.

How is Spirituality Nurtured?

Children's spiritual development is fostered through all aspects of our provision. It is about the relationships and the values that we consider to be important, as well as the development of knowledge, concepts, skills and attitudes. We give children opportunities to:

- Express personal beliefs and compare views with others, sharing feelings and opinions through discussions and stories.
- Begin to develop their own system of beliefs which may or may not include religious beliefs.
- Experience a love of learning through rewarding their enthusiasm and by encouraging exploratory play and learning.
- Reflect upon the world around them and show a sense of awe and wonder towards aspects of the natural world or human achievement.
- Reflect on the situations of others through role play, stories.
- Experience a range of stories, music, art, drama and dance

What is the Role of the School Community?

All members of the school community have a responsibility for helping to nurture children's spiritual development.

School staff can do this through:

- Establishing and maintaining a partnership between pupils, parents and staff; recognising and respecting the faith background of the children and their families;
- Taking part in, and supporting, acts of collective worship;
- Being good role models in their conduct towards other members of the community;
- Promoting an attitude of respect for other people and for others' views;
- Nurturing consideration for and generosity towards others.
- Drawing on the experiences of pupils and their families during religious education lessons and beyond;
- Recognising and being constantly aware of the needs and backgrounds of each individual pupil;
- Being willing to develop their own knowledge and understanding of the Christian faith and the faiths of others;
- Having a positive attitude to the value of spiritual education.

Pupils can do this through:

- Taking an active part in acts of collective worship;
- Participating in activities which promote the skills allowing them to engage in examination of and reflection upon religious & non-religious belief and practice;
- Conducting themselves towards others considerately, in line with the code of conduct;
- Respecting the views and beliefs of others.

"Spiritual" is not always synonymous with "religious." All areas of the curriculum may contribute to pupils' spiritual development.

We encourage spiritual development through:

- the values and attitudes that the School identifies, upholds and fosters;
- the contribution made by the whole curriculum;
- religious education, acts of worship and other assemblies;
- extra-curricular activities;
- the general ethos and climate of the School.

Pupils will experience elements of spiritual development by:

- using the support given to help them to cope with their responses to challenging encounters, for example, love, death, pain or suffering;
- using time provided to reflect on God, on themselves, on others, on human capacities and what commitment means;
- taking advantage of opportunities to exercise intellectual curiosity in open-ended enquiry, in testing their beliefs against those of others, and in exploring similarities and differences;
- nurturing the ability to be moved by excellence in human achievement (including their own), by works of art, music and literature that capture the essence of human experiences, and by power, beauty and symmetry in nature and therefore experiencing awe, wonder, delight and thankfulness to God;
- exercising imagination and intuition in creative pursuits and in forming ideas and theories in their academic work and daily lives;
- discussing and debating their insights, beliefs, ideas, emotions, feelings and experiences;
- engaging in an approach to the holy and sacred by prayer and worship or sitting quietly whilst others engage in prayer and worship;
- through the provision of a daily act of collective Christian worship and regular opportunities for the whole School and community to worship together at the Parish Church.

A varied range of experiences enable pupils through their spiritual development and understanding of the Christian faith, to gain:

- knowledge of central beliefs, ideas and practices of major world religions and philosophies;
- an understanding of how people have sought to explain the universe through various myths and stories, including religious, historical and scientific interpretations;
- beliefs which are held personally, and the ability to give some account of these and derive values from them;

- from behaviour and attitudes which derive from such knowledge and understanding and from personal conviction, and show awareness of the relationship between belief and action;
- from personal responses to questions about the purpose of life and to the experience of facing challenging situations.

5. MORAL DEVELOPMENT

Moral development is concerned with a pupil's knowledge, understanding, intentions, attitudes and behaviour in relation to what is right or wrong. It displays a commitment to doing what is right, born of a fellow feeling for others and the desire to be good.

We encourage moral development through;

- knowledge of the codes and conventions of conduct agreed within School and by society at large;
- encouraging pupils to make judgements by applying moral principles, insights and reasoning;
- the provision of knowledge and understanding of the criteria put forward as a basis for making responsible judgements on moral issues;
- the will to behave morally as a point of principle.
- Pupils will experience elements of moral development by:
- gaining an understanding of right and wrong;
- respecting the School's Ethos and Values;
- developing their thinking and actions and exercising their will in resisting temptation;
- attempting to become better people;
- developing a 'family' feeling and a willingness to make an effort to understand others;
- building their respect for themselves and for others;
- engaging in effective moral reasoning and in their attempts to decide what is right;
- reflecting upon weakness, failure and fault as part of the human condition and recognising that mercy and forgiveness are gifts from God;
- developing an understanding of sexual morality.

A varied range of experiences enable pupils through their moral development to:

- distinguish between right and wrong;
- articulate their own attitudes and values;
- take responsibility for their own actions;
- recognise the moral dimension to situations;
- understand the long and short-term consequences of their actions to themselves and others;
- acquire for themselves a set of socially acceptable Christian values and principles, and set guidelines to govern their behaviour;
- recognise that their values and attitudes may have to change over time;
- behave consistently in accordance with their principles;
- recognise that greater factors extend beyond self-interest at certain times.

6. SOCIAL DEVELOPMENT

Social development refers to the ability of children to respond appropriately to those around them both at school and in the wider community by developing qualities and competencies needed to play a full part in society.

We encourage social development by;

- recognising that we complement and extend the functions of home and the wider community by helping to prepare pupils to live in society;
- providing an opportunity for social development within classroom/school structures, organisation and management;
- planning classroom experiences which develop social skills, such as teamwork, co-operation etc. through activities such as residential experiences, school productions, school journeys, clubs, fund-raising ventures, charity events, organisation of a school Council and individual responsibilities;
- examples encountered in curriculum subjects.

Pupils will experience elements of social development through:

- personal interaction enabling children to put aside self-interest and to work with others for the common good;
- the recognition of the worth of those around them and encouraging and maintaining a Christian family atmosphere;
- encouraging respect for people and property regardless of beliefs or origins;
- developing an understanding of the responsibilities and rights of being a member of the school community;
- the security which comes from a sense of belonging to the Christian family;
- the reinforcement of their belief that they have a part to play, that they can ask questions and express opinions which will be taken seriously.

A varied range of experiences enable pupils through their social development to display:

- knowledge of the ways in which societies function and are organised i.e. from family to school and thence to wider local, national and international groupings;
- understanding of how individuals relate to each other and to the institutions, structures and processes of society, and of how what is learnt in the curriculum relates to life in society;
- attitudes which show the capacity to adjust to a range of social contacts by appropriate and sensitive behaviour;
- skills in taking on, as appropriate, the role of leader and team worker, exercising responsibility, initiative and co-operation;
- the ability to make a strong personal contribution to the wellbeing of social groups and to form effective relationships within them.

7. CULTURAL DEVELOPMENT

Cultural development for pupils is concerned with providing a range of experiences that enable children to understand the nature and roots of their own Christian and other cultural traditions.

We encourage cultural development by:

- strengthening cultural interests which pupils already have and exposing them to a breadth of stimuli to allow them to develop new interests;
- recognising and respecting the rights of others to exercise a cultural influence;
- extending cultural horizons beyond the immediate or local to, for example, the highest artistic, musical and literary achievements of human beings;
- recognising and planning for the opportunities in the whole curriculum to promote cultural development;
- maintaining and promoting clear cultural values.
- Pupils will experience elements of cultural development through:
- understanding the beliefs, values, customs, knowledge and skills which form the basis
- of identity and cohesion in our own and other forms of society;
- recognising and respecting the rights of others to exercise a cultural influence in our multicultural society;
- knowledge of the nature and roots of cultural traditions;
- appreciation of the key features of major cultural groups within society;
- developing and strengthening their cultural interests;
- developing a capacity to relate what is learnt to an appreciation of wider cultural aspects of society;
- exposure to a breadth of stimuli in order to allow them to develop new interests;
- extending their horizons beyond the immediate to the broadest artistic, scientific, musical and literary achievements;
- developing an understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices to foster the ability to value the quality and worth of cultural achievements.

A varied range of experiences enable pupils to display:

- knowledge of the nature and roots of their own cultural traditions and practices, be they religious, social, aesthetic, ethnic or political, and also the key features of other major cultural groups within their own society;
- understanding of the diversity of religious, social, aesthetic, ethnic or political traditions and practices both nationally and internationally;
- personal responses and accomplishments across the whole range of cultural fields;
- a capacity to relate what they have learnt to their appreciation of wider cultural aspects in society.

8. RESPONSIBILITIES

It is the responsibility of the Head of School to implement this policy.

Staff are responsible for ensuring that the contents of the policy are implemented.

The Local Advisory Board will monitor the implementation of this policy to evaluate its success and to ensure that the necessary resources are provided.

9. EVALUATION

The policy will be reviewed by the owner at least once every two years.