

HOLY FAMILY CATHOLIC PRIMARY SCHOOL



SMSC POLICY

(Social, Moral, Spiritual and Cultural)

Reviewed: May 2024

To be reviewed: May 2026

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SMSC POLICY

'Living, Loving and Learning as followers of Jesus Christ.'

Statement of intent

At Holy Family Catholic Primary School, the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics.

The school prides itself on providing a consistently safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential. This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's activities and is not limited to specific SMSC lessons.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National curriculum in England framework for key stages 1 to 4'
- Ofsted (2024) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

A whole-school approach to SMSC education

The governing board will ensure that SMSC education is embedded across the school's activities to ensure that the potential of each pupil is developed in accordance with their individual needs and capabilities.

The headteacher and SLT will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

The school's spiritual development provision enables pupils to:

- Be reflective about their beliefs, religious or otherwise, and their perspective on life.
- Have knowledge of, and respect for, different people's faiths, feelings and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use imagination and creativity in their learning.
- Develop willingness to reflect on their experiences.

The school's moral development provision enables pupils to:

- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Understand the consequences of their behaviour and actions.
- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues.

The school's social development provision enables pupils to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.
- Participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

The school's cultural development provision enables pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.

- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The headteacher will work in collaboration with the SENCO to ensure that lessons and activities, and expectations of pupils in relation to those lessons and activities, are appropriately adjusted to accommodate the needs of pupils with SEND.

Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum. SMSC has particularly strong links to religious education, citizenship, history and PSHE. The school has developed an [SMSC matrix](#), which shows where SMSC education, respectively, are embedded into subjects and provides evidence of their inclusion.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible. Teaching staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and team work are encouraged and prioritised in line with the guiding principles of SMSC education.

Teaching staff will use classroom discussion to support pupils to:

- Talk about their experiences, thoughts and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Explore their relationships with friends, family and others.
- Consider, and show empathy towards, the needs and experiences of others.
- Develop self-esteem and personal confidence.
- Develop a sense of belonging.
- Develop their SMSC skills, e.g. compassion, respect, open-mindedness, sensitivity and critical awareness.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat one another as equals, regardless of protected characteristics and/or background.
- Recognise and celebrate the differences and similarities between themselves and others.
- Agree and disagree with people respectfully.
- Work co-operatively and collaboratively.

The school will use the following methods to help pupils develop an understanding of how they can influence decision making through the democratic process:

- Electing a School Council, an Eco-Council and Mini-Vinnies. Collaboratively, these 3 bodies of children form the School Ambassadors.
- Establishing monitoring roles for pupils, e.g. class monitors, Prefects, Library Monitors, Cloakroom Monitors, to allow pupils opportunities to develop and display leadership skills
- Appointing playground leaders
- Issuing pupil questionnaires to gather pupil opinions on decisions
- Providing pupils with opportunities to build balanced arguments and form opinions, e.g. by taking part in debates and public speaking

The school will use the following methods to help pupils develop an understanding of the rule of law:

- Setting and enforcing high expectations for attendance, punctuality and behaviour
- Setting and enforcing classroom and school rules
- Teaching pupils about laws that are relevant to the school setting
- Teaching pupils about adults who fulfil roles designed to help others, including staff members, emergency services, friends and family
- Teaching pupils about the role of the monarchy and of previous monarchies
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
- Implementing clear, consistent and defined sanctions for challenging behaviour in line with the Behaviour Policy

We may use the following methods to help pupils develop an understanding of different faiths and beliefs:

- Celebrating differences and similarities through cultural event days, for example, International Day
- Arranging trips to places of worship
- Teaching about different beliefs and cultures
- Exploring moral values through lessons, stories and assemblies
- Arranging visits from various religious leaders
- Blocking out times in the timetable for in-depth religious study

The school will also employ additional practical activities and practices to encourage pupils' SMSC development, including the following:

- Encouraging pupils to work together in different groupings and situations
- Providing opportunities for pupils to consume and study literature, art, music and media from artists of different cultures, backgrounds, genres and faiths
- Organising in a variety of different social and cultural school trips, e.g. to museums or places of worship, visiting elderly residential homes
- Hearing and seeing live performances by professional actors, dancers and musicians

- Learning songs from different cultures and playing a range of instruments
- Making and consuming food from other countries
- Studying the contributions to society that famous people of all backgrounds have made

Teaching staff will help pupils' SMSC development by:

- Encouraging teamwork across all subjects.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of perceived ability.
- Using themes, e.g. in assemblies and lessons, to explore important aspects of British heritage and other cultures, e.g. religious festival days and global events.

Community links

The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities, including:

- Community fundraising activities ie joint working with Southport Learning Partnership (SLP) to support the knife crime campaign and raising funds for Compassion Acts (Southport Foodbank)
- School-community link organisations, e.g. 'Friends of Holy Family, Social Signature organisation in Southport; CAFOD, NSPCC
- Hosting school events to which community members are invited as participants or audience members ie School Council Coffee Mornings, Come Dine with Me, Stay and Pray
- Questionnaires and evaluations sent to parents and other members of the community to gather opinions, e.g. on school initiatives or practices, ie. Come Dine with Me and Stay & Pray evaluations, parental questionnaire findings

The school will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.

Promoting fundamental British values

The school will use SMSC education to promote fundamental British values by:

- Including, in suitable parts of the curriculum, age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils, a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Listening to the voices of all pupils and promoting active participation in democratic processes, e.g. through a school council.

- Using democratic opportunities in the wider community, e.g. general and local elections, to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

The school is not obliged to promote teachings, beliefs or opinions in conflict with its own, but will not promote discrimination against pupils or groups based on their belief, opinion or background.

6. Ofsted inspections

As part of its activities when carrying out ungraded, graded, and urgent inspections of schools and academies across England, Ofsted will assess the effectiveness of the school's SMSC provision.

Inspectors will judge the schools' SMSC provision based on the following factors:

- Whether the spiritual, moral, social, cultural, mental, and physical development of pupils is actively promoted by the school
- Whether the SMSC provision enhances pupils' personal development in relation to citizenship education and fundamental British values
- Whether the school's work to enhance its own SMSC provision is of a high quality

The school will ensure that all of the 'good' criteria are met securely and consistently in order for its personal development provision to be judged as 'outstanding'. Additionally, the school will ensure that its provision includes the following elements:

- The school consistently promotes the extensive personal development of pupils, providing a wide variety of opportunities for them to develop their talents and interests
- There's strong take-up by pupils of the opportunities provided by the school

- The opportunities provided by the school are done so in a coherently planned way through the curriculum and extra-curricular activities

The school will ensure that its curriculum prioritises its personal development provision in order for that provision to be judged as 'good'. This includes the school meeting the following criteria:

- Ensuring that the curriculum stretches beyond the academic, vocational, and technical
- Working to support pupils' confidence, resiliency, independency, and strength of character
- Ensuring that high quality pastoral support is provided, including guiding students to maintain a physically and mentally healthy lifestyle
- Providing opportunities for pupils to have their interests nurtured, developed, and stretched
- Preparing pupils for life in modern Britain, developing their understanding of fundamental British values, democracy, the rule of law, individual liberty, as well as tolerance and respect for those of different faiths and beliefs
- Promoting equality of opportunity and diversity effectively
- Promoting pupils' engagement with views, beliefs, and opinions that are different from their own
- Providing pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society

The school will also undertake all of the above actions in relation to personal development provision to avoid being judged as 'inadequate' by Ofsted.

7. Monitoring and review

SMSC provision is reviewed on a bi-annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by the curriculum coordinator, headteacher and governors as part of the school's general monitoring.
- Regular discussions at staff and governors' meetings.
- Bi-annual SMSC audits
- The development of RE, PSHE and Prayer and Liturgy to reflect the diversity of both the school and society.
- The sharing of classroom work and practice.

This policy is reviewed on a bi-annual basis by the headteacher, and any changes will be communicated to all stakeholders

SMSC Matrix

This matrix demonstrates where spiritual, moral, social and cultural education, respectively, are embedded into subjects and activities, and to provide evidence of their inclusion.

Activity or lesson	Does it contain spiritual education? If so, how? what? Examples	Does it contain moral education? If so, how? what? Examples	Does it contain social education? If so, how? what? Examples	Does it contain cultural education? If so, how? what? Examples
Maths		NSPCC Number Day	My Money Week	
English		Books/ extracts selected for Class Novels, reading lessons and/or Quality texts.	Books/ extracts selected for Class Novels, reading lessons and/or Quality texts.	Books/ extracts selected for Class Novels, reading lessons and/or Quality texts.
Science		Science supports moral development by showing children that different opinions need to be respected and valued. There are many moral issues that we cover in science including discussions about environmental (habitats) and human issues (Diet, keeping healthy).	Science allows the children to work collaboratively, to investigate and learn from the thoughts and ideas of others. Develop understanding and show care and respect for the world in which they live. It allows the children to develop their sense of personal enjoyment of scientific investigation and understanding	Science gives the children the opportunity to reflect on the influence it has - locally, nationally and globally, developing their understanding of how developments in scientific knowledge and understanding has shaped and impacted the world they live in today and may live in in the future. Allow them to examine the scientific world around them, past, present and future possibilities. By studying scientists from the past and present, children develop an understanding of the diversity of those who work within the field of science. British Science Week
Art	In Art the work of children becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great Artists and experience wonder and awe at the achievements of these great works	Students are encouraged to show mutual respect and consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others. Understanding how their comments can make their peer feel about their work. Displays	Art and Design frequently requires all pupils to work in pairs, groups or teams. Pupils often work collaboratively requiring cooperation and communication linking to the values of trust, compassion and service.	All units of work link with contextual/cross-curricular themes involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can

	of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress. Pupils understand that this standard of work does not happen immediately but requires endurance.	around the school and in classrooms show a variety of different art work from age groups and abilities. This promotes children to be positive about their work and increases self-esteem.	Enrichment enables children from different year groups to work together in Art, especially during Sky Arts Week.	enrich our own lives. The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture. All key stages ensure that Art is taught as part of a topic and alongside other subjects to gain a greater understanding of different cultures.
DT	D.T supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products. It instils a sense of awe, wonder and mystery when studying the natural world or human achievement. Encouraging creativity allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking 'why?', 'how?' and 'where?'.	D.T supports moral development by raising awareness of the moral dilemmas by encouraging pupils to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates pupils to become responsible consumers.	D.T Supports social development by providing opportunities to work as a team, recognising others' strengths and sharing equipment. Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues e.g. encouraging girls to use equipment that has been traditionally male dominated.	D.T supports cultural development by encouraging children to reflect on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
History	We encourage pupils to appreciate a range of religions and beliefs and a respect for these different perspectives. E.g. in KS2 children learn about the Ancient Greek Gods and their importance in the Ancient Greek people's lives. We help children to realise the incredible significance that some individuals have had in the past. This allows pupils to see the similarities between people now and in the past and bringing them alive	Pupils comment on moral questions and dilemmas from the past. Helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation. Developing open mindedness when considering the actions and decisions of people from the past.	We encourage pupils to think about what past societies have contributed to our culture today. Promoting pupils own social development through working together and problem solving. The study of social issues is a common theme in History lessons. Exploring the similarities and contrasts between past and present societies and be made aware of how we are very fortunate to live in 'the modern world'. Pupils are also encouraged to work together and problem-solve in classroom activities through questioning and activities.	Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history. They gain an understanding of and empathy with, people from different cultural backgrounds in historical topics and during Black History Month.

	through primary and secondary sources, artefacts and trips.			
RE	'Come and See' and 'To know you more Clearly' Curriculum: Gospel Values and the teaching of the faith. Prayer and Liturgy: Teaching of the Gospels Class assemblies Class / whole school visits to church	'Come and See' and 'To know you more Clearly' Curriculum: Gospel Values and the teaching of the faith Remembrance Assembly with Major providing a short film & discussion to the children Exploring topics and choices through the Gospels LENT walk – CAFOD Harvest Festival – supporting local and Global families	'Come and See' and 'To know you more Clearly' Curriculum: Gospel Values and the teaching of the faith. Remembrance Assembly with Major providing a short film & discussion to the children. Developing relationships and learning how to be a vital member of society Catholic Social Teaching workshops Mini Vinnie assemblies	'Come and See' and 'To know you more Clearly' Curriculum: Gospel Values and the teaching of the faith. Class visit to the Jewish Living Experience Remembrance Assembly with Major providing a short film & discussion to the children Learning about other members in our global family: Laudato si' assembly
PE	Children should be enthused at the capability the human body has. Be thankful to God for the abilities and talents he has given us.	Core concepts educate morals i.e Honesty and integrity	Main core concept in PE is Social skills. Communication is an example of a key focus	Children experience visits from outside agencies to support their PE. They will also take part in events within the community.
PSHEE	Children are encouraged to be inquisitive and questions their understanding of beliefs and morals. Involvement in the Smile Project	The Canning Road Project: Redesign of local play area Involvement in the Smile Project	Travel & Transport: Fun Jobs in the Airport Maritime Adventures: Exciting Adventures at Sea. Career Champions: Redesign project of Marine Lake Involvement in the Smile Project	Children will experience visits from outside agencies and take part in school trips that enhance their cultural capital. Involvement in the Smile Project
Geography	Studying real people in real places as often as possible, develops students spiritually. Exploring what it would be like to live in different environments and areas of the world e.g. Kenya/South America.	Exploring global issues such as whether deforestation should be allowed in a rainforest helps children understand views held by society whilst also developing their own attitudes and values to these issues.	Fieldwork opportunities in the local area allow children to analyse and debate likes and dislikes and work together to come up with solutions and ideas for improvement.	Exploring the features and characteristics their local area and contrasting it to more distant localities, looking at different cultures, customs and traditions around the world.

	Children have the opportunity to explore their own feelings about the people, culture, place and environments that they are learning about. The diverse nature of our pupils enhances discussion and debate in this area.			
Music	Spiritual celebrations or other major religions	Encouraging children to share their thoughts and opinions when appraising pieces of music and respecting that different children will have different responses.	Working collaboratively in partners, groups and as a whole class ensemble. Understanding how orchestras work together and how each instrument plays a part to create a whole performance. Year 4 band Halle trip	Exploring how musicians and performers from a range of cultures have had a significant impact globally Black History Month African Drumming Eurovision celebrations
IT	Safer Internet Day Be Internet Legends Day/Assembly		National Coding Week	Safer Internet Day Be Internet Legends Day/Assembly
Assemblies	Dogs' Trust Whole School Workshop	Y5/Y6 workshop led by Deputy Lieutenant, Mike Braham DL: our King, his history and his role SASW trust Anti-Bullying assemblies and Christmas production 'Young People Demand Change' assembly - CAFOD	Assemblies led by CAFOD: Catholic Social Teaching. Y5/Y6 workshop led by Deputy Lieutenant, Mike Braham DL: our King, his history and his role SASW trust Anti-Bullying Assemblies and Christmas production 'Young People Demand Change' assembly - CAFOD	Y5/Y6 workshop led by Deputy Lieutenant, Mike Braham DL: our King, his history and his role
Trips/Visits	Visits to Church throughout the year. Y6- New Beginnings Retreat Day (Animate)	The rededication of the Southport War Memorial with Princess Anne. Our Y6 children were involved in the march.	Y6- Conway Residential The rededication of the Southport War Memorial with Princess Anne. Our Y6 children were involved in the march.	Y6- WW1 Experience Day; Holocaust Memorial Day Cinema Trip
Languages	Children experience linking their own language to Spanish and	Our children recognise the importance of learning a language	We teach children how Spanish concerns communicating for a purpose	In learning a different language, our children begin to appreciate the

	exploring the new words and phrases. learning a new language.	from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. Pupils learn that it is important to take risks and make mistakes when trying new words in different languages, and to be understanding of other children who are trying out new words and phrases for the first time.	with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom.	similarities and differences between other countries and Britain. Pupils explore famous landmarks and the history and heritage linked to these landmarks. Pupils can compare the Arts (famous artists, composer, singers) and sports of different countries.	
School Council	International Day of Peace World Smile Day World Kindness Day	SLP Love My Community Day Anti-Bullying Week Assembly Ukraine Appeal Mental Health Awareness Week Refugee Week	School Council led coffee mornings Christmas cards for the crescent	Uk Parliament Week International Women's Day Pride Month	
Eco Schools		Litter picking around the community Recycling week	Swap and shop – Christmas Jumper and World Book Days Walk to school weeks		
Key considerations				Yes	No
Are all aspects of SMSC evident when pupils move around the school?				✓	
Are all aspects of SMSC reflected in classroom and corridor displays?				✓	
Does the school website reflect a consistent approach to all aspects of SMSC?				✓	