



West Byfleet Infant School
We Belong, Inspire, Succeed

SMSC Policy

Context of Policy to our School vision and Values



Our school vision is 'We Belong, Inspire, Succeed'. This reminds us daily that children need to feel safe and secure within the school community, have opportunities to inspire their interests and an enthusiasm for learning, as well as achieving success at all levels.

Through a positive caring environment, we provide the opportunity for every child to reach their full potential spiritually, morally, socially and culturally.

Member of staff responsible	Head Teacher
Date Policy Produced	Summer 2024
Policy agreed/last reviewed	Summer 2025
Next review date	Summer 2027
Other Related Policies	PSHE
Is it a Statutory Policy?	No
Does it need Governor approval?	No

At West Byfleet Infant School we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own view points.

Through ensuring pupils' SMSC development, we also demonstrate we are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development. Pupils must show regard to people of all faiths, races and cultures with respect and tolerance.

This school promotes a whole child approach to spiritual, moral, social and cultural understanding, and, by example and direct teaching, follows and promotes the core values which develop children into thoughtful and considerate citizens.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides 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.

Spiritual Development

- Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.
- Our learning environment and curriculum opportunities enable pupils to:
Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)

Moral Development

- Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Our learning environment and curriculum

The classroom environment and curriculum promote moral development through:

- Our Behaviour Posters are displayed with Behaviour questions to encourage children to evaluate and reflect.
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school assemblies that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures.
- Charity fundraisers that are linked to our school community / local community are supported

Social Development

- Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Our learning environment and curriculum

- Modelling of positive social behaviour by all staff, After school clubs, Sporting activities, Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community (local care homes, cluster schools, local sports college, Open the Book Worship team)

The values of 'Wonder, Equality, Honesty, Ambition, Vision, Empathy' are explicitly taught and modelled throughout the school

Cultural Development

Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Our learning environment and curriculum

Children are introduced to a regional and global perspective in life through:

- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures when raising money for charity

Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school and the wider community.

Monitoring and review

The planning and coordination of SMSC are the responsibility of SLT, the RE and PHSE subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speaks to the children about different elements of SMSC and uses this to inform future planning

This policy is supported by our SMSC Curriculum Overview and our SMSC Progression of Skills.