

Spiritual, Moral, Social and Cultural Policy (SMSC)

Whole school including EYFS

Version	4	5	6	7	
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Policy approved by Governors	Mrs Wilcox	Mrs Wilcox	Mrs Wilcox	Governor Hub October 2025	
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This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

1.0 Aims and objectives

At Branwood Preparatory School, we recognise that social, moral, spiritual and cultural (SMSC) development is central to the education of all pupils and embraces the whole curriculum and ethos of our school. It is reflected in the behaviour of all individuals and in their interactions and also in the provision of teaching, resources and the learning environment. The aims and objectives of Branwood Preparatory School's approach to SMSC are viewed under four separate headings. At the same time, it is appreciated that such a division is rather arbitrary and there is a considerable inter-relationship.

1.1 Social development

- To develop social skills, be able to interact and engage with others and to be confident in speaking in public.
- To ensure that all should accept responsibility for their own behaviour.
- To ensure pupils become aware of their responsibilities to their peers, school, family and the wider community.
- To ensure pupils build positive relationships focusing on friendships, family relationships, and relationships with other peers and adults.
- To ensure that children learn about relationships, the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. (more information can be found in the RSE Policy)

1.2 Moral development

- To be proactive in drafting a range of moral values.
- To encourage an analysis of individual behaviour in relation to a range of values.
- To ensure that children distinguish right from wrong and to respect the civil and criminal law of England.
- To develop a sense of justice and what is fair or unfair in the treatment of others.
- To develop an ability to think through the consequences of their own actions.
- To understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
- To encourage respect for other people, paying particular regard to the protective characteristics set out in the Equality Act 2010

1.3 Spiritual development

- To help pupils acquire a set of values, principles and beliefs that will govern their behaviour.
- To help pupils become aware of the beliefs of others and therefore display empathy and respect.
- To encourage pupils to reflect on their behaviour based on the notion of right and wrong.
- To encourage an appreciation of the intangible – music, feelings and emotions.
- To encourage pupils to develop their self- knowledge, self- esteem and self-confidence.

1.4 Cultural development

- To develop an appreciation of their own culture.
- To provide pupils with a broad general knowledge of public institutions and services in the U.K. and to be aware of the fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and Beliefs.
- To encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- To develop further tolerance and harmony between cultural traditions and encourage children to acquire an appreciation of and respect for their own and other cultures.

2.0 British Values and Citizenship

We promote 'British Values' through our spiritual, moral, social and cultural education which is embedded in the school's curriculum and supports the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

2.1 Democracy

- In practice at Branwood Preparatory School democracy is taught and nurtured through:
- Pupils always being listened to by adults and being taught to listen carefully and with concern for each other, respecting the right of every individual to have their opinions and voices heard.
- Pupils having the opportunity to air their opinions and ideas through our Pupil Parliament, Eco Club, regular questionnaires and class discussions.
- The election of the Pupil Parliament members is based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

2.2 The Rule of Law

- The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced.
- Pupils are helped to learn to manage their behaviour and take responsibility for their actions.
- We help our pupils to understand the connection between actions and consequences.
- Our staff are committed to providing a consistent and predictable environment within the school and beyond.
- Each class discusses and sets its own rules (class charter) that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.
- Our pupils are taught the value and reasons behind our laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

2.3 Individual Liberty

- Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.
- As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education.
- Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and PSHE lessons.
- Whether it is through choice of challenge; of how they record; participation in our numerous extra-curricular activities, our pupils are given the freedom to make choices.
- Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible.
- We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities.
- Many of our pupils will be able to take responsibility for particular roles and to understand that with certain rights comes certain responsibilities.
- Learning to do things independently is an important part of learning to understand yourself.
- We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.

2.4 Mutual Respect

- Respect is deeply embedded in all that we do at school.
- The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have, however big or small.
- We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs.
- Within school, pupils work with a range of people and interactions with others are always positively promoted.
- We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

2.5 Tolerance of those with different faiths and beliefs

- At Branwood Preparatory School each person is respected and valued equally without regard to ability, gender, faith, heritage or race.
- We actively promote our pupils' understanding of different faiths and beliefs through our Religious Education and PSHEE curricula.
- Cultural appreciation and development forms part of our curriculum.
- We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.
- We have regular celebrations of different faiths such as Diwali, Chinese New Year, Christingle and Easter Services and Eid.
- We visit Temples, Gurdwaras, Churches and Mosques.
- We also plan regular Black History Days to celebrate diversity in literature, art, music and history. Visitors may be invited into our school to enrich and extend understanding.
- Sometimes our parents come to share their heritage and beliefs.
- Through this our pupils gain an enhanced understanding of their place in a culturally diverse society. Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong.

3.0 Implementation of the policy

3.1 Essentially the aims and objectives are enmeshed in the whole fabric of the school – the atmosphere that characterises Branwood its friendliness, discipline, courtesy, order and behaviour and respect for others. It may be said that a great many of these aims and objectives are simply regarded as the norm.

3.2 The aims and objectives are achieved to a great extent by the standards set by the staff. The respect, concern, friendliness and general approach of each member of staff to each and every pupil sets the highest standards for the children to emulate.

4.0 Specific areas that SMSC can be seen in a number of the school's activities

4.1 Within the curriculum, examples include:

- English – Speaking and listening. Response to a range of issues and general discussions of world issues.
- Geography – Awareness of cultural differences. Study of different countries and the study of the local community.
- RE - Awareness and the study of different beliefs and faiths. Visiting Speakers. Celebration of the various religious festivals. Artefacts relating to the religious festivals. Discussions on a whole range of moral, social and cultural issues. Visits to various places of Worship. To

encourage respect for other people, paying particular regard to the protective characteristics set out in the Equality Act 2010.

- IT – Using the internet to research other countries and periods of history. E-safety.
- PSHEE – Covering a whole range of moral and social issues. Including distinguishing from right from wrong and to respect the civil and criminal law of England The formal study of society. To encourage respect for other people, paying particular regard to the protective characteristics set out in the Equality Act 2010.
- PE – Accepting responsibility. Coping with success and failure. Working as a team.
- RSE- Awareness of positive relationships and the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. For these lessons we follow the SCARF Framework
- Maths – Listening to the strategies of others. Working collaboratively in the solution of problems.
- Drama- Acting out real life situations – (role play) – bullying and public speaking.
- Forest School

The above are examples of what can be achieved within the curriculum.

4.2 In extra-curricular activities, examples include:

- PE and Games – the many team games foster teamwork. Inculcation of standards of behaviour, good sportsmanship, acceptance of authority – referee / umpire.
- Trips – foster self-confidence, awareness, consideration of others and independence.
- Clubs – working independently and in groups. Encouraging reliability. All can participate and encourages self – confidence.
- Music and Drama – The public performances – in the schools Christmas Nativity and The Summer show encourages confidence, responsibility and the importance of teamwork.
- Theatre visits – Cultural development. Standards of behaviour in different arenas.

Again, the list is not exhaustive but serves as an indicator of the importance of extra- curricular activities in the sphere of SMSC development.

4.3 In assemblies

The school holds two assemblies (not including hymn practice) each week in the school hall.

Monday - the entire school

Tuesday – house meetings – once a half term, the other Tuesdays are PSHEE class assemblies.

Wednesday – hymn practice

Thursday – Form PSHEE class lessons

Friday – commendation and achievement assembly – celebration of the children's achievements.

Assemblies achieve:

- A sense of family – the school is a totality, all within are equally important with each one having a role to play.
- Listening to stories reinforces moral values, develop a knowledge of other cultures, beliefs and values.
- Participation in the Form assemblies encourage self- confidence and listening skills are enhanced.
- Spiritual development – praying together and singing hymns.
- Proactive in helping to draft a range of moral values.

4.4 In the general life of the school

- In the playground showing care and thought towards others.
- Lining up in a set manner develops self-discipline.
- Respect for the property and privacy of others.

- Respect for the people on duty, the kitchen staff, adults entering and leaving the school.
- The importance of respecting the fabric of the school and playground areas.
- Expression of good manners – opening doors and general respect for others.
- There is considerable movement around the school hence the opportunity to develop disciplined movement in good order.
- Orderly conduct in the dining room.
- Pupil voice

4.5 In relationships

- The whole ethos of the school is that of a family unit certainly aided by the physical nature of the school.
- We emphasis harmonious relationships and have a strong policy on anti-bullying.
- Upper and lower school integrate in a whole range of activities – including house meetings, school Parliament, eco school, fundraising events.
- Form 3's weekend away at The Anderton Centre helps to create not only a bonding session for the children but also with the staff.
- Form 6's week away with YHA helps the children bond with staff and their peers.

4.6 In relationships with the wider community

Some examples are:

- Visiting old people's homes and performing musical items.
- MacMillan coffee afternoon
- Coat collection for Salford Rotary Clubs
- During our Harvest Festival celebrations, the food contributed by the children is given to the deprived members of the community.
- House charities
- Another school sharing our Forest School area

5.0 Conclusion

Many of the above areas are inter-related and such divisions are to an extent artificial thus development of communication skills is assisted within the formal curriculum, extra- curricular activities and assemblies in equal measure. Hence, to repeat the SMSC development at Branwood Preparatory School's pupils is achieved in the totality of what the school has to offer and in the excellent example set by the staff. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.