



The Children's House

Spiritual, Moral, Social & Cultural & British Values Policy

This policy should be renewed annually and as required by legislation.		
Action	Reviewer	Date
Review	EG	Nov 2025
Approved by Chair of COM	BB	Nov 2025
Date for next internal review		Nov 2026

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) & BRITISH VALUES POLICY

INTRODUCTION

The Children's House School provides a caring, structured environment that encourages excellence and seeks to enable children to take responsibility for their own lives.

Spiritual, moral, social and cultural development encompasses the different threads of personal development across the whole curriculum. At The Children's House, this is central to all of our teaching and learning, covered through all areas of the curriculum as well as explicitly addressed in RE, PSHE & RSE, P4C and Current Events. SMSC provision supports all areas of learning and all children, including those with SEND. We recognise that this development is most successful when staff members provide a model of behaviour that promotes the values and attitudes being taught.

Definitions:

Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, attitudes and beliefs. The term 'spiritual' is not synonymous with 'religious', and beliefs that help provide perspective on life may be rooted in religion but equally may not. All areas of the curriculum contribute to the spiritual development and inner life of the child.

The Spiritual development of pupils is shown by their:



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- Ability and willingness to be reflective about their own beliefs (religious or otherwise) and experiences
- Knowledge and respect of different faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning

(Ofsted School Inspection Handbook, 2019)

Moral Development

Moral development is concerned with children's knowledge, understanding, values and attitudes in relation to what is right or wrong. As children get older, this includes the understanding of legal boundaries and respect for the civil and criminal law of England.

Our School curriculum is designed to provide learning opportunities that develop children's moral development and facilitate opportunities for discussion of moral issues, such as in PSHE, Current Events and P4C sessions. This is demonstrated by pupils':

- Abilities to make judgements about how they should behave and act, and the reasons for such judgements.
- Understanding of the consequences of their behaviour and actions, which is always discussed in an age appropriate manner, when staff are responding to inappropriate behaviour.
- Interest in investigating and offering reasoned views about moral and ethical issues and in engaging with the views of others with tolerance and understanding.

Our Behaviour Policy supports children's moral development, outlining the behavioural expectations through the school. This is further supported by our commitment to British Values and in establishing an environment in which children and adults are safe and free from bullying, including prejudice-based bullying related to special educational needs, sex, race, religion and belief, gender or disability, and the use of discriminatory language.

Social Development

Social development refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

The Social development of pupils is shown by their:

- Use of a range of social skills in a variety of contexts, including working and socialising with other pupils, irrespective of religious, ethnic and socio-economic background.
- Ability to cooperate well with others in a range of settings and to willingly resolve conflicts.



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- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; demonstration of skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

(Ofsted School Inspection Handbook, 2019)

Cultural Development

Cultural development refers to the development of knowledge and understanding, respect and appreciation for cultural beliefs, customs and traditions. This includes those within the school, the local area and further afield, as essential preparation for life in modern Britain. At The Children's House, children are encouraged and taught to recognise, compare and contrast values across varied cultural, religious, ethnic and socio-economic communities. Through the curriculum and our extra curricular programme, they are provided with opportunities to participate in and respond positively to a range of artistic, musical, sporting and cultural opportunities.

It includes the abilities of pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Understand Britain's democratic parliamentary system and its central continuing central role in shaping our history and values (KS2)

Aims

At The Children's House, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. This is reflected within and central to the ethos of the school, which is to provide a personalised and child centred learning journey for every pupil, celebrating the uniqueness of every child, within an atmosphere of exemplary nurture and pastoral care.

We aim to provide an environment in which SMSC is prioritised. Throughout our curricular and our co-curricular provision, pupils are provided with opportunities to explore and develop their own values, beliefs and spiritual awareness; caring and compassion towards others and an appreciation and understanding of the richness of a variety of social and cultural traditions.

PROMOTING BRITISH VALUES



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The Education (Independent School Standards) (England) (Amendment) Regulations 2014 require schools to promote 'fundamental British values' as part of children's spiritual, moral, social and cultural development.

British Values in the Classroom

Every member of the school community is encouraged to model British values, and these are also taught and discussed explicitly in PSHE, RSE, P4C and in assemblies.

British Values are -

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance

These are demonstrated through the following specific examples:

Democracy

- Encouraging confident self expression. For example, of feelings, likes and dislikes
- Encouraging and teaching children to express their views,
- Modelling, encouraging and teaching children to value each other's views
- Demonstrating democracy in action through opportunities for children to make decisions, for example on the theme of the role play area, a story, new playground equipment. The School and Eco councils provide children with opportunities to participate in democratic decision making.
- Providing a variety of activities that encourage independent turn-taking, sharing and collaboration.
- Encouraging and teaching children to show curiosity and ask questions.

Rule of law

- Each class begins the school year by creating a set of class rules or agreements which are then displayed on the wall and referred to frequently.
- Encouraging children to reflect on and understand their own and others' behaviour and its consequences
- Teaching children to distinguish right from wrong

Individual Liberty

- Every pupil is valued as an individual and encouraged and supported to develop a positive sense of themselves.
- Lessons and activities are differentiated to enable every child to succeed at their own level.
- Opportunities are provided for children to develop self-knowledge, self-esteem and self-confidence; for example through taking risks on an obstacle course, mixing their own colours or talking about their own method of solving a maths problem
- Encouraging confident self expression. For example, of feelings, likes and dislikes
- Encouraging and teaching children to express their views



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- Modelling, encouraging and teaching children to value each other's views

Mutual Respect and Tolerance

- Leaders create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Activities within *Our Wonderful World Week* and *Black History Month* provide explicit opportunities for this in the autumn term, and trips, visitors and themed assemblies reinforce this throughout the school year.
- Resources from a wide range of cultural and social contexts are chosen, in order that children are exposed to and develop a tolerance and appreciation of their own and other cultures
- Encouraging and explaining the importance of tolerance, such as by sharing and respecting others' opinions
- Promoting diverse attitudes and challenging stereotypes, for example by sharing stories and providing resources that challenge gender, cultural and racial stereotyping

GATHERING EVIDENCE OF PROMOTING SMSC & BRITISH VALUES IN SCHOOL

Staff should be mindful of collecting evidence of activities that promote SMSC and British Values. These can include the following:

- Termly and subject curriculum maps, schemes of work and medium term planning.
- Photographs - of children working/ playing co-operatively, visiting the local community,, welcoming visitors into the school, showing good/negative behaviour, to illustrate books and posters. Children can take their own photographs.
- Posters – both printed and child-made posters relating to class/school rules or agreements, expectations of behaviour, responsibilities, diversity, the local community
- Head teacher awards listed in the Golden Book
- In class monitor systems giving pupils responsibility, both within class and wider school
- School subscription to *First News* and watching and discussion of *Newsround* and other current events
- Age-appropriate books, both published and child-made that celebrate and promote diversity: of ability, age, gender, ethnicity, religion, culture, sexual orientation, and geography.
- Diaries – child-made diaries recording class/school activities or family/community visits to or from the school
- Evidence of clear routines including visual timetables and displays of class agreements – children's adherence to routines demonstrates an understanding of group rules, co-operation and independence.
- Assembly records and resources



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- Eco & School Council records – demonstrate children's participation in the democratic process and the results of their input
- Show and tell objects - children bring in and share special items from home containing a meaningful object/objects, to reinforce their sense of identity, self-esteem and through sharing, respect for others
- PSHE & RSE lesson planning – using the Jigsaw scheme of work, a whole-school scheme developing children's self-respect and sense of community
- Records of family inclusion – inviting parents and families into school to talk about their jobs, countries of origin, read books in other languages, share food, etc. There should be a particular focus on these visits during 'Our Wonderful World and Black History Month', but parents should be invited into the classroom throughout the year.
- Visits from services such as the Police, the Fire Brigade and speakers on Road Safety
- Trip proposals and evaluations of visits to places of social, moral, spiritual and cultural significance
- Challenging stereotypes through recorded visits such as by Paralympian athletes, female firefighters, male nurses, female vicars etc.
- Cultivating links with local cultural and religious leaders and buildings, organising visits to and from these.
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Examples of SMSC within Specific Curriculum Areas

The points below are not exhaustive but give a flavour of how SMSC is embedded throughout our curriculum.

English, Drama, P4C and Current Events

- Spiritual development is promoted by fostering an appreciation for the beauty of language.
- Moral and social themes are explored during guided and class reading, such as exploring a character's feelings or the consequences of behaviour.
- Social development is promoted through discussions and focus on language
- Visits to theatres and drama workshops enrich children's experience of literature and drama from their own and other cultures. They inspire awe and wonder and provide starting points for group and class discussions and activities.
- Lessons in all of these curriculum areas can include the exploration of different cultural traditions and celebrations, helping pupils to understand and appreciate the diverse cultures in the world.



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- Pupils study texts from a wide variety of cultures and historical periods, which they then emulate, requiring empathy and use of imagination as they write in the style of an author, or continue a piece.
- Themed events such as World Book Week, Our Wonderful World Week and Black History Month, as well as cultural and religious celebrations through the year, provide opportunities for children to hear or read stories from other cultures and social settings, by teachers as well as parents/grandparents and other visitors.
- Role playing in drama and activities such as 'hot seating' encourage empathy and understanding of different perspectives, emotions, and experiences, promoting social and moral development.
- Critical thinking skills are developed through scripted discussions and debates, often exploring ethical and moral issues, encouraging pupils to think critically and form their own opinions.
- Drama lessons can involve writing and performing stories and scripts that encourage pupils to reflect on their own experiences and beliefs, promoting spiritual development.
- Scripted scenarios can be used to explore and teach values such as kindness, honesty, and responsibility. Pupils can act out these scenarios, allowing them to understand and internalise these values.

Numeracy

- By linking mathematical concepts to real-life situations, teachers encourage students to consider the impact that maths has on society and the world around them.
- Maths is not just about numbers, but also about making decisions. By encouraging children to think about ethical considerations when solving mathematical problems, teachers can help them to develop their sense of morality and social responsibility.
- Maths lessons provide opportunities for students to reflect on their own thinking processes and to appreciate the importance of perseverance and determination. By encouraging students to reflect on their own learning and to consider the impact that maths has on their lives, teachers can help to foster personal development.
- Maths lessons often involve group work and collaboration, providing opportunities for students to develop social skills and to work together to find solutions to problems.

IT

- Online Safety is an important aspect of SMSC and is a key focus of our curriculum, not just in IT lessons. Pupils are taught and frequently reminded about how to stay safe online, including the dangers of cyberbullying, the importance of privacy, and responsible use of social media. Talks are offered to support parents with online safety, with regular reminders in newsletters (at least twice per half term).



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- Children are also taught how to be responsible and ethical digital citizens. This can include discussing topics such as plagiarism, copyright, and the responsible use of technology.
- IT lessons can also provide opportunities for students to learn about different cultures and how technology is used in different parts of the world. This can help promote cultural awareness and understanding, as well as foster an appreciation for diversity.
- Technology has many moral and ethical implications, and IT lessons provide opportunities for students to explore these issues. For example, pupils in Upper Key Stage 2 will begin to think about the ethical implications of artificial intelligence.
- IT lessons help students develop critical thinking skills, such as analysing and evaluating information, solving problems, and making informed decisions. Pupils from Year 1 learn coding, which teaches them to think computationally and mathematically, analyse and express themselves and their ideas in new ways.
- Pupils may work in pairs or small groups on an IT project, developing collaborative problem solving, learning to listen to one another's ideas and compromise.

Science

- Science often involves ethical considerations, such as the use of animal testing or the impact of new technologies on the environment. By encouraging students to consider these ethical issues and to think about their own values and beliefs, teachers can help them to develop their moral understanding.
- Science is a global subject that is practised by people of all cultures and backgrounds. Teachers can use science lessons to celebrate diversity and to encourage students to learn about different cultures and beliefs.
- Science lessons often involve group work and collaboration, providing opportunities for students to develop social skills and to work together to find solutions to problems. By encouraging children to work together, teachers can help to build trust and respect between students and to promote social cohesion.
- Promoting Spiritual Awareness: Science has the potential to evoke a sense of awe and wonder in students, nurturing an appreciation of the intricacy and beauty of the natural world through careful observation of design in nature.
- Science lessons provide problem solving opportunities for children and develop their critical thinking skills, enabling them to reflect on their own learning. Children from Year 1 upwards begin to learn about fair testing as they begin to design investigations and to critically analyse observations.
- Special Events such as Recycling week promote moral development as children explore responsible use of the world's resources.

Art & Design Technology



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- Visits to galleries such as the Estorick, Kenwood House and the National Gallery build up an awareness of aesthetics and promote spiritual and cultural development.
- Children explore and create art from different cultures and historical periods during their lessons, linked to their themes or special events such as Black History or Wonderful World. This can help pupils to understand the cultural context in which they were created and they learn to appreciate the diversity of human experience.
- Art and design lessons can help pupils to develop empathy and understand the perspectives and experiences of others, such as art during Anti Bullying Week (Autumn term).
- Art and design lessons encourage self expression, a space for pupils to explore their own feelings and thoughts and communicate these through their work and using a variety of materials and techniques.
- Art and design lessons often require pupils to work together on projects, both in pairs and in larger groups. They share equipment as well as collaborate on projects, promoting teamwork and encouraging support of each other.
- Art and design lessons help pupils to develop their confidence by giving them a platform to express themselves and showcase their skills and can be particularly positive for children who find the academic subjects more challenging.
- Promotion of gender equality: Activities such as sewing or designing houses with working electrical circuits and effective structures promote gender equality.
- Special events such as the Mini Farmers Market, the Summer and Winter fairs and the Easter hat parade promote creativity and community and many other areas of spiritual, moral, social and cultural development. Children create artwork, bake and design goods and games for events that celebrate and bond the whole of the School community: pupils, staff and parents.

Humanities: History, Geography & RE

- By examining historical events and decisions made by individuals, students can develop critical thinking skills and question why things happened the way they did. This promotes moral and cultural awareness, as students learn to understand and respect different perspectives.
- Humanities lessons include the study of cultural and religious differences between societies and the impact they have, both in the past and present. By exploring these differences, students can gain a deeper appreciation and understanding of cultural diversity, promoting SMSC.
- The exploration of religious beliefs and practices, helps students understand the role religion played in shaping societies and events and enables better understanding of many current events and the world we live in.
- The study of other areas in Humanities paired with visits to other areas such as the Docklands, places of worship and museums support SMSC development.



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- By studying historical events and the lives of individuals, students can develop empathy and a deeper understanding of the human experience. This promotes social and moral awareness, as students learn to understand and respect different cultures and perspectives.
- By reflecting on historical events, students can learn from the past and develop their own values and beliefs. This promotes spiritual and moral development, as students learn to think about their own beliefs and decisions.
- Humanities lessons and sometimes themed days can involve discussions and role-plays exploring the experiences and feelings of others, encouraging pupils to understand and empathise with people from different backgrounds and cultures.
- RE lessons often involve considering ethical questions and dilemmas, such as issues of fairness and justice, helping pupils to develop their moral compass and make informed decisions based on their values. History and Geography lessons may also involve debating moral issues such as the return of the Elgin marbles or environmental discussions as part of human geography.
- RE lessons often involve analysing religious texts, beliefs, and practices, encouraging pupils to engage with different perspectives, develop critical thinking skills, and make informed decisions based on evidence.

Music

- Music can evoke deep emotions and a sense of connection to something greater than ourselves. By exploring the themes of different songs and compositions, students can develop their spiritual awareness and sense of purpose.
- Listening to music and making it with others has an emotional dimension that is enriching for people of any age. We have a school choir that meets once a week and performs at end of term concerts, sing, listen and respond to and create music in lessons, listen to and reflect on music in assemblies and perform in end of term concerts.
- Music can address ethical issues and encourage students to reflect on the moral implications of their actions. For example, lessons on protest songs and socially conscious music such as when marking Black History Month, can help students understand the impact of their choices on the world around them.
- Music is a communal activity that requires collaboration and communication. In music lessons, students can work together to create music, practice teamwork, and develop their social skills.
- Music is a powerful tool for exploring cultural differences and similarities. In music lessons, students can learn about different musical styles and traditions from around the world, developing their understanding of and appreciation for diverse cultures. Special events such as the trips to the LSO, visits by Saul and the Junk Orchestra (Recycling Week) and One Drum (Black History Month) or the Lunar New Year Dance Workshop further bring music to life and develop cultural understanding.



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Physical Education

- PE lessons provide ample opportunities for students to work together as a team. For example, playing team sports such as football, basketball or dodgeball requires pupils to communicate, coordinate and support each other in order to succeed. This promotes the development of teamwork and cooperation skills, which are essential in both personal and professional life.
- Alongside sports skills, PE lessons emphasise the development of positive attitudes towards winning, losing, fair play and respect.
- PE lessons and special events such as *Healthy Living Week* promote health and well-being. Pupils learn about the importance of exercise and a healthy lifestyle and develop positive habits that will benefit them throughout their lives.
- PE lessons provide an opportunity for pupils to learn about different cultures and their games, such as yoga from India, Jenga Jenga from Brazil and soccer from Europe. This promotes an understanding of cultural diversity, supporting the development of tolerance, respect and understanding for all people.
- PE lessons can also help to boost confidence and self-esteem. By participating in physical activities, pupils can experience success and develop a positive self-image. This can help to boost their confidence and self-esteem, which can be applied in other areas of their lives. This is particularly important for children who find the academic subjects more challenging.
- *Wheelines*, in the Summer term, is one of our key fundraising events, in which children are sponsored to cycle, scoot or skate around Highbury Fields to fundraise for children's charities. Giving to charity promotes development in all areas of SMSC, and we do various fundraisers throughout the year.
- Through PE and dance, children learn that taking part and doing one's best is important
- Children learn to appreciate the aesthetic beauty of the movements of gymnastics and dance.

Personal, Social, Health Education

PHSE (Personal, Health, Social, and Economic education) and SMSC (Spiritual, Moral, Social, and Cultural development) are closely linked areas within the curriculum, designed to support the personal development of students. While they cover different aspects of a student's development, they overlap in many areas and complement each other to provide a holistic education.

PHSE and SMSC objectives work together to ensure that students develop into well-rounded individuals who can contribute positively to society.

- **Personal Development:** Both PSHE and SMSC aim to support the personal development of students. PHSE focuses on teaching students about health and well-being, relationships, and



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living in the wider world, which includes economic well-being and being a responsible citizen. SMSC, on the other hand, supports students in developing their personal qualities and values, which is also a key aspect of PHSE.

- **Social Development:** Social development is a significant component of both PHSE and SMSC. Through PHSE, students learn about relationships, respecting diversity, and the importance of being active, contributing members of society. SMSC further supports social development by encouraging students to interact effectively with others and participate in the community, promoting social skills that are important for personal and professional success.
- **Moral Development:** Both frameworks aim to foster a sense of morality. PHSE helps students to develop the ability to tell right from wrong in various contexts, including personal and social situations, and to understand the consequences of their actions. Similarly, SMSC promotes moral development by encouraging students to reflect on ethical issues and to understand and respect the laws and rules that govern society.
- **Cultural Development:** SMSC specifically focuses on cultural development, which includes appreciating cultural diversity and understanding Britain's rich cultural heritage. While PHSE might not explicitly target cultural education, it complements SMSC by promoting tolerance and respect for others who come from different backgrounds and cultures.
- **Spiritual Development:** This aspect is more explicitly covered in SMSC, which includes exploring beliefs, values, feelings, and meanings. It encourages students to reflect on their experiences and the world around them, which can also be supported through discussions about health, well-being, and relationships in PHSE.
- **Economic Education:** Economic education is a key part of PHSE, focusing on financial literacy and understanding the economic aspects of society. While not directly a component of SMSC, understanding economic factors contributes to a student's overall ability to participate fully in society and to make informed decisions, which is in line with the goals of SMSC.

PSHE and SMSC objectives are incorporated broadly in school life, as above and in many activities, such as:

- Circle time sessions to discuss difficult social issues
- Friendship groups to support social communication and develop empathy
- Holding mini-debates and discussions leading to written work
- Drama and role-play linked to choices
- Drawing and painting pictures of feelings and emotions
- Mindfulness sessions
- School council – with elected representatives who survey their peers and then discuss and vote on ideas
- Eco council
- Weekly Celebration Assemblies, in which two or three children from each class are celebrated for a piece of work or an attitude, then visit the Headteacher to have their name recorded in the golden book



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Expectations of Staff

All staff are expected to actively promote the principles outlined in this SMSC policy through their teaching, interactions, and conduct. They should model the values of respect, tolerance, and integrity, ensuring that pupils experience a consistent approach across all areas of school life. Staff must embed opportunities for spiritual, moral, social, and cultural development within the curriculum and co-curricular activities, while remaining vigilant in challenging discriminatory attitudes or behaviours. Additionally, staff are responsible for gathering evidence of SMSC provision, as outlined in the policy, and for fostering an inclusive environment where every child feels valued and supported.

Roles and Responsibilities of School Leaders and Governors

School leaders and governors hold ultimate responsibility for ensuring that SMSC and British Values are fully integrated into the ethos and practice of the school. Leaders must provide strategic direction, monitor implementation, and evaluate the impact of SMSC provision through regular reviews and reporting. Governors should ensure compliance with statutory requirements and support the leadership team in maintaining high standards of personal development across the school. Together, they must champion initiatives that strengthen community engagement, celebrate diversity, and prepare pupils for life in modern Britain, while maintaining a culture of accountability and continuous improvement.

Provision for Staff Development and Training

The school is committed to equipping staff with the knowledge and skills necessary to deliver high-quality SMSC education. Regular professional development opportunities will be provided, and time is dedicated regularly in staff meetings to embedding SMSC within subject teaching, promoting British Values, discussing inclusivity in school and addressing emerging issues such as online safety and cultural awareness. Recent Training has included P4C (Aut 2024 & 25), EDI online training (Aut 25), Beyond Black History (Aut 2023). Staff will also have access to resources and guidance to support reflective practice and collaborative learning. By investing in ongoing training, the school ensures that all staff remain confident and competent in fostering pupils' spiritual, moral, social, and cultural growth in a dynamic and diverse educational environment.

Signed ____ Chair of The Council of Management, November 2025