The Gleddings Preparatory School

Spiritual, Moral, Social & Cultural Policy

Including Early Years Foundation Stage (EYFS)

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**** To be read in conjunction with The Gleddings' PSHE, RE, SMSC, RSE guidance document**

Aim of policy:

The aim of this Spiritual, Moral, Social and Cultural (SMSC) Development Policy is to ensure that every pupil at The Gleddings receives an education in the fullest sense of the term, enabling them to realise both their academic and personal potential. The School is committed to promoting pupils' spiritual, moral, social and cultural development as a fundamental part of its educational mission and pastoral care. SMSC development underpins pupils' personal growth, wellbeing, behaviour, character development, relationships and preparation for life in modern Britain.

The Gleddings seeks to create a happy, caring and inclusive environment in which pupils develop self-confidence, integrity, resilience, independence, self-discipline and respect for others. Pupils are encouraged to become thoughtful and compassionate members of society who understand the importance of contributing positively to their communities and the wider world.

Related Guidance and School Policies

This policy outlines the school's approach to the development of pupils' education in social, moral, spiritual and cultural understanding but is not exhaustive in its scope and should be used in conjunction with the following policies, statutory guidance and advice:

Policies:

- *Safeguarding and Child Protection Policy*
- *Anti-Bullying Policy*
- *Relationships & Sex Education Policy*
- *Personal, Social, Health & Economic Education (PSHEE) Policy*
- *Early Years Framework*
- Accessibility Plan
- Curriculum Policy
- Careers Education & Guidance
- Educational Visits & Offsite Activities Policy
- EDI Policy
- Political Impartiality Policy
- SEND Policy

Statutory & Regulatory Guidance:

- Promoting Fundamental British Values as Part of SMSC in Schools
- Spiritual, Moral, Social and Cultural Development of Pupils — Department for Education Guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance — December 2025
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026

- *Education Act 2002, s.78 — duty to provide a broad and balanced curriculum promoting spiritual, moral, social and cultural development*
- *The Education (Independent School Standards) Regulations 2014, Part 2 — SMSC is a standard in its own right*
- *The Independent School Standards: Guidance for Independent Schools — April 2026*
- *Equality Act 2010 and the Prevent duty (Counter-Terrorism and Security Act 2015, s.26)*

Scope

This policy applies to all phases of the school. SMSC development is everyone's responsibility and is embedded throughout the School's curriculum, pastoral systems, enrichment programme and daily interactions.

Definition of SMSC

Spiritual, Moral, Social and Cultural development reflects the personal development of pupils and their ability to understand themselves, others and the world around them.

Spiritual Development

Spiritual development involves exploring beliefs, values, meaning, identity and purpose. It includes the development of self-awareness, self-knowledge, reflection, creativity, imagination and an appreciation of awe and wonder.

Moral Development

Moral development involves understanding right and wrong, recognising the consequences of actions, developing ethical reasoning, making considered decisions, taking responsibility and respecting the law and the rights of others.

Social Development

Social development involves understanding how individuals and communities function, building positive relationships, cooperating with others, resolving conflict, contributing to society and participating responsibly in community life.

Cultural Development

Cultural development involves understanding and appreciating cultural diversity, respecting different traditions, beliefs and lifestyles, and developing awareness of both British cultural heritage and the wider global community.

Objectives

The School seeks to ensure that pupils:

- Develop self-awareness, confidence and resilience.
- Understand the difference between right and wrong.
- Build healthy, respectful and positive relationships.

- Appreciate and respect diversity.
- Develop social responsibility and citizenship.
- Engage positively with their communities.
- Understand and respect protected characteristics.
- Are prepared effectively for life in modern Britain.
- Develop initiative, independence and self-discipline.
- Acquire the knowledge, skills and personal qualities necessary to flourish in a changing society.

The School also seeks to foster realistic but ambitious expectations and support all pupils in achieving their individual potential.

Spiritual Development

Spiritual development concerns the growth of the non-material aspects of life that contribute to a sense of identity, meaning, purpose and personal value. It involves helping pupils reflect on who they are, what they believe and how they relate to the world around them.

The School promotes spiritual development by enabling pupils to reflect on their beliefs, experiences and values. Pupils develop self-awareness and self-understanding by exploring questions relating to meaning, purpose and identity. Through enrichment and the curriculum, they appreciate beauty, creativity and achievement, recognise and respect different faiths, beliefs and worldviews, experience awe, wonder and curiosity and develop imagination and creativity.

Spiritual development is supported through:

- Assemblies and reflection opportunities.
- Religious Education.
- Philosophy and ethical enquiry.
- Literature and poetry.
- Music, drama and art.
- Humanities subjects.
- Outdoor learning and environmental experiences.
- Forest School activities.
- Pastoral discussions.
- Quiet spaces for reflection.
- Opportunities for pupils of all faiths and none to reflect and explore personal beliefs.

The School promotes spirituality in an inclusive manner and does not seek to impose any particular belief system.

Moral Development

The School seeks to help pupils develop a framework of values that enable them to make informed, ethical and responsible decisions.

Pupils are encouraged to distinguish between right and wrong, understand not the consequences of actions but the impact they have on others. Pupils are encouraged to develop honesty, integrity and fairness as part of the schools Character development in which they respect laws and rules, recognise ethical dilemmas but take responsibility for their choices and consider different viewpoints respectfully.

Moral development is promoted through:

- Behaviour expectations and restorative approaches.
- PSHEE and personal development education.
- Safeguarding education.
- Charitable activities and social action projects.
- Ethical discussions and debates.
- Case studies and role models.
- Reflection on current events and societal issues.
- Opportunities for leadership and responsibility.

The School encourages pupils to understand both individual responsibility and collective responsibility within society.

Social Development

Social development focuses on preparing pupils to participate successfully in school, community and wider society.

The School helps pupils to build positive relationships through which they develop empathy and compassion. Across the curriculum they are encouraged to work collaboratively and resolve disagreements constructively. The curriculum provides opportunities to understand social structures and institutions and participate positively in community life, respecting diversity and difference.

Social development is promoted through:

- Collaborative learning.
- Sports and team activities.
- Drama and performance.
- House systems.
- Pupil leadership opportunities.
- Prefects, captains and ambassadors.

- Peer mentoring and buddy systems.
- Community engagement and volunteering.
- Charity work and fundraising.
- Careers education and preparation for adulthood.

The School seeks to develop pupils who can contribute positively to society and interact confidently with people from different backgrounds.

Cultural Development

The School supports pupils in developing an understanding of their own cultural identity while appreciating the richness and diversity of cultures locally, nationally and globally.

Pupils are encouraged to:

- Appreciate artistic, literary and cultural achievements.
- Understand cultural traditions and heritage.
- Respect religious and cultural diversity.
- Engage with global cultures and perspectives.
- Understand cultural change and cultural exchange.
- Challenge prejudice and discrimination.

Cultural development is promoted through:

- Music, drama, dance and art from a range of cultures
- Literature from diverse traditions.
- Religious Education and philosophy
- Modern Foreign Languages.
- History and Geography.
- Cultural celebrations and events.
- Educational visits.
- Museums, galleries and theatres.
- Visits to places of worship.
- Visiting speakers and specialists.
- International links and global awareness initiatives.

The School celebrates both British cultural heritage and the cultures represented within its community.

Fundamental British Values

In accordance with statutory requirements, the School actively promotes fundamental British values throughout all aspects of school life.

Democracy

Pupils are encouraged to understand and participate in democratic processes through pupil voice initiatives, surveys and consultations, debating activities, mock elections and voting opportunities and leadership roles and representation.

The Rule of Law

Pupils develop understanding of the importance of laws and agreed expectations through the Behaviour Policy. Through discussion and debate in PSHEE and Citizenship-related learning which at times includes discussion of rights and responsibilities. Pupils learn that laws help protect both individuals and society.

Individual Liberty

The School promotes individual liberty through encouraging pupils to make informed choices and develop independence. Pupils are encouraged to express views respectfully whilst respecting the freedoms and views of others. Students are also supported in pursuing personal interests and talents and understand their rights and responsibilities.

Mutual Respect

Mutual respect is embedded throughout the School's ethos and is promoted through the development of positive relationships. The school promotes anti-bullying initiatives, inclusive practices and respectful dialogue in order to celebrate diversity.

Tolerance of Different Faiths and Beliefs

The School promotes understanding and respect for:

- Different faith traditions.
- Non-religious worldviews.
- Cultural diversity.
- Individual beliefs and identities.

Pupils learn about world religions, humanism and a range of perspectives through the curriculum and wider school experiences.

Protected Characteristics, Equality and Inclusion

The School is committed to equality of opportunity and respect for all individuals.

Pupils are taught about, and encouraged to respect, the protected characteristics identified within the Equality Act 2010 as through the equality, diversity and inclusion policy. The School promotes

inclusion, challenges discrimination and fosters an environment in which all members of the community feel valued and respected.

Prevent Duty and Political Impartiality

The School recognises the relationship between SMSC development, safeguarding and the Prevent Duty.

Through SMSC provision, the School seeks to:

- Promote tolerance and respect.
- Develop critical thinking.
- Build resilience against extremist narratives.
- Encourage respectful discussion.
- Challenge prejudice and intolerance.

The School also complies with its Political Impartiality Policy by ensuring that political issues are presented in a balanced manner and that pupils are encouraged to form their own informed opinions.

SMSC Across the Curriculum

SMSC development is embedded across all curriculum areas.

Examples include:

- English through empathy, literature and personal reflection.
- Mathematics through resilience, reasoning and perseverance.
- Science through ethical discussions and wonder at the natural world.
- History through understanding human experiences and cultural change.
- Geography through global citizenship and environmental awareness.
- Religious Education through exploration of beliefs and values.
- Art, Music and Drama through creativity and cultural expression.
- Physical Education through teamwork, leadership and respect.

All subjects contribute to pupils' personal development.

Assemblies and Tutor Time

Assemblies and tutor programmes provide important opportunities to promote SMSC development.

Each week has a theme integrated into the PSHEE and tutor programmes such as reflection and personal growth, British Values, moral dilemmas, cultural awareness and equality and inclusion. Opportunities are also provided for pupil-led assemblies and celebration of achievements.

Extra-Curricular and Enrichment Activities

The School's extensive enrichment programme makes a significant contribution to SMSC development. These experiences support character development, confidence and social responsibility.

Charitable and Community Engagement

The School actively encourages pupils to contribute positively to society.

Opportunities include:

- Fundraising initiatives.
- Charity events.
- Community projects.
- Volunteering.
- Social action activities.

Pupils are encouraged to develop compassion, empathy and social responsibility through practical engagement with local, national and international causes.

Pupil Leadership and Responsibility

The School provides opportunities for pupils to develop leadership skills and take responsibility.

These may include:

- House Captains.
- Sports Leaders.
- Peer Mentors.
- Student representatives.

These opportunities encourage democratic participation, responsibility and service.

The School Ethos

The School's ethos, values and expectations underpin all aspects of SMSC development.

Positive relationships, mutual respect, honesty, responsibility and care for others are promoted consistently through:

- Daily interactions.
- Behaviour expectations.
- Staff role modelling.

- Curriculum delivery.
- Community engagement.

The School recognises that SMSC development is most effective when it is embedded within the culture of the School rather than taught as a separate subject.

SMSC in EYFS

In accordance with the EYFS Framework, younger children develop SMSC understanding through age-appropriate experiences and play-based learning.

Provision includes:

- Developing confidence and self-awareness.
- Learning to share and take turns.
- Managing feelings and behaviour.
- Building positive relationships.
- Exploring beliefs and celebrations.
- Developing kindness and empathy.
- Expressing creativity through play and the arts.
- Developing understanding of the world around them.

Staff Responsibilities

All staff contribute to SMSC development through their daily interactions with pupils.

Staff are expected to:

- Model positive values and behaviours.
- Promote inclusion and respect.
- Support personal development.
- Challenge discrimination and prejudice.
- Encourage reflection and discussion.
- Maintain high expectations.
- Promote safeguarding and wellbeing.

The role of SMSC development extends beyond teaching and forms part of all professional responsibilities.

Staff Training

The School provides training and professional development relating to:

- SMSC development.
- British Values.
- Equality and inclusion.
- Protected characteristics.
- Safeguarding and Prevent.
- Political impartiality.
- Subject-specific contributions to SMSC.

Staff are supported in embedding SMSC effectively within teaching and pastoral practice.

Governance and Oversight

The Governing Body has responsibility for ensuring that SMSC development is actively promoted throughout the School.

Governors will:

- Monitor implementation of this policy.
- Review evidence of SMSC provision.
- Monitor pupil outcomes and personal development.
- Review curriculum and enrichment opportunities.
- Seek assurance regarding compliance with statutory requirements.

A designated governor may be assigned responsibility for oversight of SMSC provision.

Evidence, Monitoring and Evaluation

The School monitors SMSC development through a range of qualitative and quantitative evidence.

Evidence may include:

- Curriculum mapping.
- Lesson observations.
- Learning walks.
- Pupil voice.
- Pupil discussions.
- Assembly programmes.

- Displays and publications.
- Visitor records.
- Trips and enrichment activities.
- Charity and community engagement records.
- Behaviour and pastoral data.
- Equality and diversity monitoring.

Pupils are not formally graded for SMSC development, but their growth is observed through behaviour, attitudes, participation, leadership and personal contribution.

Safeguarding and SMSC

SMSC development is closely connected to safeguarding.

The School encourages pupils to:

- Speak openly about concerns.
- Respect others.
- Develop resilience.
- Recognise harmful behaviours.
- Challenge discrimination and prejudice.
- Seek help when needed.

Any safeguarding concerns identified during discussions, activities or pastoral interactions will be managed in accordance with the School's Safeguarding and Child Protection Policy.

Policy Review

This policy will be reviewed annually and following changes to legislation, statutory guidance, inspection requirements or School practice.

The Gleddings remains committed to providing an education that develops the whole child and prepares pupils to become thoughtful, responsible, culturally aware and active members of modern society.