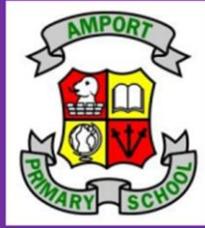


Amport Church of England Voluntary Aided Primary School



COURAGE COMPASION RESPECT

Updated October 2025

SMSC Policy including British Values

Date policy produced: 16.10.2025

Policy produced by: Claire Croft R.E Lead

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Signed: Anna Dixon-Green

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Introduction

At Amport CE (VA) Primary School, we are committed to nurturing successful, confident learners and responsible, compassionate citizens. Guided by our Christian vision and the core values of courage, compassion, and respect, we strive to create an environment where every child can flourish and reach their full potential. We promote empathy, forgiveness, and an appreciation of diversity, while encouraging independence, resilience, teamwork, and personal responsibility.

Our curriculum is designed to engage and inspire through meaningful, challenging, and rigorous learning experiences that stimulate curiosity and critical thinking. It is aspirational, creative, adaptable, and responsive to individual needs, prioritising the spiritual, moral, social, cultural, intellectual, and physical development of every pupil. Our school values are integral to learning at Amport, and we are confident that our SMSC provision is strongly enhanced through our curriculum and purposeful learning experiences. Children learn to articulate their feelings and justify them in both informal and formal settings, and they are given responsibility and trust to develop their confidence.

We recognise how the values and attitudes promoted by our staff influence behaviour, relationships, and the overall learning climate within our school. This is a positive reflection of our shared Christian values and an appreciation of the belief that we are all God's children, unique in His eyes. We endeavour to nurture excellence in all that we do, both in learning and in citizenship, and provide thoughtful, wide-ranging opportunities for children to explore and develop spiritually, morally, socially, and culturally. Through this work, our Christian values of courage, compassion and respect are explored and embedded in daily life.

The spiritual, moral, social, and cultural development of every individual is recognised as fundamentally important by our governors, staff, and parents. It is taught across the curriculum, particularly in RE, and is experienced every day. This development supports all areas of learning and contributes meaningfully to each child's motivation and engagement. We believe it is most successful when the values and attitudes modelled by staff provide a consistent and positive example for our pupils, enriching their appreciation of life and their relationships with others. This policy defines each element of spiritual, moral, social, and cultural development and provides clear examples of how these are embedded in practice at Amport. It emphasises our commitment to the development of the whole child, as reflected in our ethos, aims, values, and policies.

In addition, Amport Primary School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Much of our children's awareness and understanding of these values is developed through the implementation of this policy and the lived experiences of our school community.

Spiritual development

Spiritual development is a vital part of our ethos at Amport CE Primary School. It focuses on nurturing the non-material aspects of life such as personal insight, values, meaning, and purpose. While beliefs that help provide perspective on life may be rooted in religion, they may also arise from personal or cultural experiences. We believe that spirituality is experienced by and is relevant to everyone, whether from a Christian background or another tradition.

As a church school, we address spiritual development through our Christian vision and values. This includes prayer, Christian worship, celebration of Christian festivals, and learning about other faiths. Children engage with the Bible through Collective Worship, Religious Education, and across the wider curriculum. We also promote the fundamental British value of respecting and exploring the beliefs and values of others, helping children to develop empathy, understanding, and appreciation for diversity.

We are committed to celebrating the religious and non-religious beliefs that our pupils bring as part of their family and cultural heritage. We foster common human values and build spiritual capacities that promote self-worth, self-esteem, and respect for others. Our aim is to help pupils understand themselves as unique individuals and to encourage reflection on life's "big questions." We nurture curiosity, imagination, and creativity, promoting a lifelong love of learning and a deep appreciation of the world around them.

Spiritual development can be defined as the growth of the non-material element of a human being, the spirit, that animates and sustains us. It involves developing a sense of identity, self-worth, personal insight, and purpose. It may be expressed through the development of the soul, personality, or character. Alan Brown, formerly of The National Society, observed that "if the spiritual is properly and fully addressed, the moral, social and cultural will fall into place more easily," a belief that underpins our approach.

To help children understand and recognise spirituality in action, we use the analogy of the mirror, door, window, and candle—each representing a key spiritual concept:

- **Mirror moments (Self):** Reflecting on oneself—who I am, what I think, how I feel, and how I am growing.
- **Door moments (Others):** Opening up to others—caring, building friendships, and considering how we treat people.
- **Window moments (Beauty):** Looking out at the world—noticing beauty, feeling awe and wonder, and appreciating creation.
- **Candle moments (Beyond):** Thinking beyond what we can see—exploring deeper meanings, spiritual ideas, and special moments through the lens of our Christian values.

Spiritual development involves the growth of insight, principles, beliefs, attitudes, and values that guide and motivate us. It includes a developing understanding of feelings and emotions that lead to reflection and learning, and a growing recognition that these inner qualities influence and inspire our actions and decisions in life.

In developing spirituality, we are giving everyone the opportunity to experience:

- The search for meaning and purpose of life which may lead to an understanding of and belief in God
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of the non-material dimension of life
- The need to understand oneself and one's feelings
- The need to value oneself and one's feelings

- The need to recognise the feelings and achievements of others
- The importance of relationships in our lives, with ourself and others, as well as the world around us and, possibly, our relationship with God

In this way, spiritual development encourages:

- Self- awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long term ideals

The school will promote spiritual development through:

- Providing moments of reflection based on the four spiritual concepts of self, others, beauty and beyond
- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment
- Demonstrating its appreciation for work of the child's imagination and provide opportunities for them to use their own creativity and imagination
- Offering opportunities for aesthetic experience in art, music, dance, and literature.
- Making time for stillness and reflection which may lead to children experiencing prayer
- Posing questions that encourage children to consider issues of meaning and purpose
- Developing good listening skills in the children
- Showing that it is not always possible to provide an absolute answer and at such times, it is a positive experience to value a variety of interpretations and responses
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others; it is important that they sometimes work with those children who they would not normally choose as partners
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour
- Developing the capacity for evaluative reasoning and critical thinking by encouraging children to look beyond the surface
- Supporting children in their own spiritual journey through opportunities such as use of reflection and prayer spaces

These opportunities will be seen in many areas of the curriculum and in Collective Worship.

Children who are developing spiritually are likely to show some of the following characteristics:

- Beginning to gain a set of values, principles or beliefs which shape their perspective on life and their patterns of behaviour
- Start to gain an awareness and understanding of their own and others beliefs

- Learning to respect others and themselves
- Starting to show a sense of empathy
- Beginning to show courage in defence of their beliefs
- Developing an understanding of concepts such as beauty, kindness, love and hate
- Having an expressive and/or creative impulse
- Beginning to think in terms of the 'whole' e.g. harmony and understanding of feelings and emotions and their impact

To support spiritual development we endeavour to:

- Develop a climate or ethos within which all pupils can grow and flourish, respect themselves and others
- Give children the opportunity to explore beliefs and values through RE, asking and considering questions, emotional literacy support
- Give children the opportunity to understand feelings and emotions, understand how they impact on others, both negatively and positively
- Accommodate difference and respect individuals
- Promote teaching styles which
 - Value children's questions and gives them space for their own thoughts and ideas
 - Help children to make connections between aspects of their learning
 - Encourage children to ask why, how and where, as well as what
 - Evaluate the impact of what is provided through school self-evaluation

Activities which promote spirituality:

- Collective Worship based on our core values of Courage, Compassion and Respect.
- Collective Worship based on other Christian values
- Religious Education
- Asking open ended challenging questions and encouraging children to pose their own questions
- Listening to children's views
- Valuing everyone's individuality within the classroom and around the school
- Talking to children respectfully, developing their confidence and self- esteem
- Having reflection time
- Encouraging a positive work ethic through:
 - supporting children to persevere to do better
 - to try their best
- Inclusion for all
- Positive celebration of achievement
- Wow Wednesday's

Moral Development

At Amport CE Primary School, we believe that moral development is essential to shaping thoughtful, responsible individuals. It involves helping children build a framework of moral values that guide their personal behaviour and decision-making. It also supports their understanding of society's

shared and agreed values, and encourages reflection on why people may hold different views about what is right, wrong, fair, or just.

We recognise that values are central to moral development and can be understood across four key dimensions. First, the self: we value each individual as a unique human being, capable of spiritual, moral, intellectual, and physical growth. Second, relationships: we value others for who they are, not simply for what they can offer. Third, society: we uphold truth, freedom, justice, human rights, the rule of law, and collective effort for the common good. Finally, the environment: we value the natural world as the foundation of life and a source of wonder and inspiration.

Moral development is not only about knowing what is right and wrong, it is about acting on that knowledge with integrity and compassion. It involves understanding personal and societal values, exploring the reasons behind them, and respectfully engaging with differing perspectives. At Amport, this is embedded throughout our school community and reflected in our daily interactions, curriculum, and ethos.

We are committed to fostering moral development by encouraging children to be truthful and honest, to respect the rights, property, opinions, and customs of others, even when they differ from their own, and to help those in need. We teach children to resolve differences of opinion in non-violent ways, guided by the principles of restorative practice. Through this approach, we aim to nurture a community built on respect, empathy, and shared responsibility.

Children who are morally aware are likely to show some of the following characteristics:

- An ability to distinguish right from wrong
- A growing ability to act consistently
- An ability to think through the consequences of their own and others actions
- An ability and willingness to express their own views
- A respect for others' needs, interest and feelings, as well as their own
- Beginning to understand the need to review and re-assess their values and code in the light of experience

To support a child's moral development we endeavour to:-

- Provide a clear moral code as a basis for behaviour which is promoted consistently through aspects of the school
- Promote racial, religious and other forms of equality and challenge prejudice
- Give children opportunities across the curriculum to explore and develop moral concepts and values for example, personal rights and responsibilities, trust, justice, equality of opportunity, right and wrong
- Develop an open and safe learning environment in which pupils can express their views and practise moral decision-making
- Reward expressions of moral insights and good behaviour
- Model, through the quality of relationships and interactions, the principles which they wish to promote for example, fairness, integrity, respect for persons, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts

- Recognise and respect the codes and morals of the different cultures represented in the school, the wider community and the wider world
- Encourage children to take responsibility for their actions for example, respect for property, care of the environment, contributing to codes of behaviour
- Provide models of moral virtue through literature, humanities, sciences, arts, externally led assemblies. Collective Worship
- Reinforcing the school's values through images, displays, screensavers, linking our support for charities to our values
- Evaluate the impact of what is provided through school self-evaluation

Activities which promote moral development

- Aspects of our Collective Worship programme
- Following school policies
- Developing children's skills in analysis, debate and discussion
- Developing classroom code/rules with children each year
- Consistent application of positive behaviour policy
- Reinforcement of rules around the school and in the playground
- Adults leading by example
- Reflection time
- Class reward systems and Dojo points
- Head Teacher awards
- Activities/events linked to eSafety, anti-bullying, fire safety and NSPCC.
- Giving children responsibilities – Head pupils, Eco Warriors, School Safety Committee, Mental Health Champions
- Sex and Relationship education
- PSHE lessons
- Class debates
- Celebration/Achievement Worship

At our school our moral compass is underpinned by belief in:

- Telling the truth
- Having the courage to own up when you have done something wrong
- Keeping promises or explaining why you may no longer be able to do so
- Respecting the rights and property of yourself and others
- Being considerate to one another
- Caring for those around us
- Recognising that others need our care and compassion
- Accepting responsibility for your own actions
- Self-discipline
- Treating those around us as we want to be treated

Social Development

At Amport CE Primary School, we believe that social development is essential for helping children become confident, respectful, and active members of their community. It involves equipping pupils with the skills and personal qualities needed to live and work harmoniously with others, and to contribute positively to a diverse and modern society. Through social development, children learn to collaborate effectively, build healthy relationships with peers and adults, and engage meaningfully with the wider community.

Our approach to social development is rooted in the promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are woven throughout school life and are reflected in the way children interact, learn, and grow together.

We are committed to fostering the skills and qualities that underpin strong teamwork, including self-confidence, cooperation, sensitivity to others, reliability, initiative, and understanding. We strive to create an environment where pupils are encouraged to take responsibility for themselves and others, both within school and in the wider world. As part of this commitment, we ensure that the principles of the Equality Act are taught and embedded across our curriculum, helping children to recognise and respect diversity, fairness, and inclusion in all aspects of life.

Children who are becoming socially aware are likely to show some of the following abilities:

- Be able to relate well to other people/children's social skills and personal qualities
- Adjust to situations using appropriate and sensitive behaviour
- Work successfully as a member of a group or team
- Begin to have the language to share views and opinions
- Being to be able to resolve conflicts with adult help
- Show respect for people, living things, property and the environment
- Exercise responsibility for their own actions and being to appreciate the rights and responsibilities of other individuals
- Understand how societies function and are organised, such as family, the school and the local communities
- Participate in activities relevant to the community
- Engagement and adherence to the fundamental British values of tolerance, democracy, individual liberty and mutual respect for those from different socio-economic backgrounds, faiths and beliefs so that our pupils develop and demonstrate the skills and attitudes that allow them to participate fully and contribute positively to life in modern Britain

To support a child's social development we endeavour to:-

- Identify key values and principles on which school and community life is based
- Foster a sense of community, with common, inclusive values
- Promote racial, religious and other forms of equality and challenge prejudice
- Encourage children to work co-operatively
- Provide opportunities for children to engage in community events
- Encourage children to recognise and respect social differences and similarities

- Provide positive corporate experiences for example, through Collective Worship, team activities, school productions
- Help children develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect
- Help children resolve tensions between their own aspirations and those of the group or wide society
- Provide opportunities for engaging in the democratic process and participating in community life
- Provide opportunities for children to learn how to exercise responsibility

Activities which promote social development

- Links with the community for example, harvest, entertaining senior citizens, visitors to school etc.
- Breadth of curriculum for example, English, geography, history, RE, science
- Groupings of children within the class/school
- Promotion of equality of opportunity, racial and disability awareness, inclusion for all
- Use of external experts: assemblies, visits
- Children having responsibility for jobs
- Extra-curricular clubs – Breakfast and After school Clubs
- Home-school agreements
- Head pupil elections
- Visits from authorities such as the Police and the Fire Service
- Class behaviour systems that are aligned to a set of rules which have been agreed with the children
- A safe and supportive learning environment
- Children who are encouraged to become good and valued citizens; this is particularly promoted through guiding children in becoming independent learners
- Opportunities for children to plan, lead and evaluate Collective Worship
- Community and sports events
- Opportunities like the Olympics and the World Cup are used to study and learn about life and culture in different countries
- School productions
- Road Safety Team virtual workshops
- Bikeability Training
- Opportunities for children's social skills to be developed during day and residential trips

Cultural Development

At Amport CE Primary School, we believe that cultural development is key to helping children understand, appreciate, and feel confident within a diverse and interconnected world. It involves experiencing and engaging with a wide range of cultural activities, such as art, theatre, music, literature, and travel, and developing an awareness of the richness and variety of cultural traditions

and beliefs. Through this, children grow in their understanding of the fundamental British values of mutual respect, tolerance, and appreciation for diversity.

We actively value and celebrate the cultural diversity within our school, our society, and the wider world. We promote a deep appreciation of our own cultural traditions while encouraging respect and curiosity toward the traditions of others. Our curriculum is enriched with global education themes that help children explore different perspectives and develop a sense of belonging and identity.

Culture is the embodiment of shared beliefs, knowledge, customs, and values. We teach children to recognise and respect the distinctive features of their own culture and those of others, helping them to reflect on important questions such as “Who am I?” and “Where do I fit in?” We also help children understand that cultures are dynamic, constantly evolving and reshaping, while remaining unique and meaningful. Through this approach, we aim to foster open-minded, culturally aware individuals who are equipped to thrive in a global society.

Children who are becoming culturally aware are likely to be starting to develop some of the following characteristics:

- An ability to recognise and understand their own cultural assumptions and values
- Be able to appreciate cultural diversity and respect for other people’s values and beliefs
- Children willing to embrace new ideas
- Begin to understand images/icons for example in music, art, literature which have significance and meaning in culture
- A willingness to participate in and respond to artistic and cultural enterprises
- A sense of enrichment through traditions from a range of cultures
- Beginning to understand that everyone can achieve
- Begin to know and understand cultural diversity

To support a child’s cultural development we:

- Provide opportunities for pupils to explore their own cultural assumptions and values
- Present accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality
- Promote an awareness and a developing understanding of British Values
- Extend children’s knowledge and use of cultural imagery and language
- Recognise and nurture particular gifts and talents
- Provide opportunities for children to participate in literature, drama, music, art, crafts and other cultural events and encourage pupils to reflect
- Develop partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example theatre, museum, concert and gallery visits, resident artists
- Reinforce the school’s cultural values

Activities which promote cultural development

- Ethos and commitment to developing awareness and celebrating other cultures
- Resources reflect multicultural awareness

- Discussion and debate is used to support racial awareness for example in RE topics
- External specialists to support cultural diversity and enrich the children's experiences
- Exposure of children to traditional cultural experiences of our own country for example, harvest, birthdays, Christmas, new year, behaviour management, royal weddings
- Ethos that everyone is valued. Work, good behaviour, positive attitudes, work ethic and helpfulness are rewarded and praised
- The teaching of historical events through the history curriculum

Staff model appropriate interactions with visitors

Promoting British Values

At Amport CE Primary School, we are deeply committed to serving our community and recognise the multicultural, multi-faith, and ever-evolving nature of the world in which we live. We understand the vital role our school plays in safeguarding pupils from intimidation or radicalisation by individuals or groups seeking to exert undue or unlawful influence. We actively promote an inclusive environment where every child feels safe, respected, and valued.

We follow equal opportunities guidance to ensure that no individual or group is discriminated against on the basis of faith, ethnicity, gender, sexuality, political beliefs, financial background, or any other characteristic. Our staff are dedicated to preparing pupils for life beyond the classroom, equipping them with the knowledge, values, and skills needed to thrive as responsible citizens in modern Britain.

British Values are embedded throughout our curriculum and school ethos. We are committed not only to promoting these values but also to celebrating and embracing them as part of our daily school life. In line with the Department for Education's expectations, we actively uphold and teach the five fundamental British Values:

- **Democracy**
- **The Rule of Law**
- **Individual Liberty**
- **Mutual Respect**
- **Tolerance of Different Faiths and Beliefs**

Through our teaching, collective worship, and wider curriculum, we ensure that children understand these values and learn to apply them in their relationships, decision-making, and understanding of the world around them. At Amport, we believe that promoting British Values is essential to fostering a respectful, inclusive, and cohesive school community.

Roles and Responsibilities in Promoting SMSC and British Values

Role of SLT

The Senior Leadership Team play a central role in ensuring that Spiritual, Moral, Social, and Cultural (SMSC) development and British Values are embedded throughout the curriculum and underpinned by the school's Christian vision and values. They ensure that this provision is accessible to all pupils and consistently delivered across the school. Members of SLT establish, monitor, and evaluate the effectiveness of SMSC and British Values, implementing reliable, research-informed approaches to assess, track, and monitor pupils' knowledge, skills, and progress. They hold high expectations for both staff and pupils, fostering excellence in the teaching and learning of SMSC and British Values.

Role of the Governing Body The Governing Body is responsible for ensuring that all pupils are offered a rich, inclusive, and engaging SMSC and British Values curriculum that meets their diverse needs. They oversee the provision of knowledge, skills, and personal development that enables pupils to achieve well and lead happy, fulfilled lives. Governors monitor the implementation of the curriculum and review its impact through curriculum leader reports, subject leader updates, link governor monitoring, pupil voice, parental engagement, and the Headteacher's reports.

Role of Staff Teachers and all adults working with children are pivotal in delivering a broad and balanced curriculum that supports SMSC and British Values. They ensure that every pupil is challenged, encouraged to be inquisitive, and supported to reach their full potential. Staff are responsible for assessing and monitoring pupils' knowledge and skills, and for creating a learning environment that nurtures curiosity, respect, and personal growth.

Monitoring and Evaluation

Monitoring is carried out through informal day to day observation, pupil and parent questionnaires, learning walks, whole school observations and documentation analysis such as:

- Informal monitoring of values modelled by staff, governors and children
- Anecdotal observations by visitors and parents, letters of thanks, feedback from new parents and colleagues
- Through informal observation of relationships between children and staff and between children
- Pupil questionnaire
- Parent questionnaire
- Individual subject monitoring
- Information from monitoring other policies such as equal opportunities, racial incidences, accessibility, inclusion, SEN, Health and Safety and behaviour
- Feedback from cultural enrichment experiences

Feedback will be given to staff and children during the year. The effectiveness of SMSC development will be reviewed as part of the self-evaluation in the school.

This policy was reviewed and adopted Autumn term 2025
This policy is due for review Autumn term 2028