



Northstar
Nurture School

Spiritual, Moral, Social and Cultural (SMSC) Policy 2025-2026

This policy was reviewed on:

Date: September 2025

By: Euan Macdonald

Policy will be reviewed on: August 2026

This policy was ratified/reviewed by Governors
on:

Date: September 2025

Frequency of review: Annually

Note: This document uses the most current Government information and guidance at the time of writing. It may change according to Government policy.

1 | Introduction

Northstar Nurture School promotes a kind and caring ethos throughout the whole school community. We have high expectations of the pupils in terms of their behaviour and conduct. Adults model positive behaviour and demonstrate how to treat everyone as a unique individual. Pupils learn to differentiate between right and wrong in as far as their actions affect other people. They are encouraged to value themselves and others.

Pupils understand the need for rules and the need to abide by rules for the good of everyone. School and classroom expectations promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

Pupils are encouraged to be confident and independent; we encourage them to express their individuality and develop their own interests. We want the pupils to thrive and develop to their full potential. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

It is important that all curriculum areas make a contribution to the pupils' spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

As a school we aim to provide an education that gives pupils the opportunity to explore and develop their own values and beliefs and spiritual awareness. We want the pupils to understand their own social and cultural traditions and also appreciate the diversity and richness of other cultures and of modern British life.

All faith backgrounds will be respected and there will be opportunities to explore different faiths.

2 | Overarching Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure that we preclude the promotion of partisan political views in the teaching of any subject in school, and to take such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils, a balanced presentation of opposing views is given. This will apply whether pupils are in attendance at school or taking part in extracurricular activities which are provided or organised by or on behalf of the school.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.
- To promote fundamental British Values

3 | Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.

- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

4 | Moral development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.

5 | Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

6 | Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

7 | Fundamental British Values

As a school we aim to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge opinions or behaviours that are contrary to these values.

8 | Through our SMSC provision, we will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people and encourage respect for democracy and support

for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

- Pupils will develop their understanding of fundamental British Values in a range of ways, appropriate to the age of the pupils, including:
 - ◆ inclusion of a unit on democracy within the curriculum
 - ◆ visits to places of democracy, including the Council Chambers, Courts and Parliament Buildings
 - ◆ assemblies
 - ◆ development of pupil voice within the school
 - ◆ opportunities to develop debating skills
 - ◆ visits to places of worship

9 | Teaching and Organisation

Development in SMSC will take place across all curriculum areas. Pupils will be encouraged to reflect on the significance of what they are learning, and also to recognise any challenges that there may be to their own attitude and lifestyle.

To ensure that we preclude the promotion of partisan political views in the teaching of any subject in school, we will scrutinise planning and include it within all lesson observation both formal and informal.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

- Class discussions will give pupils opportunities to:
 - Talk about personal experiences and feelings.
 - Express and clarify their own ideas and beliefs.
 - Speak about difficult events, e.g. bullying, death etc.
 - Share thoughts and feelings with other people.
 - Explore relationships with friends/family/others.
 - Consider others' needs and behaviour.

- Show empathy.
- Develop self-esteem and respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

10 | Assemblies

Through our assemblies we seek to demonstrate the spiritual and moral characteristics that are appropriate to our school community and that reflect the shared values and common concerns of different faiths and beliefs.

We aim to:

- Encourage sensitivity to the wonder and mystery of the world's people.
- Allow pupils to reflect on their experience and the experience of others.
- Recognise and respect that people hold different beliefs and commitments.
- Encourage values of human concern and their consequences for living, courage, justice, compassion, love, forgiveness, responsibility and care.
- Express the values and concerns of the school community and the communities we serve.

11 | Links with the wider community

Visitors are always welcomed into the school.

The development of a strong home-school link is very important to us, enabling parents and teachers to work in an effective partnership to support the pupil.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility for it.

12 | Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- SMSC audit
- Regular observations
- Scrutiny of any material that is delivered by a third party
- Scrutinising all lessons and planning for any evidence of partisan views and radicalisation
- Work book scrutiny & audit