



SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION POLICY

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Member of Staff Responsible for the Policy:	AHT Personal Development
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1. Rationale

1.1 At Huntington school, as part of a broad and balanced curriculum, we promote pupils' spiritual, moral, social and cultural (SMSC) development. Huntington school prides itself on a culture of high expectations as well as the personal development and well-being of every student. The school community values Respect, Honesty and Kindness and the Governing Body expects every single member of the school community to live by these values.

1.2 The spiritual, moral, social and cultural development permeates the life of the school, and we seek to develop attitudes and values that will enable students to become responsible and caring members of society. The promotion of spiritual, moral, social and cultural development raises confidence, self-esteem, motivation and leads to better learning. The school is dedicated to empowering our students to be confident, happy, healthy, thoughtful, reflective and resilient young people who can make informed decisions and choices. At the heart of everything we do is the belief that pupils need to enjoy their time at school.

1.3 The school actively promotes all students' development, both academic and personal, by providing a broad and balanced curriculum that meets the needs of all students, enables all student to make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development.

1.4 At Huntington school we believe:

- All curriculum areas have a contribution to make to the student's spiritual, moral, social and cultural development.
- A strong pastoral system is essential to the school culture. Form tutors play a central role in championing students and developing a sense of community within their forms.
- All adults must model and promote expected behaviour treating all people as valuable individuals showing respect, honesty and kindness.
- In offering opportunities to develop students' interpersonal skills, self-esteem and prepare students for the opportunities, responsibilities and experiences of adult life.
- In celebrating student achievement, fostering a sense of community and exploring relevant spiritual, moral, social and cultural issues
- British Values are seen as part of spiritual, moral, social and cultural and adhere to the definition of British values as:
 - Democracy;
 - Rule of Law;
 - Individual liberty;
 - Mutual respect;
 - Tolerance of those with different faiths and beliefs.

This policy should be read in conjunction with other school policies on Equal Opportunities, SEND, Safeguarding and Child Protection, Anti-Bullying, Curriculum and Sex & Relationships Education.

2. Defining spiritual, moral, social and cultural development.

The Ofsted Framework (November 2025) provides the most recent guidance related to Spiritual, Moral, Social and Cultural Education.

2.1 The spiritual development of students is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's 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
- willingness to reflect on their experiences.

2.2 The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

2.3 The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

2.4 The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others



- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

3. Provision

The school aims to provide students with a range of different opportunities through which they can extend their spiritual, moral, social and cultural development, both within the curriculum and outside of it.

3.1 We aim to provide students with opportunities for **spiritual** development by:

- giving students the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives;
- where students already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them;
- encouraging students to explore and develop what animates themselves and others
- encouraging pupils to reflect and learn from reflection;
- giving students the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful;
- developing a climate or ethos within which all students can grow and flourish, respect others and be respected;
- accommodating difference and respecting the integrity of individuals;
- developing student capacity for critical and independent thought;
- promoting teaching styles which:
 - value students' questions and give them space for their own thoughts, ideas and concerns
 - enable students to make connections between aspects of their learning
 - encourage students to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'

3.2 We aim to provide students with opportunities for **moral** development by:

- recognising the unique value of each individual;



- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school;
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria;
- giving students opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
- developing an open and safe learning environment in which students can express their views and practise moral decision-making;
- gaining the confidence to cope with setbacks and learn from mistakes;
- rewarding expressions of moral insights and good behaviour;
- modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community;
- encouraging students to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour;
- reinforcing the school's values through images, posters and classroom displays.

3.3 We aim to provide students with opportunities for **social** development by:

- identifying key values and principles on which school and community life is based;
- fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish;
- encouraging students to work co-operatively;
- encouraging students to recognise and respect social differences and similarities;
- providing positive community experiences – for example, through assemblies, team activities, residential experiences, school productions;
- helping students develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect;
- helping students to challenge, when necessary and in appropriate ways, the values of a group or wider community;
- providing a conceptual and linguistic framework within which to understand and debate social issues;
- providing opportunities for engaging in the democratic process and participating in community life;
- providing opportunities for students to exercise leadership and responsibility e.g. School Council/Mental Health Champions;



- providing positive and effective links with the world of work and the wider community;

3.4 We aim to provide students with opportunities for **cultural** development by:

- providing opportunities for pupils to explore their own cultural assumptions and values;
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality;
- extending students' knowledge and use of cultural imagery and language;
- providing opportunities for students to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance;
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges;
- providing extensive opportunities for extracurricular trips and visits throughout the school year for different groups of students.

4. Implementation

4.1. Assemblies

Assemblies are year group occasions where students see that they are part of a community. Assemblies should aim to reinforce the concept of community and should help students to think and reflect on themselves and their education and on religious, spiritual and moral issues. They will often involve celebration. Because the school is not a faith community we do not believe that worship is generally appropriate in assembly. However, thought and reflection will often be at the heart of an assembly.

4.2 Form tutor

Arguably, the most important element of each year group team, however, is the Form Tutors for each tutor group. It is the tutors who are, in effect, the students' champions. It is beyond what we can expect of one individual person to champion the 240 students in each year however, it is possible to get to know each child in a class of 30 students and champion his or her cause, celebrate his or her achievements and support him or her when s/he inevitably falls. All students attend morning tutor sessions with their form tutor. The sessions allow students to reflect, discuss and explore issues which affect school, community, country as well as world issues.

4.3 Attitude to learning

At Huntington School, we promote the ethos of 'attitude to learning', whereby all students should put learning, and developing in learning, at the forefront of all they do. The emphasis is on:

- Learning at all costs;
- Confronting mistakes;



- Hard work and effort as keys to success.

Our day-to-day work is enshrined in these principles, and we develop our school ethos to reinforce and develop the character traits and behaviours we want our young people to possess. They permeate everything we do as a school and form the backbone of the whole community, giving students the opportunity to learn and grow as young people. We understand that the relationships we form with our students are paramount in supporting this ideology. They are highly important as they drive the values culture we want to achieve. Our school structures are designed to support this culture and nurture of our young people.

4.4 Personal, Social, Health and Economic Education (PSHE) M1 curriculum

The M1 curriculum helps to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. The M1 programme is fundamental in delivering the spiritual, moral, social and cultural strands. It aims to help students understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. Many issues are discussed including: bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health, wellbeing, and sex and relationships. The lessons also aim to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking.

4.5 Beyond the Curriculum

Spiritual, moral, social and cultural development is also promoted through:

- Student voice;
- Educational trips and residential programmes;
- Clubs and societies
- School productions;
- Link group;
- Charity work e.g. Charity days
- Guest speakers.

5. Monitoring and Evaluation

This policy will be reviewed regularly by the Teaching and Learning Governors' Committee.

The effectiveness of SMSC in school will be evaluated in the following ways:

- Monitoring of teaching and learning and work scrutiny by SLT and Subject Leaders;
- Student voice feedback;
- Curriculum auditing;
- Sharing good practice;
- Line Manager meetings.