



Woodend Farm school

Kindness comes in many forms

Spiritual, Moral, Social and Cultural (SMSC) Policy

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RECORD OF POLICY AMENDMENT / HISTORY

Version / Issue	Updated by	Date	Reviewed/ Approved By Governors	Reason for Change
V1.0 – initial draft	Emma Dolby	October 2025		Revised policy to include secondary phase



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1. Purpose

At Woodend Farm School, we recognise the vital role our school plays in developing pupils' spiritual, moral, social, and cultural (SMSC) understanding alongside their physical and emotional well-being, so they can thrive as individuals. We are committed to promoting fundamental British values within a nurturing, trauma-responsive environment that reflects our core values of Kindness, Belonging, Believing, and Achieving.

These core values are embedded throughout our curriculum and daily practice. Through a varied, creative and therapeutic curriculum—underpinned by the Thrive approach—we ensure that SMSC development is not an isolated element but a fundamental part of every pupil's learning journey. Our aim is to prepare pupils to become confident, compassionate, and resilient individuals who can participate fully and positively in life in modern Britain and the wider world.

2. Definitions

In each of the areas below, we have defined the behaviours, attributes and abilities that we aim to develop within our pupils. This policy sets out what we mean by spiritual, moral, social and cultural development and how these aspects contribute to the holistic growth of every pupil at Woodend Farm School.

Spiritual: Developing curiosity, imagination and a sense of awe; exploring beliefs and values; reflecting on experiences to build self-awareness and resilience. At Woodend Farm, this means encouraging pupils to believe in themselves and others, fostering creativity and belonging through meaningful experiences.

Moral: Understanding right and wrong, making responsible choices and considering the impact of actions on others; promoting fairness and integrity. We embed kindness and accountability by helping pupils make choices that reflect honesty and respect.

Social: Building positive relationships, working collaboratively and contributing to the school and wider community; developing empathy and respect. Our approach creates opportunities for teamwork and growth, enabling pupils to feel a strong sense of belonging.

Cultural: Appreciating diversity, arts, and heritage; understanding British values and global perspectives; celebrating differences as strengths. We empower pupils to value diversity and explore traditions, preparing them to thrive in modern Britain and beyond.

3. Aims and Objectives

At Woodend Farm School, our aim is to ensure that every pupil develops the spiritual, moral, social and cultural understanding needed to thrive as confident, compassionate individuals. We want pupils to leave us with the values, skills and resilience to participate fully in life in modern Britain and the wider world.

Our objectives are to:



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- Embed SMSC development across the curriculum, pastoral care and wider school life.
- Promote **Kindness, Belonging, Believing, and Achieving** as the foundation for all learning and relationships.
- Foster respect, empathy and tolerance through experiences that celebrate diversity and British values.
- Support pupils' emotional well-being and personal growth through Thrive-informed practice.
- Provide opportunities for pupils to reflect on their beliefs, make responsible choices and develop a strong sense of identity.
- Encourage active participation in school and community life, building teamwork, leadership and social responsibility.
- Prepare pupils for adulthood by developing independence, resilience and cultural awareness.



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4. Implementation

Primary Phase

SMSC is embedded across all learning and daily routines within our three pathways, ensuring developmental appropriateness and emotional safety.

- **Spiritual:** Pupils experience awe and wonder through sensory-rich thematic learning, creative arts, outdoor exploration and reflection activities in Thrive sessions and circle time.
- **Moral:** Staff consistently model kindness and fairness. Pupils learn responsibility through restorative conversations, logical consequences and Thrive-informed strategies that teach empathy and accountability.
- **Social:** Social skills are developed through group projects, pupil voice forums and play-based learning. Thrive strategies (PACE and VRFs) help pupils to feel safe, connected and able to co-regulate.
- **Cultural:** Cultural understanding is deepened through stories, celebrations and thematic learning about identity and diversity. British values are woven into assemblies and PSHE, enriched by visitors from the community and workshops.

Secondary Phase

SMSC is embedded in a curriculum that balances academic progress with emotional safety and autonomy-supportive practice for pupils with Persistent Drive for Autonomy (PDA).

- **Spiritual:** Opportunities for reflection and creative expression are offered through negotiated projects and disguised learning approaches that reduce perceived demands and promote autonomy.
- **Moral:** Pupils develop moral reasoning through ethical debates, citizenship lessons and leadership roles that promote accountability, supported by trauma-responsive strategies and restorative practices.
- **Social:** Collaborative projects, volunteering and enterprise activities build teamwork and resilience while respecting pupils' need for control and choice. Thrive-informed relational practice ensures emotional safety and co-regulation.
- **Cultural:** Cultural awareness is broadened through literature, arts and real-world experiences. British values are explored through debate, assemblies and partnerships with external agencies. Careers education and life-skills projects prepare pupils for adulthood as confident, compassionate citizens.

5. Integration into Curriculum

Primary Phase

SMSC is embedded throughout our thematic curriculum and daily routines, ensuring pupils experience holistic development in a way that matches their individual needs and interests.



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Learning extends beyond the classroom into the **community**, where pupils actively develop key life skills through real-world experiences.

- **Thematic Learning:** Topics such as community, friendship, respect, identity and belonging are explored through cross-curricular themes that encourage curiosity, reflection and creativity. These themes are personalised to reflect pupils' interests and lived experiences.
- **PSHE and Thrive:** Sessions focus on feelings, relationships and emotional regulation, using Thrive-informed strategies to build resilience, empathy and moral reasoning. Activities are adapted to pupils' individual needs and are often linked to community-based experiences.
- **Creative Arts and Outdoor Learning:** Pupils engage in art, music, drama and nature-based activities to foster awe, wonder and spiritual growth. Outdoor learning frequently includes visits to local parks, community gardens and cultural spaces to strengthen real-world connections.
- **Cultural Awareness:** Stories, celebrations and cultural events deepen pupils' understanding of diversity and British values, supported by assemblies, visiting speakers and community participation. Pupils take part in local events and projects to broaden their cultural capital.
- **Community Engagement for Life Skills:** Pupils regularly access the local community to practise independence, communication and social interaction. Activities such as shopping, using public transport and participating in community projects help embed pupils' functional skills and prepare pupils for adulthood.

Secondary Phase

SMSC is embedded in a curriculum that balances academic progress with emotional safety and autonomy-supportive practice for pupils with Persistent Drive for Autonomy (PDA). Every element is personalised to each pupil's interests, strengths and aspirations, ensuring engagement and ownership of learning:

- **PSHE and Citizenship:** Pupils explore rights, responsibilities and global issues through discussion, debate and negotiated learning tasks that reduce perceived demands and promote autonomy, tailored to topics that interest them.
- **Cross-Curricular Projects:** Themes such as sustainability, ethics and cultural diversity are delivered through collaborative projects linked to pupils' passions, encouraging critical thinking and moral reasoning in contexts that they find meaningful.
- **Assemblies and Enrichment:** Regular assemblies, cultural visits and workshops promote British values, global awareness and preparation for adulthood, with enrichment opportunities chosen to reflect pupils' preferences and cultural interests (see proposed events calendar).
- **Careers and Life Skills:** Careers education is structured and deliberately planned. It is fully bespoke, connecting pathways to pupils' aspirations through enterprise projects, functional skills in real-world contexts, alongside cultural capital experiences that develop pupils' independence and prepare them for employment.
- **Therapeutic Integration:** Thrive sessions and trauma-responsive strategies are embedded within lessons to ensure emotional safety and support pupils' spiritual, moral, social and cultural development, adapted to their individual needs and interests.



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6. Staff responsibilities

All staff at Woodend Farm School share a collective responsibility for promoting pupils' spiritual, moral, social and cultural development. This responsibility extends beyond the classroom and permeates all aspects of school life. Staff will:

- **Embed SMSC objectives** into lesson planning, thematic units and enrichment activities, ensuring pupils experience opportunities for reflection, discussion and moral reasoning.
- **Model core values and British Values**—Kindness, Belonging, Believing, Achieving, Adopting Democracy, Rule of Law and Individual Liberty —through daily interactions, fostering mutual respect, tolerance and empathy.
- **Create emotionally safe environments** using Thrive-informed strategies, PACE (Playfulness, Acceptance, Curiosity, Empathy) and Vital Relational Functions (Attunement, Validation, Containment, Regulation).
- **Promote inclusive practice** by adapting learning to meet pupils' individual needs and celebrating diversity within the school community.
- **Facilitate pupil voice** through discussions, councils and restorative conversations, enabling pupils to express opinions and engage in democratic processes.
- **Collaborate with parents, carers and external agencies** to reinforce SMSC development beyond the classroom.
- **Engage in ongoing professional development** to maintain expertise in trauma-responsive practice, Thrive and SMSC integration.
- **Monitor and record SMSC progress** using Evidence for Learning and contribute to the Assess–Plan–Do–Review cycle for each pupil.

7. Opportunities for SMSC Development

SMSC development is embedded throughout school life, complemented by targeted opportunities beyond the classroom. Pupils engage in enrichment activities such as themed days, cultural celebrations and creative workshops that encourage reflection and broaden horizons. Leadership roles within pupil councils and peer mentoring schemes enable pupils to practise democratic values and social responsibility. We also create authentic contexts for SMSC through project-based learning linked to real-world issues, visits to places of cultural and historical significance and engagement with guest speakers from diverse backgrounds. Volunteering and enterprise initiatives further promote teamwork, empathy and resilience, helping pupils appreciate diversity, explore personal values and develop the confidence to contribute positively to society.

8. Community Involvement

Our school fosters strong links with the wider community to enrich pupils' learning and personal development. Pupils regularly access local facilities to practise functional skills and participate in community projects that promote inclusion and citizenship. We invite professionals and volunteers to share their expertise with pupils on topics such as health, safety and careers, helping pupils connect classroom learning to real-life contexts. These



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partnerships ensure pupils experience diversity, develop empathy and understand their role within society.

10. Monitoring and Review

At Woodend Farm School we will monitor SMSC to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of SMSC through a variety of monitoring tasks including:

- Learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Planning scrutinies
- Work scrutinies of learning in books and Evidence for Learning
- Pupil voice feedback sessions

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