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# Spiritual, Moral, Social & Cultural Values (SMSC) Policy

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## **Spiritual, Moral, Social and Cultural Values (SMSC)**

### **SMSC and the Development of Fundamental British Values**

The personal development of students (SMSC) is a major aim of education and is central to the education of the whole child. It is a statutory requirement that clear and planned provision is made for SMSC for all students "The Department for Education requires schools to promote pupils' spiritual, moral, social and cultural development as part of a broad and balanced curriculum.". At This Is My Education (TIME), our ethos is focused on the development of the whole person and SMSC values encompass all aspects of school life and all subjects.

This policy reflects the current Ofsted Education Inspection Framework (EIF) and the Independent Schools Inspectorate (ISI) inspection framework, which place strong emphasis on pupils' personal development, wellbeing, character education, and preparation for life in modern Britain.

SMSC development contributes directly to the Personal Development judgement and supports safeguarding, behaviour, attendance, and mental health outcomes.

We believe that education is value-inherent and are thus proactively committed to the promotion of skills, awareness and dispositions that enable our students to develop their capacity to explore their own and others' values and beliefs in a safe and respectful but challenging environment.

The purpose of this policy is to state clearly the shared values and aims of the school and to ensure that they are reflected in our practice through the effective promotion of opportunities for spiritual, moral, social and cultural development. Opportunities for SMSC are both planned and spontaneous, arising out of the day-to-day experience of students and staff in and beyond the school.

### **The Development of British Values**

Ofsted published a revised inspection handbook in September 2014. Paragraph 133 of the handbook explains that the social development of students will be shown, in part, by their acceptance of and engagement with fundamental British values, developing and demonstrating the skills and attitudes "that will allow them to participate fully in and contribute positively to life in modern Britain."

The Government categorise the fundamental British values as democracy, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs. These values are deeply embedded across our Pride curriculum.

Our Vision is to create and deliver an outstanding educational experience for every student at TIME. We will achieve this through:

- Valuing every student as an individual, ensuring they realise their potential by providing an aspirational and engaging curriculum
- Delivering the highest standards of teaching and learning to ensure excellent progress and achievement that inspires all our students
- Ensuring no matter what the starting point, outstanding progress is achievable by all
- Supporting student growth and development through our close caring community ethos of respect and tolerance for others and building a sense of belonging
- Providing a learning environment which is both stimulating, supportive, fosters excellence and independence
- Inspiring a culture and thirst for lifelong learning based on motivation, challenge, praise and reward to enable students to achieve their goals in life

- Building positive partnerships with parents and the local community to widen opportunities and secure high quality outcomes for all of our students
- By setting high expectations, we expect all students to progress and maximize their potential by seizing the opportunities provided and valuing their education in order to meet the challenges of our rapidly changing world

### **Aims of the Policy**

- To develop students' character, resilience, confidence and independence
  - To prepare learners for their next stage of education, employment or training
  - To support positive mental health and wellbeing
  - To promote inclusion, equality and respect for protected characteristics (Equality Act 2010)
- To promote a shared understanding of what SMSC is, and to identify opportunities for SMSC across the whole school
- To promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life
- To enable all aspects of the school to meet the personal development needs of the students
- To enrich the students' experience of the curriculum
- To make explicit the value of the work of both students and staff

SMSC is therefore closely linked to the school's safeguarding, RSE, online safety and wellbeing provision.

### **Shared Values**

We explored the meanings of the Spiritual, Moral, Social and Cultural values in the context of TIME School and arrived at the following working definitions, whilst accepting that no definition is absolute. SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of the whole school by encouraging us all to explore, in an appropriate way.

### **Spiritual development**

It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a student's spirit, soul, personality or character.

The spiritual development of students' is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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

### **Moral development**

Enabling students to build a framework of moral values, aligned with the law of the land, which regulates their personal behaviour. It is also about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

The moral development of students is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, 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 being able to understand and appreciate the viewpoints of others on these issues.

### **Social development**

Young people working effectively with each other and the development of the inter-personal skills necessary for successful relationships. It is about functioning effectively in a multi-racial, multi-cultural society and making a positive contribution to the school community and wider society.

The social development of students is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with students 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 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; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

### **Cultural development**

Helping students to develop an understanding of their own culture and other cultures in their town, region and in the country as a whole. Promoting students' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

We actively promote respect for the protected characteristics outlined in the Equality Act 2010, ensuring pupils understand diversity in relation to race, religion, disability, gender, sexual orientation and family background.

The cultural development of students 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 within school and further afield as an essential element of their preparation for life in modern Britain
- 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, sporting and cultural opportunities.

## How we promote opportunities for SMSC

SMSC is embedded with our PHSE/RSE curriculum, which is taught in weekly in key stage 3,4&5 and is a way of making the curriculum relevant to the experiences, past, present and future of the students. It provides depth and integrity to what we do and humanises the curriculum.

All subjects contribute to this SMSC awareness and identify in plans where this will be done and possible areas where they may arise naturally. Because we have a shared understanding of SMSC, teachers are better able to identify both planned and spontaneous opportunities across the whole curriculum.

Students are encouraged to take on leadership roles, contribute to decision-making and express their views through student council, mentoring roles and feedback forums.

- Themed assemblies and awareness events
- Enrichment visits and community engagement
- Student leadership and pupil voice opportunities
- Targeted wellbeing and mentoring support
- Celebration of cultural and faith events across the year
- Cross-curricular links identified in schemes of work

## Whole-school promotion of SMSC

### School Ethos

We recognise that SMSC development supports mental health and emotional wellbeing. Our provision includes mindfulness, reflection, resilience-building and access to pastoral and therapeutic support where needed.

The promotion of students' spiritual, moral, social and cultural development provides the why (as opposed to the 'what' and 'how') of education. It is an essential ingredient of school success and every adult in school has a major role to play in promoting this. Values are communicated both implicitly and explicitly. The way we respond to students, the relationships we build with them, the examples we set, all express the values we live by and can be shared and explored. It is expected that in all our dealings with students, we all strive to adhere to and promote these values.

### School Curriculum

SMSC can be evidenced in PHSE/RSE lessons and every subject area contributes to the SMSC development of students and will highlight in medium-term planning (Schemes of Work) opportunities for SMSC. These will not be set in stone as sometimes these opportunities might not be appropriate, or other opportunities might arise. SMSC is organic and grows through our responses to the opportunities provided by our subjects, our interests and above all by the experiences and interests of the students. Our clear understanding of the role of SMSC in education and our commitment to promote it will be the key to our success.

## Teaching & Learning

Teachers will inspire students through the enthusiasm for and modelling of learning. Teachers will use creative strategies and challenging questions to engage students in their learning and relate it to their own experiences.

## Extra-curricular activities and community links

Personal development is enriched through a wide range of extra-curricular activities, which provide opportunities for SMSC and for inspiring students to broaden their experience and horizons. These make significant contributions to the ethos and spirit of the school. TIME offers a range of educational opportunities outside of the classroom. There is an extensive range of local, and regional trips and visits on offer. These are all very popular and allow students and staff to experience the world away from school.

We work in partnership with parents and the wider community to make sure that we give our students the best possible environment in which to grow, flourish and learn.

## Monitoring and Evaluation

The impact of SMSC provision is monitored through:

- student voice and surveys
- behaviour and attendance data
- safeguarding and wellbeing records
- lesson observations and learning walks
- Half termly meetings with SMSC team
- review of curriculum planning
- participation in enrichment and community activities

## Outstanding practice

TIME recognises SMSC as a driver of inclusion, wellbeing and aspiration. Our approach ensures pupils develop the knowledge, skills and attitudes needed to thrive in a diverse society and to become responsible, reflective and active citizens.

SMSC provision is reviewed annually by senior leaders to ensure it remains relevant and effective.