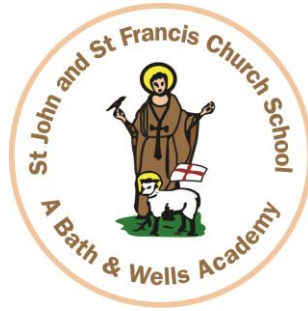




Spiritual, Moral, Social & Cultural Procedure

2026-2027

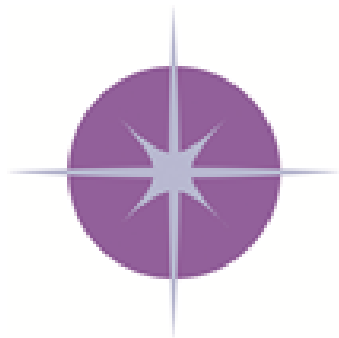
Reviewed by: Headteacher

Member of the school Senior Leadership Team

Date: September 2026

Review Date: September 2027

This procedure was created with the St John & St Francis Church School and governors. The views of parents were considered when writing this Procedure.



BATH & WELLS
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

*Love always protects,
always trusts, always hopes,
always perseveres*

1 Corinthians 13:7



Learners for life, who care, understand, respect all and are guided by our core values.

Our Ethos

Our ethos is based upon Christian principles. We seek to provide pupils with a clear and solid moral framework, part of which is respect of the different beliefs and cultures of others, and equal opportunities for all.

We believe that all people who enter or are associated with our school, whether pupil, staff, governor, parent or visitor, are valued as individuals in their own right.

Our Values

Our school welcomes children from all faiths. The main Christian festivals are celebrated in a traditional manner, but important religious festivals of other faiths are also discussed and enjoyed. We have strong traditional values with high moral standards, and the fundamental importance of good behaviour, and respect for others, is impressed upon all of our pupils. We believe that children learn best in a secure and orderly school environment.

We strive to provide each pupil with the best opportunity to develop and excel. Our school has a positive, 'can-do', atmosphere and pupils, parents and staff work together in partnership for the success and happiness of every child.

Our Aims

The aims of our school's SMSC (Social, Moral, Spiritual and Cultural) Procedure is to:

- Make all children and staff feel safe, happy, respected, and cared for, and have a sense of belonging and pride in the school as a community.
- Encourage the children to learn how to learn, use their imaginations, be reflective, have fun, and celebrate their achievements.
- Develop each child's moral and spiritual wellbeing, by providing a clear set of values which will enable them to become tolerant, respectful, and caring citizens, thoughtful and sensitive to the needs of others and caring deeply about the environment and the planet on which they live.

- Develop the voice of the children by providing an atmosphere which encourages pupils to come forward with original ideas and to play an active and appropriate role in the running and decision-making processes of the school.
- Create a well-structured indoor and outdoor environment that is attractive, lively, stimulating, informative, and supports the children's learning.
- Promote good working relationships between all who work in the school, and a strong partnership with the parents, the Church, and the wider community.
- Encourage the children to understand the need to lead a healthy lifestyle through healthy eating and regular exercise.

Implementation

We aim to do these things by providing a curriculum which has clear values and enables pupils to reflect on their own, and other people's lives and beliefs. This can occur in both the formal and informal curriculum, through stories, writing, art, music, history, geography, PSHE (Personal, Social, Health and Economic Education), RE (Religious Education) and during Collective Worship. Through our school rules, (Ready, Respectful and Safe) children are encouraged to have respect for themselves and other people, property belonging to others and the immediate and wider environment.

Children are encouraged to be an active part of school life and that of the wider community. This is done within the school council whose members are democratically voted for each year and every year group is represented.

Children are given opportunities to develop and express moral values and in turn, British, values, and extend social and personal understanding in various issues. For example:

Telling the truth.

Acting considerately towards others.

Helping those less fortunate than themselves.

Taking responsibility for their own actions.

Self-discipline.

These are covered through the 'SCARF' programme from Coram Life Education which teaches PSHE and is used across the whole school as part of the wider curriculum. The acronym stands for Safety, Caring, Achievement, Resilience, Friendship.

Through classroom organisation and management, teachers will give children opportunities for social development. Children are given opportunities to work co-operatively in various sized groups. Through games they are encouraged to develop fair play. In all aspects of the curriculum, they develop an awareness of social interaction, and experience a variety of social roles, including co-operation and partnership, and leadership and responsibility.

Our special relationship with the Church of England is acknowledged by a celebration of Christmas, Easter, Harvest and Saints Days. Children are encouraged to be mindful of the

lives and wellbeing of others, and this can be seen in charity donations such as to the food bank at harvest time.

An appreciation of the arts is gained by visits to:

The theatre, museums and galleries, sites of historical interest and National Trust properties and through visitors to school such as: Musicians, artists, community workers and a variety of speakers.

The appreciation of the diversity and richness of all cultures is encouraged by:

Visits, visitors, music and dance, art literature, design and technology and the celebration of special occasions and days.

Assessment

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Parents' views about their child's development is encouraged and incorporated into the assessments. Alongside these judgements, teachers use the personal, social and emotional objectives to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily observations and evaluations or photographs.

KS1 and KS2

Informal assessment is primarily through observation of pupil behaviour, the views that pupils express and through discussion among staff.

Global Learning

Global learning helps children understand the wider world, including diverse cultures, global issues, and interconnectedness. It encourages curiosity, empathy, and critical thinking while fostering respect for people, places, and the environment beyond our immediate surroundings. By integrating global learning into many areas of the curriculum such as geography, history, PSHE and the wider curriculum including assemblies and first-hand learning experiences children develop the awareness and skills necessary to become responsible global citizens.