

SPARKLE MULTI-ACADEMY TRUST



ORCHARDS INFANT AND JUNIOR SCHOOL

POLICY FOR SMSC

REVIEWED SEPTEMBER 2026



AIMS

The aims of an SMSC education at Orchards Infant and Junior are:

- to ensure pupils' education at Orchards Infant and Junior School is holistic rather than focussed narrowly on purely academic aspects of learning.
- to provide pupils with a rounded education, including learning how to work and play together, understanding and respecting others' points of view, respecting and applying rules and understanding why these exist.
- to prepare pupils to contribute to society and culture throughout their lives, and enable them to participate actively and positively in the life of the school, their local community and wider society.
- to encourage pupils to value themselves and their unique contributions to their own and others' lives, and in turn to value and celebrate others and their qualities and abilities.
- **Spiritual** development is the development of the elements of pupils that animates and sustains us. It is about the development of a sense of identity, belonging, self-worth, meaning and purpose and the ability to reflect.
- **Moral** development is about the creation, largely by pupils, of a framework of values which regulates pupils' behaviour, and about pupils' understanding of society's shared and agreed values. It is about acquiring an understanding of right and wrong, and being able to apply this understanding within and outside school. Moral development also includes pupils' appreciation that different people hold different views on subjects, and being able to articulate their own opinions.
- **Social** development is the development of pupils' ability to work effectively with each other in a school context, and participate constructively in the wider community. It concerns the acquisition of the skills and qualities necessary to live and work together. It includes developing an understanding of society's institutions and pupils' roles as citizens of Britain and the world.
- **Cultural** development is the development of pupils' understanding and appreciation of their own and others' cultures. It includes being able to live in a rapidly changing global culture, increasingly influenced by developments in travel, technological and communication, and being able to cope with the impact of such changes.
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Delivery

SMSC is delivered through

- The everyday teaching and learning that occur daily within the school day.

- The plethora of extra-curricular and non-class based opportunities, including whole school assemblies, an education at Orchards provides for pupils.
- The school's established rules, procedures and behaviour management policies and strategies.

Within lessons

SMSC skills and understanding are developed through:

- The RE curriculum which encourages pupils to explore **spiritual** thinking through their own and others' beliefs and values, and to develop an awe and wonder for the natural world.
- The Art curriculum which affords pupils the chance to explore **spiritualism** and reflect on their feelings and motivations, and respond visually to these.
- The Literacy curriculum which gives pupils opportunities to consider **moral** codes and rules through units of work on, for examples, fables and other morality tales.
- The PSHE curriculum which promotes a **spiritual**, reflective approach to considering and celebrating difference and diversity between people.
- The Science curriculum which encompasses pupils' **spiritual** development in acquiring a wonder and awe in the natural world.
- The History curriculum which includes important aspects of pupils acquiring and appreciating the origins and reasons for contemporary **culture** and society.
- All curriculum subjects during group work and peer assessment when **social** skills are used and developed.

Outside lessons

The School's provision for SMSC learning opportunities outside of curriculum subjects permeates pupils' lives at Orchards.

SMSC skills and understanding are developed through a range of opportunities including:

- Sports clubs to encourage teamwork and promote fitness and wellbeing.
- Visiting speakers to break down **cultural** division in the community.
- Prefects and Infant and Junior Leaders are elected to promote the ethos of care and duty to the school community .
- Whole-school and class assemblies are often vehicles for the promotion of **moral** values and ethics (for example, anti-bullying assemblies, recycling).
- Charities are supported throughout the Year with fundraising activities

- Educational visits, and in particular residential visits involve the development of many **social** skills for pupils.
- A range of musical, artistic and creative provide opportunities for pupils to develop **social** skills through team working, and also promote **cultural** appreciation and reflection of artistic, music and thespian talents.
- Sports teams necessitate **social** development by sharing effort and endeavour in order to succeed.

Working with parents, carers, governors and members of the community

- It is important that parents and carers support what we are doing in school regarding the spiritual, cultural, moral and social skills of pupils. We encourage parents' involvement through our 'open door' policy, being involved in the parent forum, newsletters, celebration assemblies to which parents are invited and during which pupils' school and extra-curricular achievements are celebrated, and through close home/school liaison.
- Parents are also invited to attend meetings prior to pupils' attendance on residential visits in order for parents to gain a fuller understanding of the social and cultural elements within such visits.