



Horsington Church School

“That they may have life, Life in all its fullness.”

John 10:10



Spiritual, Moral, Social and Cultural Development (SMSC)

Through a positive, caring environment we provide the opportunity for every child to reach their full potential. Our Christian values and ethos underpin everyday life at school.

At Horsington Church School we strive to create a learning environment which promotes kindness, perseverance, forgiveness, respect and love and which equips our pupils with the knowledge, skills, attitudes and values needed for their future lives.

The curriculum provides a wide range of sporting, artistic and cultural opportunities that encourage pupils to work together to experience, and value, “life in all its fullness.”

Activities are planned that encourage pupils to reflect and empathise with others as well as giving them confidence to express and develop their own opinions.

Spiritual Development

Spiritual development focuses on an individual’s own beliefs. Through spiritual development children learn to understand their own feelings and emotions and this enables them to reflect on them and learn from them.

To promote spiritual development our curriculum enables pupils to:-

- Be curious and express feelings of delight and wonder, (scientific investigations, new life, the global landscape, Window, Mirrors, Doors)
- Empathise and consider the viewpoints of others, (Drama, debates, discussing feelings)
- Be reflective and have time for quiet contemplation, (through using the ‘quiet places’, in Collective Worship, in RE lessons)
- Consider how belief can impact lifestyles, (RE, investigating communities and faiths, historical case studies)

- Develop meta-cognitive skills to consider what they have achieved and what they need to do in order to be successful in the future, (self-assessment)

Moral Development

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

To promote moral development our curriculum enables pupils to:-

- Benefit from a clear and consistent reward system and sanctions which children understand and believe to be fair
- Collective worship which demonstrate moral values, often based on the life of Jesus and the example set by him
- Activities which enable pupils to express their opinions and show their values, (involvement in fundraising, class discussion)
- Discussing choices made by pupils and others and resulting outcomes and any reparations which may be appropriate
- The promotion of how our school values as part of our moral development
- The promotion of school values and how they feed into British Values

Social Development

Social development involves learners working effectively together and participating successfully in the school, and wider, community. During pupil's social development they gain interpersonal skills that allow them to form successful relationships and also enable to participate fully in school life. This supports our vision that all pupils are able to experience "Life in all its fullness...".

To promote social development our curriculum enables our pupils to:-

- Observe positive social behaviour modelled by adults in school
- Participate in extra-curricular clubs
- Participate in a wide range of sporting activities
- Develop social skills through play at playtime and lunchtime
- Work on teambuilding and turn-taking activities

- Experience working with all age groups across the school and in the wider community, (events at the local secondary schools)
- Lead social and fundraising events, (coffee mornings, open days)
- Lead Collective worship
- Participate in residential and day trips

SMSC is monitored by the Headteacher, subject lead and the RE-co-ordinator. It is the responsibility of all staff.

- SMSC is supported by our PSHE, RE, SRE curricula and Collective Worship
- Work is shared with all staff across the school and this informs future planning

Cultural Development

Cultural development enables all learners to develop an understanding of their own culture and other cultures locally, globally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity. In our rural locality this learning is particularly pertinent.

Children are introduced to regional, national and global perspective through:-

- Stories from other cultures
- First hand experiences through local visits, theatres, galleries
- Visitors from the local, and wider, community
- Being part of national and international fund-raising events
- Learning about different lifestyles including beliefs, dress, food, festivals and places of worship
- Teaching of British Values within the school context and nationally

Proposed: Summer 2002

Reviewed: Autumn 2006

Reviewed : May 2010

Reviewed: Autumn 2014

Reviewed November 2019

Reviewed: November 2021

Reviewed: November 2021