



ORCHARD HOUSE
SCHOOL

Spiritual, Moral, Social and Cultural Development (SMSC) Policy

September 2025

ORCHARD HOUSE SCHOOL

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

This policy should be read in conjunction with the Curriculum Policy and the RSHE policy.

Introduction

Orchard House School's curriculum promotes the spiritual, moral, social and cultural development of all individuals within the OHS school community. Through the curriculum and the school's activities as a community, the pupils should:

- Develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence both individuals and societies.
- Be aware of equal opportunities and challenge discrimination and stereotyping.
- Develop an understanding of, and respect for, the environment in which they live, both locally and globally.
- Develop an understanding of the fundamental British values of democracy, the rule of law and individual liberty.
- Develop respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- Be equipped as consumers to make informed judgements and independent decisions, and to understand their responsibilities and rights.

The four core areas of SMSC are:

- Spiritual Development
- Moral Development
- Social Development
- Cultural Development

Spiritual Development (Ofsted Definition)

Pupils' spiritual development 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 (Ofsted Definition)

Pupils' moral development is shown by their:

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

Social Development (Ofsted Definition)

Pupils' social development is shown by their:

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

Cultural Development (Ofsted Definition)

Pupils' cultural development 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, musical, sporting, and cultural opportunities.
- Interest in exploring, improving understanding of, and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect, and celebrate diversity, as shown by their attitudes towards different religious, ethnic, and socio-economic groups in the local, national, and global communities.

Aims

The aims of the policy are:

- To develop self-confidence and self-worth.
- To promote respect for others and tolerance for the opinions of others.
- To create opportunities for children to exercise moral judgment.
- To create opportunities to experience different cultural heritages.
- To provide opportunities to experience genuine awe and wonder.
- To understand that, for many, there are believed to be aspects of reality not immediately accessible by the five senses.

By the end of their school experience, pupils should be able to:

- Converse and engage in constructive dialogue with other children and adults, respecting the opinions of others.
- Project themselves as responsible and caring citizens capable of contributing to the development of a just society.
- Recognise situations with a moral dimension.

- Demonstrate respect for cultural traditions and belief systems other than their own.
- Demonstrate a broad general knowledge of, and respect for, public institutions and services in England.
- Respond using appropriate emotional, cultural or spiritual language to a variety of situations.

School Ethos

At Orchard House School, our ethos underpins everything we do. We believe children thrive when they feel happy, supported, and inspired to achieve their best. Our aim is to provide an education that not only prepares pupils for senior school but also equips them with the skills, values, and confidence to flourish in life.

Organisation and methodology

It is expected that due consideration is given to the topics in this policy when teaching all subjects (at both planning and delivery stages) and in the behaviour of all members of the school community.

There are clear areas in the curriculum where certain aspects can be addressed:

- Moral issues can be explored in assemblies and RSHE lessons.
- Spiritual issues can be addressed in RE lessons.
- A sense of wonder should be nurtured across all curriculum areas.

Pastoral care also provides opportunities to explore moral issues and citizenship. SMSC development should, and does, permeate all areas of the curriculum.

This policy should be read in conjunction with the **Anti-bullying Policy, Assemblies Policy, Positive Behaviour Policy, Pastoral Care Policy, RE Policy, RSHE Policy, and Sex and Relationships Policy.**

SEN provision, including Gifted & Talented

OHS recognises the fact that in all classes, there are children of differing abilities and seeks to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

This is achieved by:

- Setting open-ended tasks that allow for a variety of responses.
- Setting tasks of increasing difficulty.
- Grouping children by ability and providing differentiated tasks.
- Using mixed-ability pairings or groups.
- Providing resources of varying complexity.
- Using teaching assistants to support individuals or groups.

Differentiation is always considered when planning lessons and assessing pupils of varying abilities.

EAL

Various teaching methods are used to ensure that children with English as an additional language are able to access the curriculum. Visual aids, differentiated worksheets, and teacher support help pupils learn concepts and vocabulary.

Equal Opportunities

OHS is committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion, and any work undertaken reflects this commitment. Spiritual, Moral, Social and Cultural Development offers numerous opportunities to draw upon the perspectives of different individuals.

ICT Links

Technology is used, where appropriate, to enhance teaching and learning across the curriculum. Pupils use technology to research, develop ideas, share their work, and collaborate with others. They are encouraged to review, modify, and evaluate their work to improve outcomes and build digital resilience.

Pupils also learn about:

- Online safety, data protection, and digital wellbeing.
- Using technology respectfully, responsibly, and creatively.
- The importance of ethical online behaviour.

Assessment

There is no formal evaluation of spiritual, moral, social, and cultural development. However, the pastoral care system allows for records to be kept of pupils' contributions in this area. Class teachers also comment on each pupil's overall development in school reports

School Prevent Duty

The school promotes fundamental British values, builds pupils' resilience to radicalisation, and challenges extremist views. *Extremism* is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

School Council

The School Council is made up of one representative from each class, from Form 1 to Form 6. Members are elected by their class before each half-term. The School Council meets once every two weeks and is guided by a teacher.

School Sanctions and Rewards (*See Positive Behaviour Policy for further details*)

Rewards

The children are praised and rewarded for good behaviour in a variety of ways:

- Staff congratulate children.
- Work is displayed on the wall.
- Staff give children house points.
- "Dojos" are used as a reward system in Reception and KS1.
- Children are sent to the Head to show outstanding work.
- Each week, a child from each class receives the "Star Award".
- At the end of the term, children are awarded badges for achievement in different areas of the curriculum and different areas of school life.
- Certificates and trophies for achievements outside of school are presented in our whole school assembly.
- Informal feedback to parents.

The School acknowledges all the efforts and achievements of children, both in and out of school.

Sanctions

The school employs a range of sanctions to enforce rules and ensure a safe and positive learning environment. Sanctions are applied calmly, firmly, and consistently. Quiet reprimands are often more effective than public ones, though transparency is maintained.

- Children are expected to listen carefully and try their best in all activities.
- Safety is paramount. If the behaviour endangers others, the teacher will stop the activity immediately.
- Disruptive behaviour is managed through the behaviour steps.
- Repeated misbehaviour is referred to the Head or Deputy Head.
- The form teacher may meet parents to discuss concerns.
- All incidents and actions are recorded on CPOMS, with recommendations for support or intervention.
- If persistent, senior staff will review the work set and/or observe lessons to ensure suitability.

Positive reinforcement remains central to behaviour management.

Extra-curricular Clubs

We offer a number of before and after-school clubs. Children from Y1-Y6 are able to choose from a range of clubs, including fitness, netball, football, running, chess, judo, yoga, dance, drama and crafts.

Positions of Responsibility

Children in Year 6 are given the opportunity of becoming School Prefects and House Captains with associated responsibilities.

Citizenship

We encourage our children to learn how society is organised and governed and experience the process of democracy in school through the School Council. We provide opportunities for children to learn about rights and responsibilities and appreciate what it means to be positive members of a diverse society.

RSHE

We want our children to become healthy, independent, and responsible members of society. Our pupils are encouraged to develop their self-worth by playing positive roles in contributing to school life and the wider community. Our aim is to enable children to develop confidence and responsibility, and to make the most of their abilities (see RSHE Policy).

In Key Stages 1 and 2, we follow the Jigsaw programme, which covers the themes: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me. We also participate in whole-school initiatives such as Healthy Eating Week and Walk to School Week. Further coverage is outlined in the sections on Assemblies and Fundraising Activities.

R.E.

We celebrate diversity and value the richness that learning about different religions and cultures can bring to our understanding and to our lives. The children gain an insight into five of the major world religions: Christianity, Islam, Judaism, Hinduism and Buddhism. Pupils are encouraged to share their knowledge of their own religious practices with their class, and all demonstrate understanding and tolerance towards different beliefs and faiths. In this positive atmosphere, open questioning and debate are both stimulating and lively. Major festivals are celebrated, the children visit different places of worship, and representatives of various faiths are welcomed to the School to broaden the children's understanding.

Curriculum Subjects

Many subjects provide opportunities for pupils' awareness and experience of spiritual, moral, social and cultural education to be developed. All teachers are responsible for making the most of these opportunities in their lessons.

Visits

We recognise the value to pupils of educational visits. These visits enhance curriculum areas and help develop pupils' confidence and initiative, and offer opportunities for pupils to work in real-life situations and develop their understanding of the world around them.

Assemblies

Whole-school assemblies often have a spiritual or moral focus, may celebrate pupils' achievements in any area, or showcase pupils' talents in a particular field. Major festivals from a range of faiths are explained and celebrated during assemblies, and guest speakers are invited to talk to pupils about special events, such as Harvest Festival.

In addition, each class delivers a class assembly once a year. These assemblies cover a variety of subjects and themes, which may include Diwali, Anti-Bullying, Orchard House School values, Kindness, and Diversity.

Fund-raising Activities

We recognise the importance of making the pupils aware of those less fortunate than ourselves, and organising and participating in these activities plays an important role in the life of our school. The school has raised funds for charities such as The Bumblebee Conservation Trust, Blue Marine Foundation, and Glass Door.

Statutory compliance

This policy has been adopted to reflect, among other things, Orchard House School's obligations under the Education (Independent School Standards) (England) Regulations 2014.