

Kilburn Infant & Nursery School

SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY

At Kilburn Infant & Nursery School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Introduction

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value self & others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules reflect, reiterate, promote and reward positive behaviour e.g. 'Bee Brilliant Boards' in the classrooms. Lots of opportunities are provided to celebrate pupils' work and achievements, including the at the 'Infant Special Assemblies' for families to attend.

Our curriculum seeks to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in teacher's planning and purchasing decisions.

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.

- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To enable pupils to understand the importance of respect and leave school fully prepared for life in modern Britain.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and respect and tolerance of different faiths and beliefs

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Follow the **Derbyshire Agreed Syllabus for R.E. (2025-20230)** through Units to cover the strands of Believing, Living and Expressing
- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain 'good' relationships
- Reflect on, consider and celebrate the wonders and mysteries of life – *ask questions and "Why?"*

For example.. RE curriculum – 'Why is Easter important to Christians?', 'What are important objects in a synagogue?', 'Why is it important to protect nature?'

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

We follow the DCC '**PSHE Matters**' curriculum for Primary Schools. This includes the themes 'Exploring Emotion', 'Bullying Matters', 'Relationships', 'Drug Education' and 'Being Healthy'.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about their role in the school and wider community.

- Allow them to participate fully in and contribute positively to life in modern Britain.

We follow the DCC '**PSHE Matters**' curriculum for Primary Schools. This includes the themes, 'Being Responsible', 'Relationships', 'Difference & Diversity', 'Being Safe' and 'Being Me'.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain.
- Develop an understanding of their social and cultural environment.
- Develop an 'age-appropriate' understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Gain knowledge of Britain's democratic parliamentary system
- Displays and inclusion of art, resources, books, music

We have specific '*Cultural Capital*' visits and activities included in most cross-curricular themes that the children are taught e.g. visits to museums and the cinema – please see our Subject 'Curriculum Overviews' on our website.

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- Visitors are welcomed into school
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils are part of/learn about the school community, extending into responsibility and their part in the local environment, the wider community, England and the world

Links with additional school policies

All policies of Kilburn Infant & Nursery School are reviewed and adopted by the Governing Body on a three-year cycle. All policies are available to view on request to the Head teacher, and some policies are sent out annually to parents/carers.

Many policies, practices and procedures are inter-related, including:

Accessibility; Administering Medicines; Admissions; Anti-bullying; Arts; Asthma; Assessment; Attendance; Behaviour Principles; Breast Ironing; British Values; CCTV; Charging; Child on Child abuse; Child Protection; Code of Conduct; Complaints; Confidential Reporting Code; Critical Incident Plan; Curriculum; Data Protection; Debt Management; Disciplinary Procedure for School Staff; Dinner Money; Disability; Drugs; Educational Visits; Exclusion; External Contributors; Extremism & Radicalisation; EYFS; First Aid; Financial Regulations; Financial Procedures; Food; Freedom of Information; Governors' Expenses; Grievance; Health & Safety; Homework; Home + School Agreements; Intimate/Personal Care; IT & Disaster Recovery; Lockdown Procedures; Looked After Children; Managing Allegations; No Smoking; Online Safety; Pay; PSHE; Physical Intervention; Promoting British Values; Protected Characteristics; Private Fostering; Recruitment; Redundancy; Relationships: Relationship, Sex & Health (RSHE); School Privacy Notice; School Travel Plan; SEN; SMSC; Statement of Internal Control; Stress Management; Supporting Pupils with Medical Conditions; Teacher Appraisal; Uniform & Appearance; Vexatious Complaints; Violence; Violent & Abusive Visitors; Zero Tolerance

Dissemination, Responsibility & Reviews

All relevant members of staff and the school community will receive a copy of this policy. Policy reviews/amendments will include statutory changes, and school community feedback and ideas.

The Head teacher and relevant staff will keep up to date with developments in this area by attending all relevant training, accessing literature, and cascading information to the school community.

J. Baillie
Head teacher

Policy reviewed by Governors: **Spring 2026**

