

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) FRAMEWORK (Please also refer to the Curriculum Policy and Schemes of Work)

This policy applies to the whole school

The Policy is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (pupil protection). Our fundamental priority is our pupils and their wellbeing; this is first and foremost.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

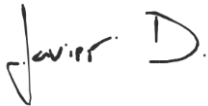
Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Proprietor and Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Policy Agreed: February 2025


Date Published: February 2025

Next Review: September 2026

Signed

Handwritten signature of Mr Javier de la Fuente in black ink.

Mr Javier de la Fuente
Headteacher

Handwritten signature of Ms Katie Thompson in black ink.

Ms Katie Thompson
Proprietor's Agent

Rationale: In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, Personal, Social, Health and Economic Education (PSHEE) makes a strong contribution.

Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. Landon School builds resilience to radicalisation of its students by promoting fundamental British values. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how our school prevents extremism, please see our 'Preventing Extremism and Radicalisation' Policy.

For pupils to benefit fully from their time at Landon School, we must ensure that they have the best teaching and pastoral care. This can best be achieved where the aims of the SMSC policy link and strengthen other policies so that the ideals of the school's ethos and mission statement become a reality for its pupils.

Landon School supports pupils' SMSC development and suitably prepares pupils for life. The whole-school community works towards building a positive climate and ethos of the school and enables pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. The definitions and practices that follow are intended to clarify the ways that Landon School factors Spiritual, Moral, Social and Cultural Development into everyday school life. Landon School is a non-denominational school where pupils of all faiths and belief systems are encouraged to achieve the best they can.

There is recognition of a broad set of common values and purposes which underpin the school curriculum and the work of the school. These include valuing us, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. There is also a commitment to the virtues of respect for oneself and others, truth, justice and honesty. The curriculum promotes and sustains a thirst for knowledge and understanding and instils a love of learning. It covers a wide range of subjects and provides opportunities for academic, artistic and sporting excellence.

As part of our Behaviour Management Policy, Landon School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

Spiritual Development: Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. Spiritual development is not the same as religious development. Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

We are ambitious for our learners:

- To develop the skill of being physically still, yet alert.
- To develop the ability to use own senses.
- To promote an awareness of, and enjoyment in, using one's imaginative and aesthetic potential – appreciating language, imagery, poetry, arts etc.
- To encourage quiet reflection during a lesson, assembly, or worship.
- To develop individual self- confidence in expressing inner thought and feelings in a variety of ways.
- To provide opportunities to develop their own system of beliefs and values.
- To consider the mystery of God, and the wonder of his world, and care for the world around them.
- To find an inner confidence and peace through reflection.
- To understand the importance of religion and belief to people.
- To recognise the value of the non-materialistic world.
- To have opportunities to develop faith and trust.
- To celebrate their own uniqueness

Moral Development: Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. From the basis of understanding the difference between right and wrong, children will develop the ability to make moral judgements and to take responsibility for their own moral decisions. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

We are ambitious for our learners:

- To develop good communication skills, including speaking and listening skills through various forms of communication.
- To exercise self-discipline and persist.
- To be honest and tell the truth.
- To respect the rights and property of themselves and others.
- To help those less fortunate than themselves.

- To develop an understanding of compassion and forgiveness.
- To act considerately towards others.
- To take responsibility for one's own actions, to experience remorse and be able to adopt appropriate behaviour.
- To develop ability to work out difference between right and wrong themselves.
- To develop high expectations.
- To conform to rules and regulations for the good of all.

Social Development: Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society and the wider community. It also relates to the growth of knowledge and understanding of society in all its aspects. Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

We are ambitious for our learners:

- To develop good speaking and listening skills through various forms of communication.
- To share emotions such as anguish, fear, joy, love, and hope.
- To realize there are things each person can do well.
- To behave with courtesy, generosity, politeness, and respect, and show acceptance of others with tolerance for differences.
- To show sensitivity to the needs and feelings of others.
- To work cooperatively in pairs and small groups to develop interactive skills.
- To develop skills of responsibility, commitment, initiative, and cooperation needed in teamwork, as team leaders and team members.
- To interact positively with others through contacts outside school, such as sporting activities, visits, community events, and music concerts.
- To develop an understanding of citizenship and experience being part of a whole caring community.
- To demonstrate appropriate behavior toward adults and each other.
- To show care and consideration for others by sharing and taking turns.
- To demonstrate fairness and honesty for everyone.
- To equip themselves to make life choices and develop skills needed to function in society. encouraging children to relate positively to others.
- To become active members of their communities.

Cultural Development: Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. Pupils acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others. Our school promotes cultural development by giving children opportunities to engage in a wide range of cultural activities.

We are ambitious for our learners:

- To respond to literature, music, dance, art, design, technology and sport to further their own personal cultural development.
- To develop a love of learning.
- To recognise and understand the similarities and differences between people and be non-judgemental of these differences.
- To develop an understanding of British cultural tradition.
- To respect and appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond.
- To understand and be tolerant of the diversity of religious, social, aesthetic, ethnic and political traditions, and practices in their own community as well as the wider community.
- To develop the ability to value current cultural enthusiasms, icons, music, and media, and independently of peer pressure.
- To develop tolerance of different beliefs and cultures. encouraging knowledge of the children's own cultural traditions and practices, along with those of other cultural groups within society

	Activity	How
<p>Spiritual Development</p>	Communication skills	Developing individual self-confidence expressing their thoughts and feelings.
	Emotional Regulation skills	Learning about themselves.
	Expressive Arts	Promoting an awareness of, and enjoyment in, using one’s imaginative and aesthetic potential.
	Circle time	Learning about their own feelings and the feelings of other people.
	Sensory integration activities	Finding inner peace and confidence
	Soft play	Healthy body/mind
	Tricycles and Scooters	Healthy body/mind
	Outside play	Healthy body/mind
	Therapies	Healthy body/mind
	Morning/afternoon routine	Developing faith and trust in others
	Free choice	Rising their own system of beliefs and values
	Interoception	Learning about themselves
	Independent skills	Developing their self-stem
	Celebration days	Learning about belief and religion, themselves and others and the World
	Achievement assemblies	Developing their self-stem and celebrating their uniqueness
	TAC-PAC	Finding inner peace and confidence
Sensory play	Learning about themselves	
Intensive Interaction	Building faith and trust in others	
<p>Moral Development</p>	Story Time, Circle time	Understanding relationships
	Sensory play	Exercising self-discipline and persistence
	Assemblies	Conforming to rules and regulations for the good of all
	Snack	Acting considerately towards others
	Assemblies	Developing an understanding of compassion and forgiveness
	Personal care	Celebrating their uniqueness
	Outdoor Learning	Know the difference between right and wrong
	Morning routine	Exercising self-discipline and persistence
	Personal care	Developing high expectations
	Emotional Regulation	Acting considerately towards others
	Social Play	Respecting the rights and property of themselves and others
	Free choice	Conflict resolution, sharing resources
	Total communication approach	Understanding what is right / wrong, social stories, reward charts, now / next with reward

<p style="text-align: center;">Social Development</p>	<p>Circle time Swimming Total communication approach Free choice play Cooking lessons LegoTherapy Community activities Assembly Soft play Communication snack Sensory experiences Physical well - being Expressive arts Trips and Visits Sports days Celebration days Attention bucket Social Play Relationships</p>	<p>Being together, sharing ideas, turn taking, sharing feelings Sharing positive experiences with others Developing their communications skills to their maximum potential Sharing emotions and feelings Realizing there are things each person can do well Working cooperatively in pairs and small groups to develop interactive skills Developing skills of responsibility, commitment, initiative, and cooperation needed in teamwork Interacting positively with others through contacts outside school, such as visits & community events Experiencing being part of a whole caring community Sharing positive experiences with others Showing care and consideration for others by sharing and taking turns Equipping themselves to make life choices and develop skills needed to function in society Sharing positive experiences with others Becoming active members of their communities Demonstrating appropriate behavior toward adults and each other Experiencing being part of a whole caring community Showing care and consideration for others by sharing and taking turns Developing their communications skills to their maximum potential Demonstrating appropriate behavior toward adults and each other</p>
<p style="text-align: center;">Cultural Development</p>	<p>Story Time Expressive Arts Celebration Days Cooking School Council Assembly Sensory Stories Social Play Sensory Experiences Sensory play British Values Trips and Visits Attention Autism Communication Snack</p>	<p>Learning about different cultures through sensory stories Music, Art and Drama from different cultures Learning about other people's celebrations Foods from around the world Developing tolerance of different beliefs and cultures Respecting and appreciating values and customs of other ethnic and faith groups Developing a love of learning Developing tolerance of different beliefs and cultures To develop the ability to value current cultural enthusiasms, icons, music, and media. Recognising and understanding the similarities and differences between people Developing an understanding of British cultural tradition Learning about different cultures through trips and visits Looking at artefacts, making choices, refuse / accept, express preferences Learning about other people's habits and food</p>