

# SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) POLICY

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| <b>DOCUMENT CONTROL</b> |           |
| OWNER                   | HEAD      |
| Last Reviewed           | June 2026 |
| Review date             | June 2027 |

**Mission statement:**

This policy seeks to support all relevant stakeholders in realising the aims of London Park School Clapham, which are to provide:

- Outstanding pastoral care
- A love of learning
- Opportunities for greatness
- Leadership and personal development

We aim to recognise and celebrate all students equally; as a group and as individuals, and to foster a culture of respect and understanding of all nationalities, cultural backgrounds, genders, and other individual differences represented in the school community and beyond. As a staff body, we seek to work together to create a caring, challenging, stimulating and enjoyable environment in which students can thrive socially, emotionally, and academically, in order to reach their full potential.

At London Park School Clapham, we seek to build a happy community which encourages all its members to understand and tolerate the worldviews and lifestyles of others at the school, in British society, and around the world.

This SMSC policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) through all aspects of the curriculum, and by the example set by adults in the school and the quality of relationships they espouse.

SMSC takes place across the curriculum at London Park School Clapham and each subject seeks to reference the spiritual, moral, cultural, and social values of the school, as well as the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

SMSC aims are directly addressed and taught in:

- Assemblies and tutor time programme
- PSHE and Global Citizenship lessons
- Theology, philosophy and religion lessons

The delivery of these SMSC aims are a priority of all staff at the school, via a whole school approach:

**Whole school SMSC approach:**

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subject teachers                        | <ul style="list-style-type: none"> <li>• To model outstanding conduct in the classroom and around the school; to provide an inclusive classroom environment; to teach lessons which evidence the fundamental British values, and the SMSC aims of the school.</li> <li>• To contribute to the pastoral ethos and teaching of the school in both CPD sessions and inset.</li> <li>• All teaching and support staff at the school are to be aware of and proficient in explaining and utilising the rewards and sanctions procedures in place at LPS.</li> <li>• To lead on preparation for life lessons to support the SMSC and wellbeing teaching at the school.</li> </ul> |
| Tutors                                  | <ul style="list-style-type: none"> <li>• To provide a safe and inclusive environment, and to play a vital role in our pastoral team at LPS by providing a consistently stable, open, and minimally intrusive dialogue and level of care for each student.</li> <li>• To contribute to, and lead on form time activities, in order to embed SMSC.</li> <li>• To contribute to the pastoral ethos and teaching of the school in both CPD sessions and inset day workshops.</li> <li>• To attend meetings with the Deputy Head and/or Assistant Head Pastoral to assess issues or targets within the tutor group.</li> <li>• To deliver assemblies.</li> </ul>                 |
| Deputy Head                             | <ul style="list-style-type: none"> <li>• To work alongside teachers to ensure that SMSC is embedded in the delivery of wellbeing messages and curriculum lessons to all year groups.</li> <li>• To work alongside wellbeing staff to design specific wellbeing days or sessions for targeted students, groups, classes, or year groups.</li> <li>• To deliver assemblies.</li> </ul>                                                                                                                                                                                                                                                                                        |
| Assistant Head Pastoral                 | <ul style="list-style-type: none"> <li>• To lead meetings with relevant form tutors to identify specific targets or issues that may be addressed.</li> <li>• To lead meetings to identify areas of pastoral concern.</li> <li>• To aid in the design and delivery of pastoral sessions.</li> <li>• To deliver assemblies</li> </ul>                                                                                                                                                                                                                                                                                                                                         |
| Assistant Head of Innovation & Learning | <ul style="list-style-type: none"> <li>• To deliver assemblies.</li> <li>• To ensure that the co-curricular offering supports the SMSC programme.</li> <li>• To oversee celebration and awareness campaigns for national and international days and events.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |

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| Head      | <ul style="list-style-type: none"> <li>To lead assemblies.</li> <li>To support staff in establishing and championing the school aims, across the curriculum and around the school.</li> </ul> |
| Governors | <ul style="list-style-type: none"> <li>To monitor the head, to ensure the effective delivery of SMSC, and the aims and ethos of the school.</li> </ul>                                        |

## Spiritual development

### Aim

This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

### Objectives

At London Park School Clapham, the students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum and a broader school life which will:

- Develop their self-esteem, self-knowledge and belief in themselves;
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values of others through stories, drama, music and art to name just a few;
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others;

In practice, at London Park School Clapham, this is delivered through:

1. A wellbeing programme – catering for all students - which is delivered through tutor time and PSHE to involve all years in opportunities for themed discussion, activities, projects, and competitions, reading (both fiction and non-fiction) and competitive quizzes to encourage learning and develop an awareness of core values as soon as students arrive;
2. An assembly programme to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation;
3. Charity partnerships and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world;
4. A reflective approach to learning, through formative assessment techniques – students having ownership and understanding of where they are, where they need to get to and how they are to do it;

5. A rewards system developing student self-esteem through merits, postcards home and public recognition.
6. Displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual;
7. The use of the school council, to involve students in the life of the school.

## **Moral development**

### **Aim**

Moral development refers to the students' knowledge, understanding, intentions, attitudes, and behaviour in relation to what is right and wrong. The school has a well-established behaviour policy and staff promote a supportive approach to the management of challenging behaviour.

Objectives of the behaviour agreement are to promote the concept of excellent behaviour by being:

- Kind and considerate
- Respectful to others wishes and opinions
- Helpful to others and listening to what they have to say
- Committed to the LPS Clapham behaviour agreement.
- Committed to a healthy, safe and environmentally friendly school
- Committed to looking neat, clean, and tidy with a pride in the LPS uniform.
- Equipped and ready for learning

In practice – at London Park School Clapham this is delivered through:

- Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons
- Form time and discussions based on moral issues, where appropriate, across the school community from the start of the day in form time and across all lessons.
- PSHE programme for all students, and themed wellbeing days to address specific LPS school issues.
- Assembly themes on moral issues, developed and reinforced during form time.
- Fundraising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- The involvement of students in teams and clubs across the school: student voice, house captains, prefects and the house system.
- Supervised and filtered access to the internet together with assemblies and PSHE modules focused on the dangers of the internet and related issues.
- Local, national and global incidents inspire assembly topics, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour.

## **Social development**

### **Aim**

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society. We seek to encourage students to:

- Use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic, and socio-economic backgrounds
- Student 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **Objectives**

Students will be also encouraged to:

- Maintain and develop relationships within the school, working successfully with other students and adults in the school community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community;
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities;
- Actively participate in the school community and beyond into the wider community outside of school.

In practice, at London Park School Clapham we provide opportunities for students to:

- Interact with all staff in the school and with external partners of the school in an appropriate and outstanding manner.
- The involvement of students in teams and clubs across the school: student voice, house captains, prefects and the house system.
- Elected prefects and house captains, and student voice representative to feedback views, ideas and concerns to their tutor groups and to the senior leadership team.
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support, but increasingly with more independent study.
- PSHE programme for all students.

## **Cultural development**

### **Aim**

Cultural development refers to students increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our area and the ethnic and cultural diversity of the world.

### **Objectives**

The students will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

In practice at London Park School Clapham we encourage:

- Educational visits at home and abroad to experience other cultures and ways of life.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life.
- PSHE programme for all students.
- MFL/historical visits to other countries, including residential visits.
- Opportunities for students from different cultural backgrounds to the UK to present or contribute to cultural assemblies.
- Key cultural and religious events are celebrated within the curriculum, and presentations along with specific services such as remembrance, annual carol services and celebrations of Easter and other religious festivals: Diwali, Hannukah, etc.
- Access to the internet in order to explore cultures and activities as extension learning.

### **Role of senior leaders and pastoral staff**

- To undertake audits and observations of department developments in SMSC provision.
- To promote and facilitate enrichment events in school.
- To promote student “voice” opportunities and the related teams in order to maximise student participation.
- To encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

## **Expectations of stakeholders**

All stakeholders are expected to support and be engaged in the implementation of this policy through every engagement that they have with each other; in tutor time, assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the school community.