



SMSC Policy 2026 - 2027

**Last Update: August 2026
Next Update: August 2027**

1. Purpose and Vision

SMSC (spiritual, moral, social and cultural development) is an integral part of pupils' personal development and wider school experience. At First Steps Together, pupils are provided with planned and responsive opportunities to develop their understanding of themselves, their relationships with others, their responsibilities and their place within their community and wider society.

This policy sets out how SMSC is promoted through assemblies, the curriculum, PSHE, RE, pastoral provision, pupil voice, school leadership opportunities, enrichment, community activity, environmental activity and the wider life of the school. The assembly and Rights Respecting calendars form an important part of this provision.

2. Legislative and Policy Framework

- Education Act 2002 – promotion of pupils' spiritual, moral, social and cultural development.
- Department for Education guidance on promoting fundamental British values as part of SMSC in schools.
- Current Ofsted inspection framework and supporting evidence relating to personal development and pupils' spiritual, moral, social and cultural development.
- Equality Act 2010.
- Keeping Children Safe in Education and the school's safeguarding arrangements.
- Prevent duty requirements, where applicable.
- UN Convention on the Rights of the Child, reflected through the school's Rights Respecting approach.
- This policy should be read alongside the school's PSHE/RSHE, RE, safeguarding, behaviour, anti-bullying, equality and diversity, online safety and curriculum policies. SMSC is not a separate subject and should not be treated as provision delivered only through assemblies.

3. What SMSC Means at First Steps Together

Spiritual	Reflection, curiosity, meaning and purpose, personal values, awe and wonder, and respect for different perspectives and beliefs.
Moral	Understanding right and wrong, consequences, ethical decision-making, responsibility, fairness and the impact of choices.
Social	Positive relationships, communication, cooperation, conflict resolution, participation, teamwork and responsibility within communities.
Cultural	Understanding and appreciating heritage, traditions, beliefs, diversity, creativity and the experiences and perspectives of different groups.

4. Fundamental British Values

The school promotes the following Fundamental British Values through age-appropriate activities and discussion:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

These values are reinforced through the School Council, assemblies, classroom discussion, behaviour expectations, pupil leadership, Rights Respecting activity, curriculum opportunities and the wider school community.

5. Spiritual Development

- Provide opportunities for reflection, questioning, meaning and purpose.
- Encourage pupils to recognise awe, wonder, creativity and the natural world.
- Support pupils to develop personal values and respect different beliefs and perspectives.

6. Moral Development

- Explore right and wrong, fairness, justice, responsibility and consequences.
- Give pupils opportunities to discuss ethical issues and make reasoned choices.
- Develop empathy, honesty, integrity and understanding of the impact of behaviour on others.

7. Social Development

- Develop respectful relationships and positive communication.
- Provide opportunities for teamwork, leadership, cooperation and resolving disagreement.
- Encourage pupils to contribute to school and community life.

8. Cultural Development

- Explore cultures, heritage, traditions and experiences represented within the school and wider society.
- Promote respect for difference and challenge prejudice, stereotyping, discrimination and bullying.
- Use literature, art, music, history, science, languages and other curriculum areas to broaden cultural understanding.

9. Pupil Voice, Democracy and Rights

Pupils should have meaningful opportunities to express their views, influence aspects of school life and understand how democratic processes operate. The School Council election is a key example and is linked to Article 12 of the UN Convention on the Rights of the Child.

The school's Rights Respecting approach provides further opportunities for pupils to understand rights, responsibilities, participation and respect.

10. SMSC Across the School

SMSC is developed through the whole school rather than through assemblies alone. Planned opportunities may be found within:

- PSHE/RSHE
- RE
- English
- History and geography
- Science
- Art, music and creative activity
- Behaviour and relationships
- Safeguarding and online safety
- Pupil leadership and School Council
- Enrichment and educational visits
- Charity and community activity
- Eco-Schools and environmental projects
- Assemblies and whole-school events

11. Assemblies

Assemblies are an important part of the SMSC strategy. Each term provides opportunities to explore cultural, seasonal, local, national and global themes. The school may also respond dynamically to contemporary issues and matters affecting the school community.

Assembly planning may include:

- Ice breaker or introductory activity
- Topic discussion/reflection
- Pupil participation
- Recognition/rewards where appropriate
- Reflection or action point

Evidence of planned assembly coverage should be retained in the school's designated records. Sensitive or contemporary issues should be presented in an age-appropriate, balanced and safeguarding-conscious way.

12. Equality, Diversity and Inclusion

The school promotes equality, dignity and respect for all pupils and staff. SMSC opportunities should reflect the diversity of the school and wider society. Activities should challenge prejudice and discrimination and be accessible to pupils, including those with SEND or other additional needs.

13. Safeguarding, Wellbeing and Contemporary Issues

SMSC activity must support, and never undermine, the school's safeguarding responsibilities. Where assemblies or discussions address sensitive subjects, staff will consider pupils' age, developmental needs and individual circumstances. Pupils will be reminded of trusted adults and routes for seeking help where appropriate.

The school may adapt the annual programme in response to local, national or international events that have a significant impact on pupils or the community.

14. Assembly Themes – 2026–2027

Term	Themes retained from the existing calendar
Autumn 1	New School Year; Dimensions/communication; School Council election; International Day of Peace; European Day of Languages; Black History Month; Harvest & World Food Day.
Autumn 2	Culture Assembly; Remembrance Day; World Challenge Day; Anti-Bullying Week; International Day of Persons with Disabilities; Human Rights Day; winter/different faith festivals.
Spring 1	Holocaust Memorial Day; Lunar/Chinese New Year; LGBTQ+ History Month; Safer Internet Day; Children's Mental Health Week.
Spring 2	St David's Day; Ramadan; British Science Week; World Book Day; International Women's Day; World Water Day; British Values – democracy; Easter; Autism acceptance; St George's Day.

Summer 1	Earth Day; Mental Health Awareness; British Values – resilience; bullying; conservation/Eco and recycling assembly.
Summer 2	Soccer Aid for UNICEF; International Day for the Elimination of Child Labour; Gypsy, Roma & Traveller History Month; Pride Month; Safety in the Holidays.

Dates for annual observances that move each year should be checked against the official event organiser before the annual calendar is published. The school may change the order or content to reflect the actual school year and contemporary circumstances.

15. Rights Respecting School Calendar

- September: New School Year; Article of the Week; School Council election/voice and democracy – Article 12; International Day of Peace; European Day of Languages – Articles 7 and 30.
- October: Black History Month; World Teachers' Day – Articles 28 and 29; Harvest & World Food Day – Article 6; Anti-Bullying Week.
- November: Remembrance Day – related rights-respecting resources.
- December: International Day of Persons with Disabilities; Human Rights Day; faith festivals – Article 14.
- January: Holocaust Memorial Day.
- February: LGBT+ History Month; Safer Internet Day; Children's Mental Health Week.
- March: World Book Day; International Women's Day; World Water Day.
- April: Earth Day.
- May: Mental Health Awareness Week.
- June: Soccer Aid for UNICEF; International Day for the Elimination of Child Labour; Gypsy, Roma & Traveller History Month; Pride Month.
- July: Safety in the Holidays.

16. Monitoring, Evidence and Impact

The school will monitor the breadth, quality and impact of SMSC provision. Evidence may include assembly plans and records, pupil voice, School Council activity, curriculum evidence, participation in enrichment, community and environmental activity, behaviour and relationships information, displays and pupil work, and staff observations.

Evaluation should consider whether pupils are developing in the four SMSC areas, understanding Fundamental British Values, participating meaningfully in school life, and developing respect for themselves, others and the wider community. Provision will be reviewed annually and adjusted in response to pupil need, school priorities and relevant national or local issues.

17. Related Policies and Documents

- PSHE/RSHE Policy
- RE Policy
- Safeguarding / Child Protection Policy
- Relational Support Policy
- Anti-Bullying Policy
- Equality, Diversity and Inclusion Policy
- Online Safety Policy
- Curriculum Policy
- Rights Respecting Schools materials

- Assembly / Annual Events Calendar

18. Review

Last updated: August 2026

Next scheduled review: August 2027

The policy will be reviewed earlier if relevant legislation, statutory guidance or inspection requirements change.

