



PROSPECT HOUSE
SCHOOL

Spiritual, Moral, Social and
Cultural Development

SEPTEMBER 2026

Spiritual, Moral, Social and Cultural Development

1 Introduction

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

- a) develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence both individuals and societies
- b) be aware of equal opportunities and challenge discrimination and stereotyping
- c) develop an understanding of, and respect for, the environment in which they live, both locally and globally
- d) develop an understanding of, and actively promote, the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs
- e) 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
- f) be equipped as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights
- g) All staff to take safeguarding responsibilities seriously with regards to Prevent duty and safeguarding pupils from radicalisation and extremism as set out in KCSIE 2026

2 Aims

2.1 The aims of the policy are

- a) To develop self-confidence and self worth
- b) To promote respect for others, mutual respect, and tolerance of those with different faiths, beliefs, backgrounds, and opinions
- c) To create opportunities for children to exercise moral judgement
- d) To create opportunities to experience different cultural heritages
- e) To provide opportunities to experience genuine awe and wonder
- f) To understand that, for many, there are believed to be aspects of reality not immediately accessible by the five senses
- g) To challenge discrimination, prejudice, and stereotyping in all its forms

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

- a) converse and engage in constructive dialogue with other children and adults, respecting the opinions of others
- b) project themselves as responsible and caring citizens capable of contributing to the development of a just society
- c) recognise situations with a moral dimension

- d) demonstrate respect for cultural traditions and belief systems other than their own
- e) demonstrate a broad general knowledge of, and respect for, public institutions and services in England
- f) respond using appropriate emotional, cultural or spiritual language to a variety of situations

3 Fundamental British Values

3.1 We actively promote fundamental British values through our curriculum and school ethos:

- a) Democracy: Through school council elections, class votes on decisions, and learning about the UK's democratic system
- b) The rule of law: Through our behaviour policy, understanding school rules, and learning about the legal system
- c) Individual liberty: Through encouraging pupils to make choices, express opinions respectfully, and understand personal freedoms
- d) Mutual respect: Through our values, assemblies, and expectations for how we treat each other
- e) Tolerance of different faiths and beliefs: Through RPE lessons, celebrating diversity, and learning about different cultures and religions
- f) Respect and an appreciation for diversity are key aspects of the PSHCE curriculum
- g) Children are encouraged to discuss their UNCRC rights and how they link to many sensitive topics in weekly UNICEF meeting with UNICEF Ambassadors and UNICEF assemblies which take place three times each month
- h) Teachers will actively challenge extremists narratives in lessons and assemblies where sensitive topics are dealt with
- i) Teachers will actively challenge discriminatory language and behaviour relating to sexism, misogyny, racism, homophobia, biphobia, transphobia, disability discrimination and religious discrimination and will record and monitor incidents in line with our anti-bullying and behaviour policies

3.2 As part of our SMSC provision, we are committed to protecting our pupils from radicalisation and extremism. We promote values that counter extremist narratives and help pupils develop critical thinking skills. This work is supported by our safeguarding procedures and staff training on the Prevent duty and also through our RSHE curriculum as outlined in our RSHE policy.

4 Organisation and methodology

- 4.1 It is expected that due consideration be given to the topics in this policy in the teaching of 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 addressed in assemblies and in PSHCE lessons. While spiritual issues can be readily addressed in RPE lessons. The development of a sense of wonder should be considered in every curriculum area. Aspects of pastoral care also provide the opportunity for the experience of moral issues and citizenship. However, spiritual, moral, social and cultural development should, and does, embrace all areas of the curriculum.
- 4.2 This policy should be read in conjunction with the Anti-bullying Policy, Behaviour Policy, Pastoral Care Policy, RSE Policy, PSHCE Policy; SEN provision including Gifted & Talented
- 4.3 The school 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:
- a) setting common tasks which are open ended and can have a variety of responses
 - b) setting tasks of increasing difficulty. Not all children complete all of the tasks
 - c) grouping children by ability in the room and setting different tasks for each ability group
 - d) using mixed ability pairings or groups
 - e) providing resources of different complexity depending on the ability of the child
 - f) using classroom assistants where available to support the work of individual children or groups of children
- 4.4 Differentiation is considered when planning lessons and assessing pupils of varying abilities.

5 EAL

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

6 Equal Opportunities

- 6.1 The school is committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion, as stated in the Equality Act 2010, and any work undertaken reflects this commitment. Spiritual, Moral, Social and Cultural Development offers numerous opportunities to draw upon the perspectives of different individuals.
- 6.2 Children are taught about protected characteristics including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation in an age-appropriate way in PSHCE and RSHE lessons
- 6.3 SMSC provision is accessible and inclusive for all pupils including vulnerable groups including pupils with SEND, looked after children, pupils with a social worker, LGBTQ+ pupils and young carers

7 Mental Health and Wellbeing

SMSC provision is tailored to support pupils' mental wellbeing and teach children about mental health and provides opportunities for pupils to discuss feelings and emotions as outlined in Pastoral Care, PSHCE and RSHE policies

8 ICT Links

- 8.1 Technology will be used, where appropriate, to enhance teaching and learning.
 - 8.2 Pupils will use technology to:
 - a) Find things out
 - b) Develop ideas
 - c) Share information and work collaboratively
 - d) Review, modify and evaluate work as it progresses.
 - 8.3 Pupils will be given opportunities to apply and develop their computing capabilities by using technology to support their learning through a variety of tasks; such activities may include:
 - a) The use of an interactive whiteboard to introduce or reinforce concepts
 - b) The use of laptops/iPads to aid research and presentation of work
 - c) The use of presentation software to improve pupils understanding and create a real-life audience for work
 - d) The use of Internet resources to develop and enhance both learning and teaching
 - e) The use of communication devices to encourage speaking, listening and interaction.
 - 8.4 The subject coordinator will be responsible for sourcing appropriate resources to further develop ICT links within their subject, the computing coordinator will provide support and offer advice to ensure that technology is used throughout the curriculum.
- 9 Visiting speakers are DBS checked and have their credentials verified in line with our safeguarding policy. Speakers are supervised during visits and content of resources is checked and agreed upon beforehand to ensure that speakers don't express extremist views.

10 Staff are trained on Prevent duty every 2 years

11 Assessment

- 11.1 There is no formal evaluation of spiritual, moral, social and cultural development. However, the pastoral care system allows for records to be made of pupils' contributions to this area of development. The reporting system also requires that class teachers comment upon the overall development of each individual.

12 Statutory compliance

- 12.1 This policy has been adopted to reflect, among other things, the school's obligations imposed by the Education (Independent School Standards) (England) Regulations 2014 (as amended), Counter-Terrorism and Security Act 2015, Keeping Children Safe in Education 2026and Equality Act 2010..

