Fairfields
PRIMARY SCHOOL

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through Learning

Fairfields Primary School

SMSC Policy

September 2026 – September 2027

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SMSC Policy

At Fairfields Primary School, our inclusion statement is "Everyone at Fairfields should be free to be themselves, feel seen, feel safe and feel like they belong".

We are a school that celebrates diversity, nurtures individuality, and fosters a culture of mutual respect, responsibility, and ambition. We expect high standards of learning, behaviour, and integrity from all members of our community. Our staff are dedicated to developing confident, compassionate, articulate thinkers who are equipped with the skills and values they need to thrive in a modern, diverse, and ever-changing world.

Aims

At Fairfields Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

Policy Intent

The intent of our SMSC policy is to ensure that children are given consistent opportunities to develop spiritually, morally, socially, and culturally across all aspects of school life. This includes explicit curriculum planning, enrichment opportunities, collective worship, student leadership, and day-to-day interactions.

We aim to:

- Promote a school culture rooted in equality, inclusion and respect.
- Foster independence, curiosity, creativity, and compassion.
- Provide a curriculum that reflects and promotes fundamental British values.
- Prepare pupils to make positive contributions to local, national, and global communities.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE and Circle Time activities.

We help pupils to develop as socially responsible citizens who can work effectively with others and understand their role within wider society. Our school will develop a climate or ethos within which all pupils can grow and flourish, respectothers and be respected; accommodating difference and respecting the integrity of individuals.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences, these include:

- Building effective relationships based on mutual respect and cooperation.
- Opportunities to participate in collaborative projects, peer mentoring, and team activities.
- Learning about social structures and roles, including family, school, and government.
- Involvement in democratic processes, such as School Council, Eco Committee, and Pupil Ambassadors.
- Engaging with local and global communities through fundraising, volunteering, and partnerships

Moral Development

At Fairfields Primary School, we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Consistently high expectations for behaviour, kindness and respect.
- Opportunities to learn about and discuss ethical issues, dilemmas, and current affairs.
- Developing critical thinking and decision-making skills.
- Encouraging accountability, fairness, and integrity.
- Promoting equality, social justice, anti-racism, anti-bullying, and digital citizenship.
- We empower pupils to understand the impact of their choices, to take responsibility for their actions, and to uphold the shared values of our school and wider society.

Our School develops moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies
- Reinforcing the school's values through images, posters, classroom displays, etc and monitoring in simple ways, the success of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

Social Development

At Fairfields Primary School, we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Building effective relationships based on mutual respect and cooperation.
- Opportunities to participate in collaborative projects, peer mentoring, and team activities.
- Learning about social structures and roles, including family, school, and government.
- Involvement in democratic processes, such as School Council, Eco Committee, and Pupil Ambassadors.
- Engaging with local and global communities through fundraising, volunteering, and partnerships.
- We help pupils to develop as socially responsible citizens who can work effectively with others and understand their role within wider society.

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community: for example, through assemblies, team building activities, off site visits and school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided.

Cultural development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment
- Exposure to a broad and rich curriculum including literature, music, drama, art, languages, and food from a variety of cultures.
- Celebrating religious and cultural festivals, traditions, and significant historical events from around the world.
- Learning about the contributions of individuals from different backgrounds and communities.
- Promoting understanding and respect for protected characteristics under the Equality Act 2010.
- Developing digital literacy and awareness of global culture in the 21st century.

Our school develops pupils' cultural development by:

- Extending pupil's knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated

- Recognising and nurturing particular gifts and talents. Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, etc, as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.

British Values

We actively promote the fundamental British values of:

- **Democracy**
- **The Rule of Law**
- **Individual Liberty**
- **Mutual Respect**
- **Tolerance of those of different faiths and beliefs**

These values are embedded across the curriculum and wider school life and are reflected in our policies, assemblies, curriculum themes, and pupil voice opportunities. As part of our safeguarding responsibilities, Fairfields Primary School promotes fundamental British values and supports pupils in developing critical thinking skills. Pupils are encouraged to question, discuss and evaluate information respectfully and appropriately. Through the curriculum and wider school experiences, children learn about democracy, diversity, equality and mutual respect. We actively challenge discrimination, prejudice and stereotypes and support pupils to recognise situations where individuals or groups may seek to influence others in unsafe or harmful ways.

Personal Development, Wellbeing and Belonging

At Fairfields Primary School, SMSC development is closely linked to pupils' personal development and wellbeing. We are committed to ensuring that every child feels safe, valued, respected and able to thrive. Through our curriculum, wider enrichment opportunities and pastoral support, pupils develop confidence, resilience, self-esteem, emotional literacy and positive mental health. We actively promote a culture of belonging where all members of the school community are welcomed, included and celebrated. Pupils are taught strategies to manage emotions, seek help when needed and develop healthy relationships that support their wellbeing both now and in the future.

Online Safety and Responsible Digital Participation

As a school with 1:1 devices, we recognise that spiritual, moral, social and cultural development extends into the digital world. Pupils are taught how to engage safely, respectfully and responsibly online. Through our computing curriculum, PSHE education, assemblies and safeguarding curriculum, children learn to:

- recognise misinformation and online manipulation;
- understand the importance of respectful online communication;
- identify cyberbullying and know how to report concerns;
- protect personal information and digital identities;
- develop critical thinking skills when accessing online content;
- understand the impact of technology on wellbeing and relationships.

This supports pupils in becoming informed, responsible and ethical digital citizens.

Equality, Diversity and Inclusion

The school actively promotes understanding, respect and appreciation of diversity within modern Britain. Pupils develop an age-appropriate understanding of the protected characteristics defined within the Equality Act 2010. They are encouraged to recognise similarities and differences between people, challenge discriminatory attitudes and celebrate the contributions of individuals from diverse backgrounds. Through curriculum content and enrichment opportunities, pupils learn that everyone deserves dignity, respect and equal opportunities.

Implementation and Monitoring

- SMSC is embedded throughout all areas of the curriculum, with specific links in PSHE, RE, RHE (Relationships and Health Education), and assemblies.
- Planning documents highlight SMSC opportunities explicitly.
- Staff receive training and support in promoting SMSC through inclusive pedagogy and reflective practice.
- Leadership monitors provision through pupil voice, learning walks, book looks, and curriculum audits.
- Our SMSC development is aligned with our Safeguarding, Equality, and Behaviour policies.
- SMSC provision supports the development of inclusion, wellbeing, belonging, emotional literacy and positive mental health and is reviewed regularly through pupil voice activities and curriculum evaluation.

Impact

The impact of SMSC provision at Fairfields Primary School is demonstrated through pupils who:

- show respect, empathy and kindness towards others;
- understand and demonstrate fundamental British Values;
- appreciate diversity and challenge discrimination;
- contribute positively to school and community life;
- demonstrate resilience, confidence and independence;
- understand how to keep themselves safe, including online;
- are well prepared for the next stage of education and life in modern Britain.

Approval: SMSC Policy 26-27 This policy was ratified by the Governors Date: September 2026 Signed: Nicolette Green	Next Review on or before: September 2027 *This policy will be reviewed annually and approved by the Governors at on an annual basis.*