

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.

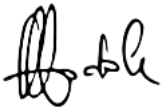
Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Proprietor and Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been 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: September 2025

Date Published: September 2025

Next Review: September 2026

Signed



Chizzy Chukwukere

Headteacher Proprietor who is the Chair of the Advisory

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. Imperial Oak 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 Imperial Oak 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.

Imperial Oak 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 Imperial Oak School factors Spiritual, Moral, Social and Cultural Development into everyday school life. Imperial Oak 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, Imperial Oak 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

Imperial Oak Harmondsworth School is committed to safeguarding and promoting the welfare of our pupils and expects all faculty and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Where To Find SMSC at Imperial Oak School

	How (Intention)	Activity (Implementation)	Purpose (Impact)
<p>Spiritual Development</p>	<p>Developing individual self-confidence expressing their thoughts and feelings. Learning about themselves. Promoting an awareness of, and enjoyment in, using one's imaginative and aesthetic potential. Learning about their own feelings and the feelings of other people. Finding inner peace and confidence Healthy body/mind Healthy body/mind Healthy body/mind Healthy body/mind Developing faith and trust in others Rising their own system of beliefs and values Learning about themselves Developing their self-stem Learning about belief and religion, themselves and others and the World Developing their self-stem and celebrating their uniqueness Finding inner peace and confidence Learning about themselves Building faith and trust in others</p>	<p>Communication skills Emotional Regulation skills Expressive Arts Circle time Sensory integration activities Soft play Tricycles and Scooters Outside play Therapies Morning/afternoon routine Free choice Interoception Independent skills Celebration days Achievement assemblies TAC-PAC Sensory play Intensive Interaction</p>	<p>Builds confidence in expressing thoughts and emotions. Encourages self-awareness and emotional understanding. Inspires creativity and imagination. Promotes reflection and emotional sharing. Supports emotional balance through sensory input. Enhances well-being through physical activity. Strengthens trust and connection with others. Fosters personal beliefs and values. Celebrates individuality and self-worth. Encourages inner calm and resilience.</p>
<p>Moral Development</p>	<p>Understanding relationships Exercising self-discipline and persistence Conforming to rules and regulations for the good of all Acting considerately towards others Developing an understanding of compassion and forgiveness Celebrating their uniqueness Know the difference between right and wrong Exercising self-discipline and persistence Developing high expectations Acting considerately towards others Respecting the rights and property of themselves and others Conflict resolution, sharing resources Understanding what right / wrong, social stories is, reward charts, now / next with reward</p>	<p>Story Time, Circle time Sensory play Assemblies Snack Assemblies Personal care Outdoor Learning Morning routine Personal care Emotional Regulation Social Play Free choice Total communication approach</p>	<p>Builds understanding of social relationships and empathy. Encourages self-control and perseverance through engaging activities. Reinforces the importance of rules and shared responsibilities. Promotes kindness and thoughtful behaviour toward others. Supports development of compassion and forgiveness. Celebrates individuality and personal identity. Helps distinguish between right and wrong. Strengthens discipline and consistency in routines. Encourages high expectations and personal responsibility. Fosters respect for others' rights and belongings.</p>

			Develops conflict resolution skills and resource sharing. Supports moral reasoning through tools like social stories, reward systems, and structured choices
Social Development	<p>Being together, sharing ideas, turn taking, sharing feelings</p> <p>Sharing positive experiences with others</p> <p>Developing their communications skills to their maximum potential</p> <p>Sharing emotions and feelings</p> <p>Realizing there are things each person can do well</p> <p>Working cooperatively in pairs and small groups to develop interactive skills</p> <p>Developing skills of responsibility, commitment, initiative, and cooperation needed in teamwork</p> <p>Interacting positively with others through contacts outside school, such as visits & community events</p> <p>Experiencing being part of a whole caring community</p> <p>Sharing positive experiences with others</p> <p>Showing care and consideration for others by sharing and taking turns</p> <p>Equipping themselves to make life choices and develop skills needed to function in society</p> <p>Sharing positive experiences with others</p> <p>Becoming active members of their communities</p> <p>Demonstrating appropriate behaviour toward adults and each other</p> <p>Experiencing being part of a whole caring community</p> <p>Showing care and consideration for others by sharing and taking turns</p> <p>Developing their communications skills to their maximum potential</p> <p>Demonstrating appropriate behaviour toward adults and each other</p>	<p>Circle time</p> <p>Swimming</p> <p>Total communication approach</p> <p>Free choice play</p> <p>Cooking lessons</p> <p>LegoTherapy</p> <p>Community activities</p> <p>Assembly</p> <p>Soft play</p> <p>Communication snack</p> <p>Sensory experiences</p> <p>Physical well - being</p> <p>Expressive arts</p> <p>Trips and Visits</p> <p>Sports days</p> <p>Celebration days</p> <p>Attention bucket</p> <p>Social Play</p> <p>Relationships</p>	<p>Encourages collaboration, sharing, and emotional expression in group settings.</p> <p>Builds positive social connections through shared enjoyable experiences.</p> <p>Enhances communication abilities to support meaningful interactions.</p> <p>Supports emotional development through shared feelings and empathy.</p> <p>Promotes self-esteem by recognising individual strengths and talents.</p> <p>Develops teamwork skills through cooperative tasks and group activities.</p> <p>Fosters responsibility, initiative, and commitment in collaborative environments.</p> <p>Strengthens social skills through engagement with the wider community.</p> <p>Cultivates a sense of belonging and inclusion within a caring school environment.</p> <p>Reinforces positive social behaviours like sharing and turn-taking.</p> <p>Prepares students for life choices and societal participation.</p> <p>Encourages active involvement in community and school life.</p> <p>Promotes respectful and appropriate behaviour in social contexts.</p> <p>Builds a sense of unity and shared celebration within the school.</p> <p>Reinforces communication and social interaction through structured activities.</p>
Cultural Development	<p>Learning about different cultures through sensory stories</p> <p>Music, Art and Drama from different cultures</p> <p>Learning about other people's celebrations</p> <p>Foods from around the world</p> <p>Developing tolerance of different beliefs and cultures</p> <p>Respecting and appreciating values and customs of other ethnic and faith groups</p> <p>Developing a love of learning</p> <p>Developing tolerance of different beliefs and cultures</p> <p>To develop the ability to value current cultural enthusiasms, icons, music, and media.</p> <p>Recognising and understanding the similarities and differences between people</p>	<p>Story Time</p> <p>Expressive Arts</p> <p>Celebration Days</p> <p>Cooking</p> <p>School Council</p> <p>Assembly</p> <p>Sensory Stories</p> <p>Social Play</p> <p>Sensory Experiences</p> <p>Sensory play</p> <p>British Values</p> <p>Trips and Visits</p> <p>Attention Autism</p>	<p>Introduces students to diverse cultures through immersive storytelling.</p> <p>Encourages appreciation of global traditions through music, art, and drama.</p> <p>Builds awareness of cultural celebrations and their significance.</p> <p>Explores international cuisines to foster curiosity and cultural understanding.</p> <p>Promotes respect and acceptance of different beliefs and practices.</p> <p>Encourages appreciation of customs and values from various ethnic and faith backgrounds.</p>

	<p>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>	<p>Communication Snack</p>	<p>Inspires enthusiasm for learning through culturally rich experiences. Reinforces tolerance and inclusion through varied cultural exposure. Helps students engage with contemporary cultural icons, media, and interests. Supports understanding of both differences and commonalities among people. Develops knowledge of British cultural heritage and traditions.</p>
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