



St Hilda's Moorland Federation
Egton CE (VA) School and Danby CE (VA) School

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

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Signed by Chair of Governors	Matthew White

Our vision, as Church of England primary schools deeply rooted in a strong Christian tradition, is to 'inspire learning and develop children's potential as individuals within a caring, happy, and distinctively Christian family'.

The Bible verse that underpins our vision statement, aspirations and ethos is taken from the Bible verse:

" I have come that they may have life, and have it to the full." John 10:10.

We wish to enable our children to flourish in their spiritual, physical, emotional, social, cultural and academic development enabling them to live their lives to the full.

Egton and Danby Schools are small, distinctively Christian, family based learning communities. We learn and grow together. Our key values underpin everything we strive for in our schools:

TRUST

Trust in the Lord and do good. *Psalms 37.3*

FRIENDSHIP

How good and pleasant it is when God's people live together in unity *Psalms 133.1*

RESPECT

In everything, do to others what you would have them do to you. *Matthew 7.12*

We live these core values out through our excellent relationships with our children, parents, governors, staff, communities and churches.



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1. Introduction

At St Hilda's Moorland Federation, Spiritual, Moral, Social and Cultural (SMSC) development is promoted through the curriculum, our ethos, collective worship, enrichment activities, and the daily interactions between all members of our community. It supports and reinforces our school's mission and vision, valuing each person as a unique individual and nurturing their ability to flourish socially, emotionally, intellectually, and spiritually.

We aim to create an environment where children can develop into responsible, caring, respectful, and active citizens—locally, nationally, and globally—rooted in Christian hope and love. SMSC development is embedded in all subjects and reflected in the positive attitudes and values we seek to instil across the school family.

2. Spiritual Development

At St Hilda's Moorland Federation, spiritual development is understood as the growth of a child's inner being, sense of identity, personal values, beliefs, and appreciation of the wonder and mystery of life.

We aim to:

- Create a vibrant, reflective school community with celebration and worship at its heart.
- Provide a caring and nurturing environment where everyone is respected, valued, and encouraged to grow.
- Support children in developing self-awareness, self-worth, self-esteem, and resilience.
- Offer regular opportunities for prayer and quiet reflection, particularly through Collective Worship.
- Encourage children to explore beliefs—including Christianity and other world faiths—and to reflect on human relationships and the wider world.
- Plan creatively to provide opportunities for awe, wonder, mystery, contemplation, and imaginative experiences across the curriculum.
- Foster independent thinking, encourage children to ask big questions through 'What if...?' learning, and express their opinions in a respectful, inclusive environment.
- Promote a sense of belonging within our school family and in our local, national, and global communities.

3. Moral Development

At St Hilda's Moorland Federation, moral development is about helping children develop a strong sense of right and wrong, take responsibility for their actions, and make confident, informed choices guided by Christian and universal values.

We aim to:

- Promote Christian values such as truthfulness, forgiveness, love, justice, and fairness as a foundation for moral decision-making.
- Provide a distinctively Christian environment supported by a clear Code of Conduct and reinforced through Collective Worship and everyday interactions.
- Model and encourage moral behaviour in all members of the school community.
- Foster relationships built on trust, respect, and friendship.
- Teach children to recognise the consequences of their actions and to take responsibility for their behaviour.
- Offer space and time for reflection, discussion, and debate on moral and ethical issues, including Fair Trade, children's rights, and environmental stewardship.
- Celebrate achievements and acts of kindness, integrity, and moral courage, no matter how big or small.
- Provide opportunities across the curriculum to explore real-life moral and ethical dilemmas.
- Encourage empathy and respectful listening to the views of others.
- Ensure that staff and children alike are role models who live out the school's core Christian values in word and deed.

4. Social Development

At St Hilda's Moorland Federation, social development is about helping children build the skills, confidence, and personal attributes needed to form positive relationships, work collaboratively, and take an active, respectful role within their communities.

We aim to:

- Help children develop a secure sense of identity, self-worth, and belonging.
- Foster confidence and self-esteem to support respectful, responsible, and active citizenship.
- Encourage participation in school life through pupil leadership opportunities, buddy systems, and class responsibilities.
- Promote kindness, mutual respect, inclusiveness, equality, and community cohesion.
- Provide opportunities for children to work independently and collaboratively, as well as in service to others.
- Develop an understanding of each child's role in the Christian community—locally, nationally, and globally—through links with local churches, York Diocese events, and school partnerships.
- Maintain strong partnerships with local parishes, churches, and charities such as Whitby Food Bank.
- Offer a welcoming, inclusive school environment where all members of the community feel valued and supported.
- Strengthen pastoral relationships through trusted adult support and peer encouragement.

5. Cultural Development

At St Hilda's Moorland Federation, cultural development enables children to appreciate and take pride in their own heritage while respecting and celebrating the richness and diversity of other cultures, religions, and traditions locally, nationally, and globally.

We aim to:

- Provide meaningful opportunities to explore our Christian cultural heritage through worship, curriculum links, visits, and celebrations (e.g. York Minster Family Days, visits to local CE and RC churches).
- Celebrate and learn from the cultural diversity of Christianity and other world faiths through RE, collective worship, and school events.
- Promote understanding, appreciation, and enjoyment of artistic, musical, literary, and cultural expressions from a range of cultures (e.g. Aboriginal art, themed music days).
- Ensure the curriculum includes rich cultural experiences and creative activities that reflect a diverse and inclusive worldview.
- Teach about prejudice, discrimination, and the importance of inclusion, mutual respect, and equality.
- Create an environment where all children's gifts and talents are recognised and nurtured, and where participation in cultural and extra-curricular activities is actively encouraged.
- Ensure that school displays and learning environments reflect both our Christian ethos and a broad cultural perspective.
- Foster an open-door policy rooted in welcome, trust, and mutual respect, creating a school community where all feel valued and included.

6. Roles and Responsibilities

At St Hilda's Moorland Federation, all members of the school community have a part to play in promoting and developing the spiritual, moral, social, and cultural (SMSC) life of the school. Together, we foster a shared commitment to high expectations, inclusion, and Christian values.

The Headteacher will:

- Provide a strong Christian role model for all members of the school community.
- Set high expectations and ensure SMSC is monitored, evaluated, and embedded across the school and federation.
- Promote a whole-school approach to SMSC by involving all stakeholders—staff, governors, families, and clergy.
- Liaise regularly with local parishes and the Diocese to enable visits, pastoral support, and strong church-school links.
- Encourage staff development and maintain a visible commitment to the Christian ethos and inclusive culture of the school.

Governors will:

- Set high expectations for SMSC and monitor its implementation through RE and Collective Worship link governors.
- Be actively involved in school and church life, offering support, talents, and enthusiasm for SMSC development.



- Appoint staff who are aligned with the school's Christian vision, values, and inclusive ethos.
- Review the SMSC policy regularly and ensure it remains a vital part of school life.
- Support the Headteacher and RE lead in promoting and evaluating SMSC provision.
- Familiarise themselves with the school's mission and values and ensure these are reflected in strategic decisions.

Teachers will:

- Model Christian values in relationships with children, families, and colleagues.
- Plan and teach lessons where SMSC is naturally embedded, using questions, reflection, and 'What if...' learning.
- Create inclusive opportunities that encourage children to develop spiritually, morally, socially, and culturally.
- Facilitate individual and collaborative experiences that promote identity, empathy, and global awareness.
- Promote links with churches, the Diocese, visiting speakers, and the wider Christian community.
- Explore the diversity of faiths and cultures through RE, visits, and visitors.
- Seek guidance from the RE lead, diocesan team, and local clergy when needed.

Support Staff will:

- Model positive behaviour and uphold school values in all interactions.
- Support children of all abilities to engage fully in SMSC opportunities.
- Provide encouragement and praise to nurture children's self-worth, inclusion, and respect.
- Contribute to the welcoming and respectful ethos of the school.

The SENCO will:

- Monitor provision to ensure all children, including those with additional needs, are included in and benefit from SMSC experiences.
- Ensure that every child knows they are valued and special, supporting their personal development in meaningful ways.

Children will:

- Reflect on and express their thoughts, beliefs, and feelings with confidence and respect.
- Participate in a wide range of activities that support spiritual, moral, social, and cultural understanding.
- Develop a sense of personal and group identity, responsibility, and appreciation for others.
- Learn to consider social and moral issues, developing empathy and a strong sense of right and wrong.
- Value themselves and others as unique individuals made in the image of God.

Parents will:

- Be encouraged to participate in school life, including through groups such as FOES and school events.
- Develop positive attitudes towards the school's Christian and inclusive approach to SMSC.
- Share their own skills, experiences, and talents with the school community.

- Support their children in reflecting on their beliefs, values, and place in the wider world.

7. Monitoring and Evaluation

The monitoring and evaluation of Spiritual, Moral, Social and Cultural (SMSC) development at St Hilda's Moorland Federation is an ongoing and reflective process embedded within the life of the school. We believe that evaluating the impact of our provision is vital in ensuring that our values continue to flourish and that children are supported in developing spiritually, morally, socially and culturally throughout their time with us.

The Headteacher, alongside the RE subject leader, holds responsibility for leading and overseeing the provision of SMSC across the federation. This includes ensuring that staff feel confident and supported in identifying SMSC opportunities across the curriculum and wider life of the school. Regular discussions are held with staff to reflect on how SMSC is embedded within planning, teaching and learning, and how it is reflected in the ethos and daily routines of school life.

Observations of collective worship, lesson visits, and discussions with pupils provide a rich picture of the impact of our provision. Pupils are encouraged to share their experiences, views and reflections through pupil voice activities, and their responses are taken seriously as we strive to refine and strengthen our practice. These insights are also gathered through informal conversations, reflective journal entries, and engagement with visitors and external partners.

Displays, celebration events, and community activities are reviewed periodically to ensure they continue to reflect our distinctively Christian values of Trust, Friendship and Respect. These visual and participatory aspects of school life are essential indicators of the spiritual and cultural richness we seek to nurture.

Governors are actively involved in the monitoring process through visits, RE Team meetings, and feedback shared during full governing body discussions. They support and challenge the school to continue deepening its commitment to SMSC development, ensuring that it remains a central priority. Governors also have access to curriculum updates and evaluation reports that illustrate how SMSC themes are being addressed and celebrated throughout the academic year.

Evaluation of SMSC is also informed by planning scrutiny, feedback from visitors and external professionals, and reflections following key school events or collective worship themes. Where areas for improvement are identified, action is taken promptly, and staff are supported to enhance their provision.

In this way, we ensure that the monitoring and evaluation of SMSC is not a stand-alone process, but part of the vibrant, reflective culture of St Hilda's Moorland Federation—helping all members of our school family to flourish together in trust, friendship and respect.



8. Equity, Diversity, Inclusion and Justice (EDIJ)

At St Hilda's Moorland Federation, our approach to Spiritual, Moral, Social and Cultural (SMSC) development is firmly rooted in the belief that every child is uniquely valuable and made in the image of God. Our school is a place where all members of the community—children, staff, families and visitors—are welcomed, respected, and nurtured. The principles of equity, diversity, inclusion and justice are not separate from our SMSC provision, but are central to it.

We are committed to creating an environment in which each child feels seen, heard and valued. Through our curriculum, collective worship and everyday interactions, we promote fairness, celebrate differences, and actively challenge discrimination, prejudice and stereotypes. We strive to ensure that children see themselves and others positively represented in the books they read, the history they explore, the visitors they meet, and the conversations they are part of.

Equity means that we recognise that each child may need different levels of support to flourish. We therefore seek to remove barriers and provide opportunities tailored to children's individual contexts and experiences, including those linked to special educational needs, economic disadvantage, race, gender identity, family background or faith.

Inclusion is a living value that shapes our policies, practices and classroom culture. Our SMSC work ensures that all children develop a sense of belonging, and that they understand the importance of including others with kindness and respect. Children are taught to listen to different voices, to value diverse perspectives, and to stand up for what is right—even when it is difficult.

Justice runs through the moral development of our pupils as they grow in their understanding of fairness, human rights, and responsibility. Through meaningful opportunities in PSHE, RE, pupil leadership, and local community involvement, children are encouraged to think critically about justice in their own lives and in the wider world. We help children develop the language, confidence and compassion to challenge injustice and take action where they can.

As a school rooted in Christian values and inclusive practice, we hold ourselves accountable for ensuring that our SMSC provision reflects the world as it is and the world we hope to help shape. This includes regularly reviewing our curriculum, policies, and decision-making processes through an EDIJ lens, ensuring that all members of our school family feel empowered to thrive.