Knowsley Junior School

Social, Moral, Spiritual & Cultural (SMSC) Education Policy



2026

Adopted & ratified by full governing body: June 2026

Next review due: June 2027

Dovestone
LEARNING PARTNERSHIP

Knowsley Junior School

Social, Moral, Spiritual and Cultural (SMSC) Education Policy

1. Introduction

At Knowsley Junior School we believe that education is about more than academic achievement: it is about preparing our pupils to believe in themselves, to make positive contributions to the world around them, and to live successfully in a diverse and changing society. Our vision embodies our core values of respect, honesty, kindness, responsibility, wellbeing and listening and communication.

We are committed to ensuring that pupils' spiritual, moral, social and cultural (SMSC) development is woven through everything we do — our curriculum, our school culture, our assemblies and wider activities. We also recognise our responsibility to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. (See Section 4.)

2. Purpose of the Policy

This policy sets out how Knowsley Junior School will ensure that SMSC development and British values are embedded across our school life. It describes our approach to teaching and learning, the roles and responsibilities of staff and governors, the links with other school policies (including safeguarding, equality and data protection), and how we monitor, evaluate and report the impact of our provision.

3. Aims

Our aims are to ensure that all pupils at Knowsley Junior School:

- develop spiritually — by encouraging curiosity, reflection, personal beliefs, creativity, awe and wonder;
- develop morally — by recognising right from wrong, making responsible decisions, and respecting the rule of law;
- develop socially — by building positive relationships, working collaboratively, engaging in community life and understanding their place in wider society;
- develop culturally — by valuing their own cultural heritage, learning about other traditions and ways of life, and celebrating diversity;
- understand and live by the fundamental British values of:
    - democracy (for example, having a voice and participating in decision-making)
    - the rule of law (understanding how laws protect us and our responsibilities under them)
    - individual liberty (learning how to make safe choices and respect the rights of others)
    - mutual respect and tolerance of different faiths, beliefs and backgrounds.
- are fully prepared for life in modern Britain, equipped to contribute positively and respond confidently to the opportunities and challenges of our world.

4. Fundamental British Values & Safeguarding

We recognise that promoting British values is part of our SMSC provision and of our safeguarding duty (including the Prevent Duty under the Counter-Terrorism and Security Act 2015). Pupils will be supported to:

- understand how citizens can influence decision-making through democratic processes;
- appreciate that living under the rule of law protects individuals and society;
- understand freedom of choice within safe boundaries and respect the rights of others (individual liberty).
- understand and value diversity, show respect and tolerance for those with different faiths and beliefs (or none), and challenge discriminatory or extremist views;
- help pupils to recognise and resist views or behaviours that undermine British values, democratic society, the rule of law or respect for others.

5. Implementation: Curriculum and Whole-School Approach

5.1 Curriculum

We use the KAPOW resource as a central element in delivering SMSC learning objectives within our curriculum. Teachers incorporate KAPOW lessons and activities into their planning to ensure consistent, engaging and inclusive learning opportunities.
However, SMSC and British values are not taught in isolation — they are embedded across our curriculum and through enrichment opportunities.

5.2 Enrichment and Wider Opportunities

SMSC and British values learning is reinforced through a range of wider school activities, including:

- assemblies and collective reflection time;
- pupil voice (e.g., school JLT) and democratic decision-making;
- community and service projects;
- cross-cultural celebrations and festivals;
- extra-curricular clubs and visits;
- collaborative work with partners, making links beyond the school community.

These activities help children to live out our values in practice and to deepen their understanding of themselves and others.

5.3 Inclusive Practice

We provide for the needs of all pupils — including those with special educational needs, English as an additional language, and other protected characteristics. We ensure that the teaching of SMSC is accessible, differentiated and responsive to individual backgrounds and experiences. Our approach is inclusive and consistent with our duty under the Equality Act 2010 to eliminate discrimination, promote equality of opportunity and foster good relations.

6. Roles and Responsibilities

- Governors have oversight of SMSC provision, monitor the policy's implementation, and receive regular reports on outcomes.

- The Headteacher has overall responsibility for ensuring the policy is implemented effectively and for reporting to governors.
- The SMSC Co-ordinator (or designated lead) is responsible for developing the whole-school SMSC strategy, liaising with staff, monitoring provision, collecting evidence of impact and reviewing the policy.
- All staff (teaching, support, enrichment) are responsible for modelling school values, embedding SMSC in their classroom and wider activities, and ensuring inclusive practice.
- Pupils and parents are encouraged to engage with SMSC activities, contribute to pupil voice opportunities and reinforce our values at home and in the community.

7. Monitoring, Evaluation and Review

We are committed to continuous improvement of SMSC provision. Our monitoring and evaluation cycle includes:

- Learning walks, lesson observations and work sampling to review how SMSC is being taught across the school;
- Pupil voice surveys, class discussions and self/peer evaluations to capture pupil perceptions;
- Review of behaviour, attendance, participation in extra-curricular and community engagement as indirect measures of SMSC impact;
- Annual report to governors on SMSC progress, including successes, improvement areas and next steps;
- An audit and policy review schedule to ensure that the policy remains up-to-date and aligned with legislation and guidance.

8. Links to Other Policies

This SMSC policy aligns with the following school policies:

- PSHE Policy
- Relationships Policy
- Behaviour Policy
- Inclusion and Equal Opportunities Policy

9. Review and Conclusion

By embedding SMSC, British values and our school values into all aspects of school life, Knowsley Junior School aims to equip pupils with the attitudes, knowledge and skills they need to grow into thoughtful, responsible and respectful individuals, ready to meet the challenges and opportunities of our modern, diverse society. The focus is on progress, participation, reflection and celebration of difference.

This policy will be reviewed every 2 years (or earlier in light of changes to legislation or guidance) and any amendments will be approved by governors and published on the school website.

This policy has been adopted by the Governors in consultation with the head teacher.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Foundation Assessment Sheets	Children's names	To identify the children from each class and their attainment for the subject	Class teacher and SMSC coordinator	Completed digitally (Staff Shared)	Termly

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
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