Spiritual, Moral, Social and Cultural (SMSC) Policy

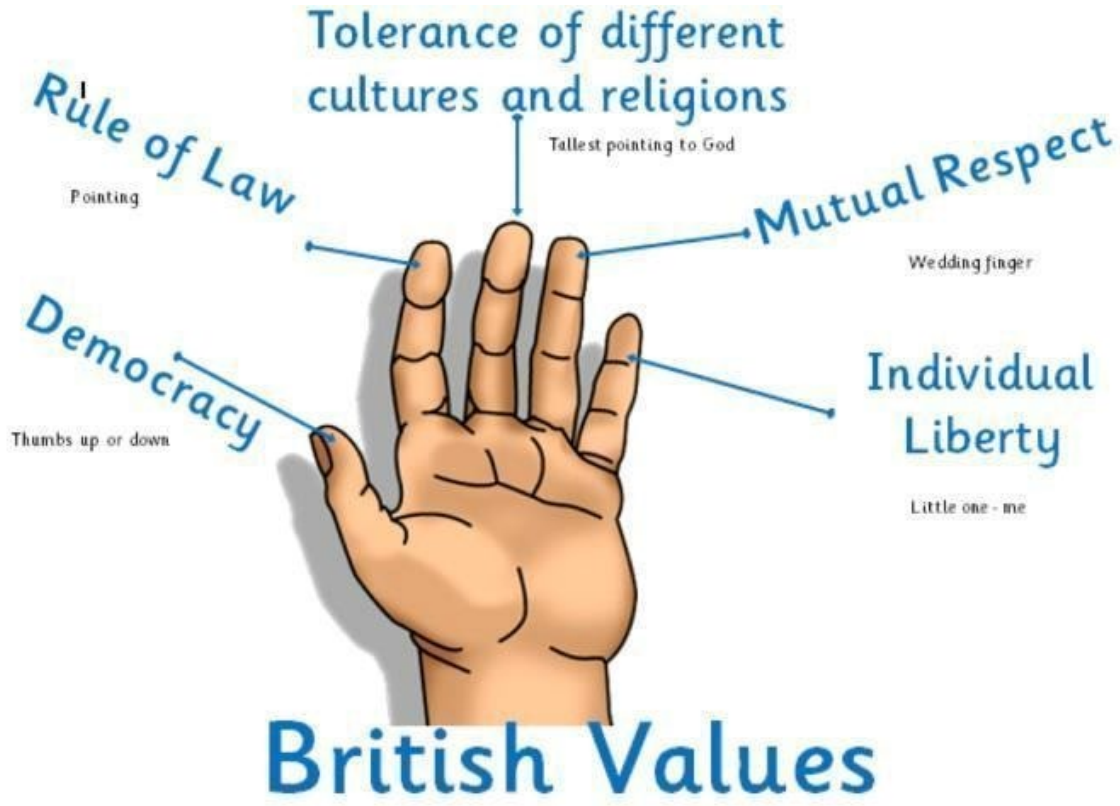
Policy Written/Reviewed by	Rajinder Poonian
Date of Review	October 2026
Date of Next Review	October 2027

The Rowans' Secondary AP and Primary provisions curriculums fulfil our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development, and prepare children for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002 and the Academies Act 2010. This includes daily reflection of the core values: kindness, commitment and resilience.

SMSC is embedded in all aspects of school life, from individual lessons to extra-curricular activities and assemblies. We put SMSC at the heart of our whole school curriculum and daily life. The many opportunities for spiritual, moral, cultural and social education and learning reinforce the vision of education, to 'inspire change for a brighter future' valuing all pupils equally and as individuals. All staff work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at school and celebrate their achievement.
The school strives to build a community which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each pupil to their full potential.
This policy relates to the whole school life and how we promote spiritual, moral, social and cultural development (SMSC) and provide many opportunities for cultural capital.

We actively promote 'Fundamental British Values' of:

- democracy
- the rule of law
- individual liberty
- tolerance
- respect



https://www.nga.org.uk/Knowledge-Centre/Compliance/Legal-obligations/Promoting-British-values-legal-duties.aspx

The SMCS provision at The Rowans AP academy ensures that all pupils are able to access, learn about and put into action the UNCRC.

Spiritual Development
Spiritual development provides pupils with opportunities to explore beliefs, values, feelings, and faiths; develop curiosity about themselves, others, and the world around them; use imagination and creativity; and reflect on their experiences.

All pupils are provided with opportunities to develop their spiritual understanding through a curriculum that:

- Develops self-esteem, self-awareness, and confidence.
- Encourages the development of personal values and beliefs through curiosity, reflection, and respect for their own beliefs and those of others.
- Explores the spiritual values and beliefs of others through stories, music, art, religious education, assemblies, and whole-school events.
- Provides opportunities for pupils to express themselves in a variety of ways and reflect upon their experiences.
- Supports pupils in understanding, expressing, managing, and regulating their emotions while developing empathy and positive relationships with others.

In Practice Spiritual development is promoted through:

- A bespoke, whole-school, cross-curricular PSHE programme.
- A pupil support structure that places learning, wellbeing, and personal growth at its centre.
- Educational visits, enrichment activities, and visiting speakers that broaden pupils' experiences and foster a sense of awe, wonder, and curiosity about the world.
- A reflective approach to learning, supported by formative assessment, which enables pupils to understand their strengths, identify next steps, and take ownership of their progress.
- A reward system that promotes self-esteem and celebrates achievement through certificates, postcards home, day-sheet points, house points, and other forms of recognition.
- Displays of pupils' work and photographs celebrating achievements and experiences, helping pupils take pride in their accomplishments and recognise their individual talents.
- Opportunities for pupil leadership through the School Pupil Leadership Team, enabling pupils to contribute actively to the life and development of the school.

Moral Development
Moral development provides pupils with opportunities to understand the difference between right and wrong, respect the law, appreciate the consequences of their actions, explore moral and ethical issues, and develop the confidence to express reasoned opinions.

Our core values of **Kindness, Commitment and Resilience** underpin all aspects of school life. These values are embedded throughout the school community, displayed prominently around the school, referenced consistently by staff, incorporated into pupil day sheets, and celebrated regularly through assemblies and rewards.

At The Rowans AP Academy pupils use a daily point sheet that recognises positive behaviour for learning. High expectations are embedded across the school and are supported through clear routines, monitoring, and consistent reinforcement of positive behaviours.

Pupils are encouraged to:

- Attend punctually and engage fully in all lessons.
- Learn, make progress, and achieve their potential.
- Be kind, considerate, and respectful to all members of the school community.
- Behave appropriately and take responsibility for their actions.

In practice Moral development is promoted through:

- Consistent modelling of positive behaviour by staff and the reinforcement of school values both within lessons and throughout the wider school environment.
- A trauma-informed approach adopted by all staff, ensuring that pupils are supported with understanding, empathy, and consistency.
- A focus on conflict resolution, reflection, and restorative approaches that encourage pupils to repair relationships and learn from their actions.
- Tutor time discussions and learning activities that explore moral and ethical issues relevant to pupils, both within the school community and the wider world.
- A bespoke, whole-school, cross-curricular PSHE programme that develops pupils' understanding of personal responsibility, relationships, citizenship, and ethical decision-making.
- Celebration assemblies and themed assemblies that promote moral values and provide opportunities for reflection and discussion.
- Fundraising activities for local and national charities, encouraging pupils to consider the needs of others and their responsibilities within society.
- Supervised and filtered internet access, alongside regular teaching and assemblies on online safety, digital citizenship, and responsible use of technology.
- Exploration of local, national, and global events, including historical anniversaries and current affairs, providing opportunities to discuss morality, justice, responsibility, and the impact of individual and collective actions.
- Opportunities for pupils to reflect on their choices, understand consequences, and develop the moral reasoning needed to make positive contributions to their communities.

Social Development

Social development provides pupils with opportunities to develop and apply a range of social skills, participate positively in their communities, appreciate diverse viewpoints, cooperate with others, take on responsibilities, and resolve conflict constructively.

Pupils are encouraged to:

- Develop and maintain positive relationships with peers, staff, families, and other members of the school community.
- Respond positively to opportunities to demonstrate initiative, leadership, and responsibility within their learning and the wider school environment.

- Develop an understanding of society through engagement with their families and carers, the school community, and local, national, and global communities.
- Participate actively in the life of the school and contribute positively to the wider community.

In Practice Social development is promoted through:

- Regular opportunities for pupils to interact respectfully and appropriately with staff, visitors, external partners, and members of the wider community.
- The School Pupil Leadership Team, enabling pupils to represent the views, ideas, and concerns of their peers and contribute to school improvement.
- Opportunities to develop communication, speaking, listening, teamwork, and reflective skills through classroom learning, group activities, and wider school experiences.
- A bespoke, whole-school, cross-curricular PSHE programme that develops pupils' understanding of relationships, citizenship, diversity, and their role within society.
- High-quality pastoral support, careers education, information, advice, and guidance that help pupils make informed decisions about their future pathways.
- Subject-specific guidance at key transition points, alongside support from a dedicated careers adviser who provides advice on careers, further education, apprenticeships, and higher education opportunities.
- Educational visits, enrichment activities, and community-based experiences that broaden pupils' understanding of the wider world and their place within it.
- Work experience placements and volunteering opportunities, enabling pupils to develop employability skills, confidence, independence, and a sense of social responsibility.
- Structured opportunities for collaboration, problem-solving, and conflict resolution, helping pupils to build positive relationships and work effectively with others.
- Participation in school events, fundraising activities, leadership opportunities, and community projects that encourage active citizenship and contribution to society.

Cultural Development

Cultural development provides pupils with opportunities to explore, understand, and appreciate a wide range of cultural influences. It encourages respect for diversity, an understanding of Britain's democratic and parliamentary traditions, and active participation in cultural experiences that enrich pupils' understanding of the world around them.

Pupils are encouraged to:

- Appreciate, understand, and respect their own culture and that of others, including different beliefs, values, traditions, customs, and ways of life.
- Recognise and value both the similarities and differences that exist between individuals, groups, and societies.
- Experience and engage with a broad range of cultural opportunities through literature, music, art, design, technology, sport, and the media.
- Develop their interests, talents, and aspirations through participation in cultural activities within school and the wider community.
- Respect diversity and challenge prejudice, discrimination, and stereotypes in all their forms.

- Develop an understanding of the role that democracy, the rule of law, and individual liberty play in modern British society.

In Practice Cultural development is promoted through:

- Educational visits that enable pupils to experience different cultures, communities, and ways of life.
- Visits to libraries, museums, galleries, theatres, places of worship, colleges, universities, and other places of educational and cultural significance, broadening pupils' understanding of the world.
- A bespoke, whole-school, cross-curricular PSHE programme that promotes diversity, equality, inclusion, and respect for others.
- Assemblies and themed events that provide opportunities to explore cultural diversity, British values, and SMSC development.
- Celebrations of national and international events, including Remembrance Day, Black History Month, and other significant cultural occasions.
- Recognition and celebration of a range of religious festivals and traditions, including Easter, Diwali, Hanukkah, Eid, Christmas, and other events that reflect the diversity of modern Britain.
- Curriculum topics across all subject areas that explore culture, heritage, identity, and global perspectives.
- Opportunities to learn about democratic processes, including pupil voice initiatives such as the School Council and pupil leadership activities.
- Access to carefully monitored online resources that enable pupils to explore different cultures, traditions, and global issues as part of their learning.
- Enrichment activities, visiting speakers, performances, and community partnerships that broaden pupils' cultural awareness and appreciation.
- Displays, projects, and celebrations of pupil achievements that reflect the diverse backgrounds, experiences, and talents within the school community.

Assemblies

Assemblies are held weekly and follow a planned programme focused on **Celebration, Information, and Innovation**. These themes are balanced across each term and provide valuable opportunities for pupils to develop their Spiritual, Moral, Social, and Cultural (SMSC) understanding, while reinforcing the school's values of **Kindness, Commitment, and Resilience**.

Assemblies provide opportunities for pupils to reflect, learn, celebrate achievement, develop community awareness, and explore important issues affecting themselves and the wider world.

Celebration assemblies recognise and reward pupil achievement across all aspects of school life. They promote positive attitudes towards learning, behaviour, attendance, and personal development while reinforcing the school's core values of **Kindness, Commitment, and Resilience**.

Through these assemblies, pupils are encouraged to:

- Take pride in their achievements and those of others.
- Recognise the importance of effort, perseverance, and personal growth.
- Develop self-esteem, confidence, and aspiration.
- Celebrate individual and collective success within the school community.

Information assemblies provide opportunities for pupils to develop their understanding of current affairs, national and global events, cultural diversity, and important issues affecting society.

Through these assemblies, pupils are encouraged to:

- Develop awareness of the wider world and their place within it.
- Learn about different cultures, beliefs, traditions, and perspectives.
- Explore themes linked to British Values, citizenship, equality, and diversity.
- Reflect on local, national, and international events and their impact on communities.

Innovation assemblies provide opportunities for pupils to engage in collaborative activities, problem-solving tasks, and discussions that enhance social awareness, emotional wellbeing, and personal development.

Through these assemblies, pupils are encouraged to:

- Develop teamwork, communication, and leadership skills.
- Explore social situations and consider different viewpoints.
- Build resilience, confidence, and emotional literacy.
- Reflect on strategies for maintaining positive wellbeing and healthy relationships.
- Apply the school's values when responding to challenges and opportunities.

Through the assemblies, pupils develop a stronger understanding of themselves, others, and the wider world. Assemblies contribute significantly to pupils' SMSC development by promoting reflection, respect, empathy, responsibility, cultural awareness, and active participation within the school community and beyond.

The overview of the assemblies for the Year can be found below.

The Rowans AP Academy

SECONDARY ASSEMBLY OVERVIEW 2026-27

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
TERM 1	Welcome & setting expectations for the year	Celebration linked to effort in English & reading Why is literacy important? Setting goals for ourselves/the year ahead International Literacy Day	Voting for school council, with a focus on making independent choices International Day of Democracy (15 September)	Celebration asssembly	Black History Month (begins 1 October) Information assembly Introduction to BHM ***Staff voice: SLT, FR, AS***	World Mental Health Day (10 October) – Innovation linked to kindness value Looking after our own Mental Health and helping others with theirs.	World Food Day (16 October) What are our favourite foods – link to places across the world ***Staff voice: SLT, RJ, KH***
TERM 2	Reviewing expectations – celebration of the expected behaviours after half term	Armistice/Remembrance Day (11 November) Remembering people - Poppies/How & Why do we remember people? ***Staff voice: SLT, LG, MT***	Celebration assembly linked to Kindness, commitment and resilience Introduce UN Convention on the Rights of the Child Link to Anti-bullying week	Information - Mary Seacole or Guru Nanak Birthday	Advent begins (1 December) Advent calendar link British values - Tolerance and respect) ***Staff voice: SLT, EW, RP***	Celebration before end of term Christmas (British values - Tolerance and respect)	
TERM 3	Celebration linked to making resolutions for the year - Commitment - New Year's Resolutions	World Religion Day (17 January) Innovation – "Design a better world". Look at key teachings from different religions. What would an ideal religion/faith look like and what would their key message be? – in groups create a poster	Celebration asssembly	Holocaust Memorial Day (27 January) Diary of Anne Frank ***Staff voice: SLT, EF, ZS***	Innovation – What is/will be our significant impact on the world? – write a speech/letter to change/empower the world Link to Rosa Parks	ARD/Safer Internet Day (9 February) (activities in class/survey) ***Staff voice: SLT, FH, CDD***	
TERM 4	Celebration asssembly - Reminder of values	World Book Day (4 March) English team to create/lead **Staff voice: SLT, KC, MH**	Eid ul-Fitr (10 March) Information about Eid and how different people celebrate ***Staff voice: SLT, SW, NS***	World Poetry Day (21 March) Innovation - peer reading poems and creating own in teams	Easter event/Certificates in classes		
TERM 5	Transition/new forms & Year groups Enrichment week informaiton	Celebration asssembly - what makes us special/part of The Rowans – link to belonging/St Georges day	May Day (1 May) May day traditions - link to british values **Staff voice: SLT, CP, IG**	Celebration –link to Florence Nightingale birthday and how she demonstrated kindness	Screen-free Week (3 May) Innovation – how do we learn best – children become the teachers to 'teach' a lesson their way	International Day Against Homophobia, Transphobia, and Biphobia (17 May) – Link to tolerance, Mutal respect, rule of law, individual liberty (British values) **Staff voice: SLT, LKI, TM**	Celebration asssembly
TERM 6	Water Safety - World Oceans Day (8 June) ***Staff voice: SLT, CN, SS***	Celebration asssembly - Helping others/fathers day link	ARD (Aspirational target setting)	Plastic Free July (begins 1 July) Innovation – how can we keep our school clean – bin competition	Celebration asssembly - link to creativity and overcoming hardship – Frieda Kahlo	Celebration – link to freedoms of choice and overcoming barriers – Nelson Mandela and Emmeline Pankhurst	End of Year Celebration

Celebration - Information - Innovation