REGENT PRIMARY SCHOOL

Social, Moral, Spiritual and Cultural Policy

Reviewed by Senior Teacher Pastoral: January 2026
Previous Review: August 2022
Approved by the Board: February 2026
Date of Next Review: February 2028

Purpose

At the Regent School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to contribute to community cohesion. We therefore aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, and spiritual awareness. We promote high standards of personal behaviour, and a positive caring attitude towards other people. Students develop an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

The academic and personal development and well-being of every child in our school is of paramount importance to us. This includes recognising the importance of providing a range of opportunities for our students to respond to, which support their spiritual, moral, social, and cultural development.

General aims

- That everyone connected with the school is aware of our core values and principles.
- A consistent approach to the delivery of social, moral spiritual and cultural issues through the curriculum and the general life of the school.
- That students know what is expected of them and why.

Through classroom discussions, assemblies and in other forums we will give the students opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g., bullying, death etcetera
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for everyone.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally e.g., empathy, respect, open-mindedness, sensitivity, critical awareness etcetera

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience and emulate positive role models.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Encouraging students to behave appropriately at meal times/break times.
- Showing appreciation for the performances of other students regardless of ability.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days and national celebrations.
- Studying literature and art from different cultures supported by visits from writers and artists, e.g. Book day.
- Opportunities for the students to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and hear/play a range of instruments.

Spiritual, moral, social and cultural development

Whilst each dimension is outlined below separately, there is a great deal of overlap between the four areas.

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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.

At the Regent school we will encourage children's spiritual development by;

- Giving children the opportunity to explore values and beliefs including religious beliefs, and the way in which they impact on peoples' lives.
- Giving children the opportunity to understand human feelings and emotions.
- Developing a climate or ethos within which all children can grow and flourish, respect others and be respected.
- Accommodating difference and respecting the integrity of individuals.

Students' **moral development** involves pupils acquiring an understanding of the difference between right and wrong, a concern for others and the will to do what is right.

At the Regent School, we are committed to promoting the values of:

- Respect
- Routines
- Responsibility

These three qualities provide the framework for our School Code of Behaviour, which we call “The Three R’s of The Regent School.”

Students’ **social development** involves building positive relationships and understanding their role within the school and wider community. The curriculum provides opportunities for collaborative learning and peer support, guided by our core values. Three core values are focused on each term for students to write about, which are displayed on PSHE Trees around the school premises.

Term	Core Value
1	Responsibility Leadership Tolerance
2	Commitment Resilience Respect
3	Trust Kindness Reflection

Students are taught proper etiquette, conflict resolution, and effective communication, with opportunities to take on leadership roles as House prefects and school council leaders.

In addition to academic success, the acquisition of these personal skills is a high priority;

- Cooperation and sharing.
- Independence.
- Respect and Courtesy.
- Tolerance and respect for each other, including beliefs and customs.
- Self-esteem, self-discipline and self-confidence.
- Leadership through a ~~A~~ realisation of the role that they play in school/wider society.
- Collaboration and interpersonal skills.
- Leadership
- Commitment
- Resilence
- Trust
- Kindness

Students' **cultural development** involves them acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences, such that they develop a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences.

TRPS will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through trips out of school, visitors to the school and PHSCE lessons.
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities.
- Encouraging understanding and appreciation of the beliefs, values and customs of different cultures.

Implementation

We believe that our school provides an environment in which children's spiritual, moral, social and cultural development is allowed to flourish. We aim to ensure that the climate and core values of our school are evident from the moment children, parents and guests walk in. We welcome everyone, we are proud of the achievements of those who work and learn within our walls. There is a drive for learning and respect for all. We ensure that:

- Values projected by the board, staff and students have a strong moral code.
- Relationships between children and staff are warm and caring.
- Students and staff speak to each other with respect and courtesy.
- Our school is clean, tidy and appealing. Student's work is attractively displayed.
- All adults in the school see themselves as role models and act accordingly.

Fundamental to our school's ethos is the belief that by educating the 'whole child' we are enhancing their life chances. Academic excellence is important in everything we do to help our students reach their full potential. We are aware that a focus on personal development in general and spiritual, moral, social and cultural development in particular, contributes to academic achievement, since it raises motivation and self-esteem and leads to a better learning environment in which our pupils will flourish in a holistic context.

We are committed to empowering our students to be confident, healthy, happy, reflective, and well-informed people who can make informed choices and decisions and who will grow up to be morally upright citizens of their country and the 21st century.

Conclusion

This Policy Document both guides and reflects current practice in Admissions at The Regent School. It is up to date and current at the time of writing and will be due for review in February 2028