



Prior Weston Primary School and Children's Centre

Spiritual, Moral, Social and Community Cohesion Policy

SMSCC Policy		
	Name	Date
Head Teacher	Fiona MacCorquodale	March 2026
Governing Body	Tom Bishai (CoG)	
Next review date	Spring 2027	

Introduction

All aspects of school life in Prior Weston, and the curriculum have aim to contribute to the wider development of pupils and their role in the community. The ethos of the school and the values which are implicit in the life and work of the school will have a powerful effect on the extent to which this potential is realised.

Britain has always been a multicultural, multi-faith, and socio-economically diverse society; in recent years, that diversity has been growing at a faster rate: over 300 languages are now spoken in Britain, for example. Communities can become segregated, their people living to some extent parallel lives. Communities in a community cohesion setting imply minority groups such as older people and gay people, as well as ethnic communities. The fragmentation of communities can create ignorance and prejudice, leading to extremism and fanaticism.

At the same time, there has been a significant rise in individualism, fostered politically and economically, and exacerbated by the increasing use of personal communication technologies. The development of a sense of belonging to a greater society, and a willingness to assert the rights and responsibilities that go with such a perception, has become a major focus of recent government thinking. Young people and schools are at the heart of this thinking.

As a school in Britain, we have a duty to promote the British values of respect and tolerance in pupils for all faiths, races and cultures. We must ensure that we do not place religious laws ahead of the British judicial system or teach anything that undermines the rule of English civil and criminal law. Every school has to follow the aims of the Equality Act 2010:

- To eliminate unlawful discrimination
- To advance equality of opportunity to all females and males
- To foster good relations between people

We have a very broad and balanced curriculum and do our best to teach good citizenship, preparing children for life in modern Britain whilst actively promoting British values. Children receive their legal entitlement to every subject of the National Curriculum. We expect girls and boys to attend all trips which enhance their learning in school.



Prior Weston Primary School and Children's Centre

Spiritual, Moral, Social and Community Cohesion Policy

The foundations of spiritual, moral, social, cultural and community development are laid at home. The school programme for promoting pupils' spiritual, moral, social and cultural development is seen as complementing and supporting the work of parents and carers.

This policy is underpinned by the school's values.

At Prior Weston:

We aim high

We aim high and understand that learning has no limits. We appreciate and celebrate our skills and talents and help our friends and family to do the same.

We are resilient

We persevere and demonstrate determination and self-belief. We try our hardest and keep going, asking for help when we need it.

We are curious learners

We want to learn and explore. We ask questions, think creatively and stretch ourselves. We respect different views.

We value diversity

We are considerate and think of others. We celebrate diversity and community.

We are respectful

We are polite and kind. We look after our school and each other. We are considerate and think of others in both our school and the wider community.

Aims and Aspirations

In these areas we have attempted to define the behaviours, attributes and abilities that we would hope to see in our pupils if we were being successful in the delivery of this policy.

1. Spiritual

These behaviours, attributes and abilities are:

- Excitement, generosity of spirit, reflection, creativity, enthusiasm, happiness, wonder, imagination, exhilaration and pride.
- They share thoughts, feelings and views in conversation and make perceptive comments.
- Address the questions of life, grasp the idea of wonder, experience deep feelings about what happens to them and understand how beliefs and values shape motivation.

Promoting spiritual development involves our school in providing opportunities for:

- pupils to develop their 'inner lives' through, for example: reflecting on their own and other people's experiences;



Prior Weston Primary School and Children's Centre **Spiritual, Moral, Social and Community Cohesion Policy**

- acquiring self-knowledge; thinking about their own beliefs, values and aspirations;
- making personal responses to questions about the purpose and meaning of life; using imagination.

Spiritual development is not the same as religious development, though religious education and collective worship – because of their focus on beliefs and values – will have particularly important roles in play in school.

Examples of ways in which our school life as a whole promotes spiritual development are through:

- P4C, the PSHE and RE curriculum;
- providing and encouraging a positive ethos;
- the values and attitudes the school identifies, upholds and fosters;
- encouraging children to have a positive self-esteem;
- focusing on positive 'success' rather than negative 'failure';
- giving children the opportunity to reflect and to experience times of quiet (including collective worship);
- encouraging children to listen to and consider the ideas and experiences of others.

2. Moral

These behaviours, attributes and abilities are:

- Honourable, respectful, ethical and fair.
- They recognise the need for rules to govern right and wrong conduct.
- Pupils can distinguish right from wrong, understand and respect civil and criminal law, and uphold the rule of law.
- Appropriate questioning of all that goes on around them.

Our school promotes moral development when there is a clear code of behaviour, when high personal standards are expected, and when children are given the opportunity to think about issues concerning right and wrong. In that they often focus on such issues, religious education and collective worship will have a particularly important role to play.

Examples of ways in which our school life as a whole promotes moral development are through:

- making it clear what kinds of behaviour are expected (see the school's Behaviour Policy);
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty;
- adults explaining, whenever possible, why certain behaviour is acceptable or unacceptable;

Examples of ways in which aspects of our curriculum promote moral development are through:

- giving the children an opportunity to think about how the environment should be treated;



Prior Weston Primary School and Children's Centre **Spiritual, Moral, Social and Community Cohesion Policy**

- learning about the roles of rules and codes of behaviour;
- listening to, and discussing, stories which raise issues about right and wrong;

3. Social

These behaviours, attributes and abilities are:

- Politeness, courtesy, self-discipline, self-awareness and caring.
- They value others and understand the need to be able to work with others.
- Address their own difficulties and the difficulties of others.

Our school promotes social development when it encourages people to relate positively to others, provides in its own life a model of a purposeful and harmonious community, encourages pupils to take responsibility, and gives children an understanding of their role within the wider community.

Examples of ways in which our school life as a whole promotes social development are through:

- adults setting high standards in their relationships with each other;
- learning the obligations and constraints, but also the satisfaction, that goes with being a member of groups;
- giving children the opportunity to make decisions within groups;

Examples of ways in which aspects of our curriculum promote social development are through:

- showing how groups of people have much in common;
- encouraging teamwork and co-operation.

4. Cultural

These behaviours, attributes and abilities are:

- Awareness of their own culture and of other cultures. Recognition of the interaction between cultures.
- They are able to apply their learning to different cultural circumstances.
- Recognise their own need and the needs of others for a wide intellectual development.

Our school promotes cultural development when it gives pupils opportunities to engage in a wide range of cultural activities and to appreciate aspects of their own and other people's cultural traditions.

Examples of ways in which our school life as a whole promotes cultural development are through:

- encouraging a knowledge of the children's own cultural traditions and practices and those of other cultural groups within society e.g. through International Food Festival, Heritage/Black History Month, etc;
- adopting the view that diversity makes the world a richer place;

Examples of ways in which aspects of our curriculum promote cultural development are through:

- teaching children how to express themselves in a variety of ways;
- valuing and encouraging children's own cultural interests and achievements;



Prior Weston Primary School and Children's Centre **Spiritual, Moral, Social and Community Cohesion Policy**

- organising visits to places of cultural interests.

5. Community

The school is engaged in working toward a society in which

- there is a common vision and a sense of belonging by all communities
- the diversity of people's backgrounds and circumstances is appreciated and valued
- similar life opportunities are available to all
- strong and positive relationships exist and continue to be developed in the workplace, in schools, and in the wider community

For schools, the term 'community' has a number of dimensions

- the school community
- the community within which the school is located
- the UK community
- socio-economic factors

We seek to demonstrate that we understand the context of our own community: that we plan and take appropriate actions to promote community cohesion: and that our actions can be shown to have impact.

Ways the school promotes community cohesion:

- curriculum, and teaching approaches that promote common values and demonstrate a positive attitude to diversity
- lessons which encourage pupil articulacy, especially in the area of stereotyping and prejudice and self-advocacy
- curriculum enrichment opportunities e.g. visits, speakers
- EAL support
- consideration of pupils' special needs
- prioritising of opportunities to engage our students with local, nation, and global themes
- fostering partnerships with local, national and global schools and college, and expanding range of those
- communicating with other communities via mail, email, etc.
- participating with other educational institutions in meaningful intercultural activities like sport, dance, drama, etc.
- encouraging community members to visit school and work with pupils
- maintaining close links with other local agencies, like the police, health professional, social services, arts worker, gallery and museum staff, etc.
- provision of extended services and community use of facilities for services that take place out of school hours, including adult and family learning
- engaging with the governing body and parent groups by means of meeting, informal events, etc.
- staff actively recruited to reflect student community backgrounds
- local police partnerships



Prior Weston Primary School and Children's Centre **Spiritual, Moral, Social and Community Cohesion Policy**

- volunteers recruited from local workplaces and organisations to support and enrich the curriculum
- activities planned to promote enjoyment, creativity, learning, and opportunities to work together
- visits to places to enrich the curriculum e.g. Barbican; Geffrye Museum, Museum of London

Working to Prevent Radicalisation and Extremism:

It is important to be aware that, whilst there is a lot of media coverage regarding Islamic extremism, there are other organisations, including extreme right wing groups, who can damage society and present a threat to the community. At all times we must ensure that our approach to the threat of radicalisation is **balanced, calm and proportionate**. Pupils are protected from radicalisation through a strong safeguarding framework aligned with the Prevent Duty (2015).

It is important to remember that the vast majority of children, of whatever background, will not get involved in extremist action and in many cases suspicious behaviour may be a result of other problems e.g. mental health issues, relationship, drug or alcohol problems, or just the rigours of the teenage years. It is important not to jump to conclusions (not least because accusations of radicalisation could push vulnerable young people into the hands of radicals). However, as general good pastoral care, staff should immediately take note and act upon any of the following:

- Discomfort about 'fitting in' (*beyond normal range for teenagers*)
- Appearing distanced from their own culture or heritage.
- Family tensions
- Isolation
- Low self-esteem or feelings of failure
- Lacking in empathy/poor social interaction
- Disassociation with an old group of friends and arrival of a whole lot of new friends
- Significant change in appearance and/or behaviour
- Hostile or inappropriate questions about faith and identity
- Sudden interest in religion
- Unhappiness following a move from one country to another
- Rejection of civic or community life
- Overly developed sense of grievance triggered by perceptions of racism or discrimination
- Involvement with criminal groups and/or imprisonment
- Failure to understand the actions and motivations of others.
- Accessing of violent or extremist websites or possessing violent or extremist literature
- Contact with known extremists
- Justifying the use of violence to solve society's ills
- Joining an extremist organisation
- If your knowledge of the family leads you to believe there is a risk



Prior Weston Primary School and Children's Centre **Spiritual, Moral, Social and Community Cohesion Policy**

It should also be remembered that outside events, such as tensions in the local community, events in the country of origin, in the case of migrants, or major world events can also disproportionately affect the feelings and actions of young people. All staff should be alert to these events and be ready to help young people understand them, and put them into context.

Monitoring & Evaluation

In line with DfE expectations, SMSC and FBV provision is monitored through:

- Learning walks and curriculum reviews
- Pupil voice and surveys
- Behaviour and safeguarding data
- Evaluation of assemblies, enrichment and community engagement
- Governor scrutiny of SMSC and Fundamental British Values

Effective monitoring helps demonstrate positive outcomes in personal development

Engagement in Extended Services

The whole student population are enjoyably and safely engaged in comprehensive programme of lunchtime and after-school activities led by staff or visiting professionals.

Conclusion:

In Prior Weston, we are proud to live and work within the EC1 community in Islington. Our schools has a rich and diverse population. With over 30 different languages - all recognised and celebrated as part of the school community.