



Outcomes  
First Group

# Spiritual, Moral, Social and Cultural policy (SMSC)

**Trimdon Hill**  
SCHOOL



**Updated May 2026**

## Document History

Version	Comments/amendments	Name	Date
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## RATIONALE

At Trimdon Hill School, we recognise that pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our curriculum, ethos and daily practice.

SMSC development is embedded throughout all aspects of school life and supports pupils to develop communication, emotional understanding, relationships, independence, curiosity and engagement with the wider world.

Our SMSC provision is delivered through:

- ✦ Pathway-based curriculum learning
- ✦ Shared learning themes
- ✦ Festivals and celebrations
- ✦ Community engagement
- ✦ Educational visits
- ✦ Communication-rich environments
- ✦ Play, exploration and real-life experiences
- ✦ Preparation for adulthood opportunities
- ✦ Pupil voice and relational approaches

Our curriculum is underpinned by our SHINE values:

- ✦ Safe – creating secure environments where pupils feel emotionally and physically safe
- ✦ Holistic – supporting the whole child and recognising the interconnected nature of development
- ✦ Inclusive – ensuring all pupils can access meaningful experiences regardless of need or communication profile
- ✦ Nurturing – prioritising wellbeing, relationships and emotional development
- ✦ Engaging – providing motivating and meaningful learning opportunities

Through SHINE we create safety, nurture the whole child and enable engagement for progress.

SMSC development is adapted to meet pupils' developmental stage rather than chronological age. Learning is personalised and delivered through total communication approaches including visuals, signing, AAC, sensory exploration, modelling and experiential learning

## SHARED LEARNING: FESTIVALS AND CELEBRATIONS

At Trimdon Hill School, pupils access a shared learning curriculum area called Festivals and Celebrations.

This curriculum area promotes:

- ✦ Understanding of different cultures, beliefs and traditions
- ✦ Respect for diversity and inclusion
- ✦ Opportunities for reflection and curiosity
- ✦ Community participation and shared experiences
- ✦ Celebration of identity and belonging

Pupils explore a range of celebrations and festivals across the year through sensory experiences, food tasting, music, storytelling, role play, creative arts, visitors, themed days and community activities.

Examples may include:

- ✦ Harvest
- ✦ Diwali
- ✦ Christmas
- ✦ Hanukkah
- ✦ Lunar New Year
- ✦ Easter
- ✦ Eid
- ✦ Pride celebrations
- ✦ National and local community events

Learning is carefully adapted to ensure accessibility for pupils across EYFS, Informal and Semi-Formal pathways.

The school also follows an SMSC calendar to ensure pupils experience a broad and progressive range of cultural, moral, spiritual and social learning opportunities throughout the academic year.

## **STRATEGIES**

SMSC development is embedded throughout the curriculum and wider school experience at Trimdon Hill School.

Learning opportunities are delivered through:

- ✦ PSHE and RSHE curriculum
- ✦ Our whole school Cultural Capital initiative
- ✦ Festivals and Celebrations shared learning
- ✦ Community access and educational visits
- ✦ Group and reflection opportunities
- ✦ Therapeutic and relational practice
- ✦ Play-based and experiential learning
- ✦ Outdoor learning and Forest School
- ✦ Communication and interaction opportunities
- ✦ Pupil voice and school council
- ✦ Themed days and enrichment activities
- ✦ Careers and preparation for adulthood learning
- ✦ Sensory exploration and creative arts

Teaching is carefully adapted across the EYFS, Informal and Semi-Formal pathways to ensure all pupils can meaningfully access SMSC development.



## **SPIRITUAL DEVELOPMENT**

Pupils are supported to:

- ✦ Explore feelings, emotions and self-awareness
- ✦ Develop curiosity about the world around them
- ✦ Experience awe, wonder and reflection
- ✦ Explore identity, belonging and relationships
- ✦ Encounter different beliefs, traditions and celebrations
- ✦ Express preferences, thoughts and emotions through communication and creativity

Examples include:

- ✦ Weekly cultural capital focus/monthly country exploration
- ✦ Reflection opportunities in group activities and classrooms
- ✦ Sensory storytelling and immersive experiences
- ✦ Outdoor learning and nature exploration
- ✦ Music, art and creative expression
- ✦ Festivals and celebrations learning
- ✦ Sensory and emotional regulation activities

## **MORAL DEVELOPMENT**

Pupils are supported to:

- ✦ Understand right and wrong
- ✦ Develop empathy and kindness
- ✦ Recognise safe and unsafe behaviours
- ✦ Learn about fairness, responsibility and respect
- ✦ Develop emotional regulation and problem-solving skills
- ✦ Understand boundaries and consent at a developmentally appropriate level

Examples include:

- ✦ Restorative and relational approaches – through our SHINE regulation model
- ✦ Celebration and recognition systems
- ✦ PSHE and RSHE learning
- ✦ Modelling positive behaviour
- ✦ Role play and social stories
- ✦ Classroom routines and expectations
- ✦ Contextual safeguarding and personal safety teaching

## **SOCIAL DEVELOPMENT**

Pupils are supported to:

- ✦ Develop positive relationships with peers and adults
- ✦ Engage in shared play and group activities
- ✦ Develop communication and interaction skills
- ✦ Build independence and self-confidence
- ✦ Access community experiences safely
- ✦ Understand routines, boundaries and expectations
- ✦ Participate in pupil voice opportunities
- ✦ Prepare for next steps/adulthood and wider community participation



Examples include:

- ✧ Structured play and interaction opportunities
- ✧ Educational visits and community learning
- ✧ Swimming and enrichment activities
- ✧ Lunchtime and social communication support
- ✧ Collaborative classroom activities
- ✧ Student voice and celebratory activities

### **CULTURAL DEVELOPMENT**

- ✧ Pupils are supported to:
- ✧ Explore cultures through our cultural capital initiative
- ✧ Experience and celebrate diversity
- ✧ Learn about different cultures, faiths and traditions
- ✧ Understand similarities and differences between people
- ✧ Engage with the wider community
- ✧ Develop respect for others and themselves
- ✧ Participate in creative, sporting and community experiences

Examples include:

- ✧ Festivals and celebrations curriculum
- ✧ Themed cultural events and enrichment days
- ✧ Planned weekly stories from different cultures
- ✧ Weekly cultural food tasting and music experiences
- ✧ Community visits and visitors
- ✧ Inclusive classroom environments
- ✧ Artistic and sporting opportunities

### **WHERE CAN YOU FIND SMSC IN TRIMDON HILL SCHOOL?**

- ✧ SMSC development is embedded throughout:
- ✧ The whole curriculum
- ✧ EYFS, Informal and Semi-Formal pathways
- ✧ PSHE and RSHE curriculum
- ✧ Weekly Cultural Capital Focus/Initiative
- ✧ Festivals and Celebrations shared learning
- ✧ Group activities and reflection opportunities
- ✧ Educational visits and community access
- ✧ Forest School and outdoor learning
- ✧ Pupil voice and school council
- ✧ Enrichment activities and themed days
- ✧ Behaviour and relational practice
- ✧ Communication and interaction opportunities
- ✧ Therapeutic approaches
- ✧ Play-based learning
- ✧ Careers and preparation for adulthood learning
- ✧ Celebration systems and SHINE values

## **IMPACT**

Through SMSC development at Trimdon Hill School, pupils will:

- ✿ Develop confidence, self-awareness and communication
- ✿ Build positive and respectful relationships
- ✿ Understand emotions and develop empathy
- ✿ Experience a wide range of cultures, beliefs and traditions
- ✿ Engage meaningfully with their community and the wider world
- ✿ Develop independence and preparation for adulthood skills
- ✿ Feel safe, valued and included within the school community

The SMSC curriculum supports pupils to shine through safety, nurture and meaningful engagement.