Westfield Nursery School

Spiritual, Moral, Social and Cultural (SMSC) Education Policy including British Values

Date policy last reviewed: May 2026

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Changes May 2026:
-Updated some formatting
-Updated reference to Ofsted inspection handbook
-Updated SMSC table e.g. Free flow Friday to Wacky Wednesday

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Vision
At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings, outstanding futures.'

Statement of Intent
At Westfield Nursery School, the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics.

The school prides itself on providing a consistently safe, caring and happy environment where each pupil is valued as an individual and can develop towards their full potential. This policy reflects the ways in which the school helps pupils to develop their individuality and inner discipline. The spiritual, moral, social and cultural (SMSC) education of our pupils is implemented throughout the school's activities.

Legal Framework
This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- Ofsted (2025) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Acceptable Use Policy
- Behaviour Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

A Whole-school Approach to SMSC Education
The governing board will ensure that SMSC is embedded across the school's activities to ensure the potential of each pupil is developed in accordance with their individual needs and capabilities.

The headteacher and leadership team will facilitate and encourage a school environment which is welcoming, inclusive and safe for all pupils and members of the school community, irrespective of their protected characteristics and/or background. Staff will be expected to model high standards of discipline, courtesy, respect and acceptance of others, and to encourage pupils to take responsibility for their own actions.

The school's spiritual development provision enables pupils to:

- Be reflective about their beliefs
- Have knowledge of, and respect for, different people's faiths, feelings and values.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use imagination and creativity in their learning
- Develop willingness to reflect on their experiences

The school's moral development provision enables pupils to:

- Recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England
- Understand the consequences of their behaviour and actions

- Develop an interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues

The school's social development provision enables pupils to:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds
- Participate in a variety of community and social settings, including by cooperating well with others and being able to resolve conflicts effectively
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs
- Develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain

The school's cultural development provision enables pupils to:

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain
- Participate in, and respond positively to, artistic, sporting and cultural opportunities
- Develop an interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Teaching and Learning

SMSC education will take place across all areas of the curriculum. Staff will be expected to foster an open environment in their lessons in which respect, tolerance for different values, opinions and backgrounds, and teamwork are encouraged.

Teaching staff will use classroom discussion to support pupils to:

- Talk about their experiences, thoughts and feelings
- Express and clarify personal ideas and beliefs
- Speak about difficult events
- Explore their relationships with friends, family and others
- Consider, and show empathy towards, the needs and experiences of others
- Develop self-esteem and personal confidence
- Develop a sense of belonging
- Develop their SMSC skills, e.g. compassion, respect, open-mindedness, sensitivity and critical awareness

There are opportunities for pupils to:

- Listen and talk to each other
- Learn to treat one another as equals, regardless of protected characteristics and/or background
- Recognise and celebrate the differences and similarities between themselves and others
- Agree and disagree with people respectfully
- Work co-operatively and collaboratively

We:

- Hear pupils' voice e.g. via interviews/ questionnaires
- Have special helpers to foster self esteem

Community links
The school recognises that an important part of SMSC development is enabling pupils to become active participants in their local community and, as such, will continue to foster strong links with the wider community.

These links will be formed through a variety of activities, including:

- School-community link organisations, e.g. 'friends of' association
- Hosting school events to which community members are invited as participants or audience members

The school will engage parents and members of the wider community in the educational life of pupils, ensuring that the diversity and varying experiences of the local community are reflected in the way in which pupils are educated.

Promoting British Values
The Department for Education (DfE) have stated the need, "To create and enforce a clear and rigorous expectation on all schools 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."

At Westfield Nursery School the values as stated by the DfE are interpreted for our young people and reinforced through our daily routines.

Democracy
This has been interpreted as 'Making decisions together.' In child-initiated learning children have a say in selecting resources and working with friends- negotiating and sharing. In adult led learning children may for example vote on a book or activity. We listen to children's and parents/ carers' voices in a variety of ways, such as our pupil voice interviews and our end of year questionnaires.

The Rule of Law
At Nursery this means 'Understanding rules matter.' We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken. Children start to understand rules in simple games, in rules of behaviour both inside and outside and at different times of the day, such as tidy up time. We reinforce simple key messages 'Kind hands, kind feet, kind mouths/words' and 'Choose it, use it, put it away.' Our curriculum 'I can communicate my feelings, wants and needs' has strands focussing on self-regulation and managing self.

Individual Liberty
An interpretation of 'Freedom for all' has been applied within school. Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Children are encouraged to know, understand and exercise their rights and personal freedoms. For example, they can decide upon drink/ snack and plan and decide where to play and what to do. Our curriculum 'I can communicate my feelings, wants and needs' has strands focussing on sense of self, self-regulation and managing self.

Mutual Respect & Tolerance of Others

Children are encouraged to ‘Treat others as you want to be treated.’ Children are modelled respect for others through caring, sharing and listening to others. Staff help children to understand how to respect by talking about how actions/words can affect others. The curriculum covers ‘shows care for communities’ and has a strand dedicated to people, culture and communities.
We aim to enhance children’s understanding of different faiths and beliefs by celebrating a range of festivals throughout the year. Children have the opportunity to wear traditional costumes and try different foods from other cultures and we encourage parents/carers to participate and support our events together as a harmonious community. They support each other throughout the day such as at snack time and in helping to put coats on. We strive to supply resources which reflect the society we live in.

Ofsted inspections
As part of its activities when carrying out ungraded, graded, and urgent inspections of schools and academies across England, Ofsted will assess the effectiveness of the school’s SMSC provision.

7. Monitoring and Review
SMSC provision is reviewed on an annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by the curriculum coordinator, headteacher and governors as part of the school’s general monitoring
- Regular discussions at staff and governors’ meetings
- Annual policy audits
- The sharing of classroom work and practice

This policy is reviewed on an annual basis by the headteacher and pastoral lead, and any changes will be communicated to all stakeholders.

Identifying and Combating Discrimination

In our Nursery it is not acceptable to:
- fail to challenge stereotypes
- fail to challenge behaviours (whether of staff, children or parents/ carers) that are not in line with the fundamental British values

Children are treated as individuals and discrimination is not tolerated. We celebrate difference such as gender, race and language.

Conclusion

At Westfield Nursery School, embedded in everything we do, is our determination to develop empathy and understanding to make everyone at our Nursery feel valued and respected.

Westfield Nursery School
Spiritual, Moral, Social and Cultural Overview

	Spiritual	Moral	Social	Cultural
PSED	-feelings cubes/ talking about feelings -circle time -celebrating successes/ work/ ideas -awareness of emotions -book area/ quiet area -bed/ role play -characters in the Nativity -reflect on themselves and their behaviour -Leavers Assembly -planning and reviewing -'My time' group	-clear boundaries -kind hands/ kind feet/ kind words -stories -conflict resolution -sharing toys -taking turns -'rules' -role play -occupations -emotions group -classroom expectations	-showing respect for toys/ environment -sharing -feelings cubes -snack times -work time -lining up -celebrating successes/ work/ ideas -circle time -hello song -celebrating birthdays -special helpers -Wacky Wednesday -self access resources -sharing ideas -talking about experiences -multi-lingual books/ posters	-story sacks/stories -range of songs -celebrations e.g. Christmas -Pictures/ posters/ resources representing different cultures e.g. people who help us -International day -puzzles -Circle time -Home visits -Role play -Music -Understanding own culture e.g. no pork -International day -contacts with church/ Salvation Army
C&L	-Spontaneous moments e.g. shredded paper -Book area -Greeting time -Large group -Role play -talking about feelings/ sharing experiences -having own voice/ expressing themselves freely -planning and review time	-clear boundaries; kind hands/ kind feet/ kind words -Good choices -stories/ story sacks -conflict resolution -sharing toys -recognising different faiths e.g. 'mines a church, mines a mosque' -Role play -problem solving -being able to ask for help/ approaching adults - understanding right and wrong -knowing occupations	-showing respect for toys/ environment -sharing -feelings cubes -snack times/ review -work time -lining up -celebrating successes/ work/ ideas -talking about family & experiences -role play -whole school singing -self access cabinets -Lift off to Language -playing/ talking with other children -learning about different celebrations	-Discuss things which happen at home/ family holidays/ celebrations -International day -Singing/ counting in a different language -listening to music from different cultures -Books -Singing happy birthday -small world -stay and play days -Role play -Celebrations -voting for what they would like
PD	-Moments of 'stillness' -Yoga -Activ8 -expressing themselves with movement/ dancing -ring games -Wacky Wednesday	-turn taking e.g. slide/ bike -Problem solving within games -knowing their actions have an effect on others -spatial awareness -Activ8	-turn taking -group games -Forest school -Dunstable in Bloom planting -playing together -mark making	-scarves and music/ dancing -instruments -using props from other cultures e.g. chop sticks -trying food from different cultures e.g. pancakes/ chapatis -Making Christingles/ diva pots -Activ8

	Spiritual	Moral	Social	Cultural
Lit	-stories/ books -mark making about family -Cards e.g. Mother's Day -self access materials	-stories/ sharing books -Landing library	-large group time -story sacks/ stories -roll- a- ball	-story sacks/ stories e.g. Handa's surprise
Maths	-2d/ 3d shapes; making places of worship -having a go	-turn taking maths games -message board -snack time -asking for help/ approaching adults	-turn taking maths games -working together to solve problems -puzzles -celebrating birthdays- counting candles -message board -snack time/ review	-puzzles -resources
UTW	-exploring the outside world, wow moments with plants, bugs -supporting and acknowledging interests and excitements -understanding the differences between people -small world; real life experiences -forest school -dressing up clothes -farm -fairy garden -hatching chicks	-learning about the natural world -respecting living things -learning how to care for living things -police officer visit -sharing resources	-exploring as a group -working together -sharing; playing co-operatively with small world -learning about the natural world -toddler group	-celebrating different events e.g. Christmas -OAP singing -Dunstable in Bloom -hatching chicks -visitors e.g. police officer -understanding different occupations -Forest school -food/ music from around the world
EAD	-singing/ exploring instruments/ dancing -dressing up -Nativity -Singing celebrations e.g. Easter -free flow Friday -Self-access resources	-sharing resources; role play -controlling their own actions -free choice -tidying up what they get out -turn taking	-singing and dancing in a group -including their friends in role play -Christmas party -Celebrating birthdays -Hello song -turn taking -co-operative play -compromising	-range of musical instruments e.g. traditional African instruments -CD's of music from different cultures -Nativity -dressing up -role play -making diva pots/ Christingles/ celebration cards -songs in other languages

Westfield Nursery School
British Values- What we do…

Democracy:	**Rule of law:**	**Individual liberty:**	**Mutual respect and tolerance of those with different faiths and beliefs:**
Making decisions together	**Understanding rules matter**	**Freedom for all**	**Treat others as you want to be treated**
- Voting for story, song, toy -Selecting resources with and working with friends; negotiating & sharing -Children's ideas developed through possible lines of development in planning -Role play	-Conflict resolution -'My time' group -'Kind hands, kind feet & kind words' -Home-School agreement -Children have the same boundaries, opportunities and experiences -Session start, finish times & daily routine -Children talk about needs, wants & opinions -Sand timers to support sharing -Rules within games -Safety rules -Lining up -Stop signs -Understanding 'No' & 'Stop' -Reflection time & apologising	-Planning time -Child initiated work time -Choices of resources -Choices of snack & drink -Children's ideas developed through possible lines of development in planning -Wacky Wednesday -International day -Self-selection of on-going provision -No stereotyping; equal opportunities for all	-International day -Christian celebrations- Harvest, Christmas, Shrove Tuesday, Easter -Other celebrations e.g. Chinese New Year -Multicultural resources; clothes, food, instruments, books -Role play -'Kind hands, kind feet & kind words' -PSED in planning & stay and play day -Giving children time to talk and share experiences -Visitors