SEVA SCHOOL

Spiritual, Moral, Social and Cultural

(SMSC) Education Policy

2026 - 2027

Policy last Reviewed	October 2026
Agreed by Trustees	Standards & Welfare Committee
Next Review due date	October 2027

Introduction:

The ethos of Seva School is grounded in the Sikh faith, entwined with British Values.

Our ethos is one of Selfless Service, Excellence, Virtues and Aspiration, with our named virtues being: kindness, courage, honesty, tolerance respect and responsibility.

Our school aims to promote an active sense of citizenship and regard for sarbat dha ballah (common good of all).

At Seva School, our aim is for our whole community to actively live and breathe all that the Sikh faith encompasses and modern British Values promote.

As a small school, we are able to get to know each pupil well, supporting and encouraging them based on an in-depth understanding of how they learn best. The school will take children on an exciting educational journey to discover the joy of learning and the satisfaction of achieving their true potential. A strong pastoral care system is important to us because we understand that happy and confident pupils achieve their best.

Seva prepares its pupils for lifelong Sikh learning, spiritual growth and religious practice. Seva's teaching and learning aims to inspire its pupils and provides opportunities to engage actively with Sikh texts, to experience and participate in Sikh practice, and to connect with Vaheguru (God) through paath (prayer) and simran (meditation). Seva encourages pupils to articulate their Sikh identity confidently, cultivate a love of, awareness of and responsibility to Sikh heritage and teachings.

For all pupils, (who follow a different religion or who follow no religion), we will ensure that they develop into confident learners, able to adapt successfully into life after school, eager to take on new challenges and contribute positively to their community.

Our belief in the value of family and community drives much of our work and we aim to ensure those values are reflected throughout the school. We take full advantage of our all-through school status, providing pupils opportunities to mentor and nurture their younger peers. We also welcome families into school regularly to see children work and perform and also take part in the social life of the school.

By providing a wide ranging after-school enrichment programme, we create a vibrant place, where young people can enjoy a full social life and discover their inner strengths and Vaheguru (God)-given talents through exposure to the arts, technologies, sport and more.

Social, Moral, Cultural and Spiritual Education and British Values Policy

Spiritual, Moral, Social and Cultural Development should be evidenced across the curriculum and is supported by the aims and principles of other relevant policies which

underpin the curriculum, care for pupils and management of stakeholders, and place the pupils at the centre of all we do.

All staff make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the subject and pastoral curriculum, the after schools programme, school events and in every interaction they have with pupils and other adults in the school community. Extensive training for all staff about trauma informed practice supports this principle that underpins all that we do.

Promoting SMSC development is central to how we show due regard to the general equality duty, fostering positive relationships and understanding between all members of the school community, parents and governors and towards society in general.

General Aims for Spiritual, Moral, Social and Cultural Development:

We recognise that effective promotion of SMSC development means that our pupils are better able to achieve their full potential because they are better prepared for the opportunities responsibilities and experiences of adult life.

They are more respectful towards differences in gender, ethnicity, belief, sexual orientation, age, disability, socio -economic group and more inspired to have a love of learning, are better able to think independently and become more responsible and considerate towards others.

We aim:

- To promote the spiritual, moral, cultural, mental and physical development of our pupils
- To prepare our pupils for the opportunities, responsibilities and experiences of adult life
- To promote respect and consideration in our pupils towards differences in gender, ethnicity, belief, sexual orientation, age, socio-economic group
- To help each pupil achieve their full potential
- To inspire, stimulate and motivate our pupils in order to foster a love of learning and enquiry
- To enable our pupils to be independent thinkers and to equip them with key life skills in order for them to thrive in our fast changing society
- To help our pupils understand the world in which they live
- To develop a sense of responsibility, consideration for others, self respect and self confidence
- To promote good relationships between home, school and the local and wider communities

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others.
It has to do with feelings, emotions, attitudes and beliefs and is not linked to any particular faith or belief system.
Spiritual development is therefore accessible to everyone. An awareness and understanding of faiths and their different interpretations and ways of thinking about aspects of the world, enhances individual spiritual development, as does being encouraged to examine and analyse our own beliefs.

Aims for Spiritual Development:

- To listen thoughtfully to others.
- To reflect about ideas and information
- To ask questions about the world
- To offer a range of perspectives about an idea
- To consider the feelings of others as well as oneself in a range of situations
- To demonstrate considered and mature responses in a range of situations
- To interact and communicate with others with emotional intelligence
- To demonstrate an understanding for different points of view and perspectives
- To value the variety of human relationships
- To develop a sense of awe, wonder and reverence
- To recognise, experience and appreciate the life enhancing possibilities of the arts
- To be aware of the interconnections across the world

Objectives for Spiritual Development:

- To develop the skills to use all of one's senses
- To develop an awareness of how individuals feel and respond in a range of situations
- To develop an understanding of one's own emotions and those of others and the skills to manage emotions in a range of situations
- To develop the skill of being aware of one's impact on those around and therefore develop the emotional intelligence skills to inform interactions with others
- To develop a variety of perspectives for analysing information
- To develop positive, considerate interactions with others
- To develop an understanding of life and the interconnections of communities.
- To develop an understanding of humankind's interdependence with and responsibility towards the global environment

Moral Development:

Pupils know the difference between right and wrong and the consequences of their actions. At Seva School pupils are encouraged to understand the need for rules and consequences to keep themselves and others safe and to ensure that they are learning. Pupils are encouraged to develop an understanding of a wide range of ethical issues and to consider a range of perspectives when considering any moral issues.

All members of the school community are expected to discuss ethical issues showing an awareness of and respect for differing points of view.

Aims for Moral Development:

- To understand that values underpin decisions and actions
- To be able to identify their own and others' values
- To understand that there will be a range of views on any particular ethical issue
- To be able to consider a range of perspectives in any given situation
- To be able to make informed decisions, accepting and understanding the consequences of their actions Objectives for Moral Development
- To tell the truth
- To respect the rights and property of others
- To be considerate and supportive of others
- To take responsibility for own actions
- To develop a positive attitude

Social Development:

This enables pupils to use a range of social skills in different contexts, including working and socialising with people from different religious, ethnic and socio-economic backgrounds.

Pupils can therefore contribute positively in their family, class, school, the local and wider community. Social development encompasses an interest in and understanding of the way community and society functions at many levels.

An understanding that being part of a supportive group means we all have responsibilities towards others around us, including being able to resolve conflicts effectively.

Enrichment lessons (Tuesday/Thursday P6) aim to develop pupils ability to work individually or as part of a team, enhancing key skills in both study and employment. This is done through various activities that involve sport, media, technology and enterprise.

Aims for Social Development:

- To relate positively and considerately to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour at all times
- To work cooperatively with others
- To be a positive role model to others
- To represent the school positively to the wider community
- To be an active citizen Objectives for Social Development
- To be aware of and sensitive to the needs and feelings of others
- To work well as part of a group
- To behave in a way that enables everyone to work, develop and achieve, interacting positively with others

- To contribute to the school ethos so that everyone feels safe and able to contribute
- To take part in events
- To support others appropriately

Cultural Development:
Cultural development links developing a sense of personal identity, whilst acquiring awareness, understanding and tolerance of the cultural traditions and beliefs of others. Seva School is a school where cultural diversity is shared and celebrated.

Over 40 languages are spoken at Seva School – a level of diversity that we are immensely proud of!

Enrichment lessons (Tuesday/Thursday P6) aim to develop pupil awareness of other cultures, as well as fostering a sense of curiosity in other areas, which links to Personal Development and career choices (e.g. gardening, languages, race across the world).

Aims for Cultural Development:
- To develop a sense of pupils' own cultural backgrounds, whilst recognising diversity within our community
- To share different cultural experiences
- To respect different cultural traditions
- To take part in cultural events
- To build a future that embraces cultural diversity and recognises culture is dynamic and enables individuals to develop their own aspirations, self-awareness and self-confidence to follow their own dreams and work together with others

Objectives for Cultural Development
- To develop an awareness, recognition and appreciation of the Arts from all traditions
- To develop the skills to participate in artistic creation and production
- To develop a love for learning
- To develop an understanding of different cultures and beliefs
- To develop understanding that we have many social identities
- To appreciate the values and customs of the range of ethnic and faith groups which make up modern British society, and the world beyond
- To develop confidence and clarity about our own chosen diverse identities

We will evaluate this policy by:
- Pupil outcomes - value continues to be added to the learning of all year groups
- Pupil engagement – shows attendance continues to be high and take up of school activities, such as cultural events, community event and school conferences
- Pupil behaviour – incidents of bullying or poor behaviour are reduced.

The impact of this policy: To support the pupils, staff and parents in meeting the core purpose of being a school where everyone achieves.

All pupils, whatever their background or starting point can achieve their very best in whatever field they choose.

Promoting British Values at Seva School:

Seva School is committed to the promotion of British Values as defined by the UK Government. These values are promoted implicitly and explicitly through the ethos, curriculum and pastoral curriculum that all pupils benefit from. The work that we do fulfils the school's duty to promote British Values as set out in the DfE document "Promoting fundamental British values through SMSC in schools". https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-s msc At Beacon High we take all opportunities we can to promote the fundamental (but not exclusively)

British vales of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

At times, promotion of these values may mean challenging pupils, staff, parents, carers or any other stakeholders that may express opinions contrary to fundamental British Values, including any extremist view.

Value 1: Promoting Democracy

Some examples of how we promote this value at Seva include:

- Pupils applying for various leadership positions, such as Form Captain, Sports Leader, School Council Lead, Faith Leader.
- In the PSHE curriculum pupils learn about the British democratic system and compare this to other political systems. They learn about public institutions and services and how these are held to account
- The tutor time and assembly programs are used to inform pupils about key political events and give a forum for discussion and engagement with politics and democracy
- Pupil voice is central to informing school improvement and measuring pupil wellbeing

Value 2: Promoting the Rule of Law

Some examples of how we promote this value at Seva include:

- Pupils are actively taught to distinguish between right and wrong and, where needed, restorative justice is used as part of a resolution if something has gone wrong

- The behaviour for learning policy and processes show pupils that there are consequences (positive and negative) for our behaviour and pupils are treated in a consistent and fair manner
- Our school police officer supports the legal education of pupils through workshops, assemblies and mentoring and works to protect all members of our community.
- We publish and adhere to our equalities policy
- Explicit teaching about the rule of law takes place in assembly time and is covered, although less explicitly, in some PSHE lessons

Value 3: Promoting individual liberty (commonly referred to as 'Human Rights')

Some examples of how we promote this value at Seva include:

- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through eSafety work in computer science
- Stereotypes are challenged by staff in any context where they are observed and work has been undertaken when developing the curriculum to ensure that a diversity of examples, authors, scientists etc are taught about, with their struggles for equality also being explored
- Bullying, although rare, is taken seriously and addressed swiftly
- The History curriculum teaches pupils about the struggle for individual liberty over time
- The PSHE curriculum covers human rights and abuses of human rights

Value 4: Mutual respect and tolerance of those with different faiths and beliefs

Some examples of how we promote this value at Seva include:

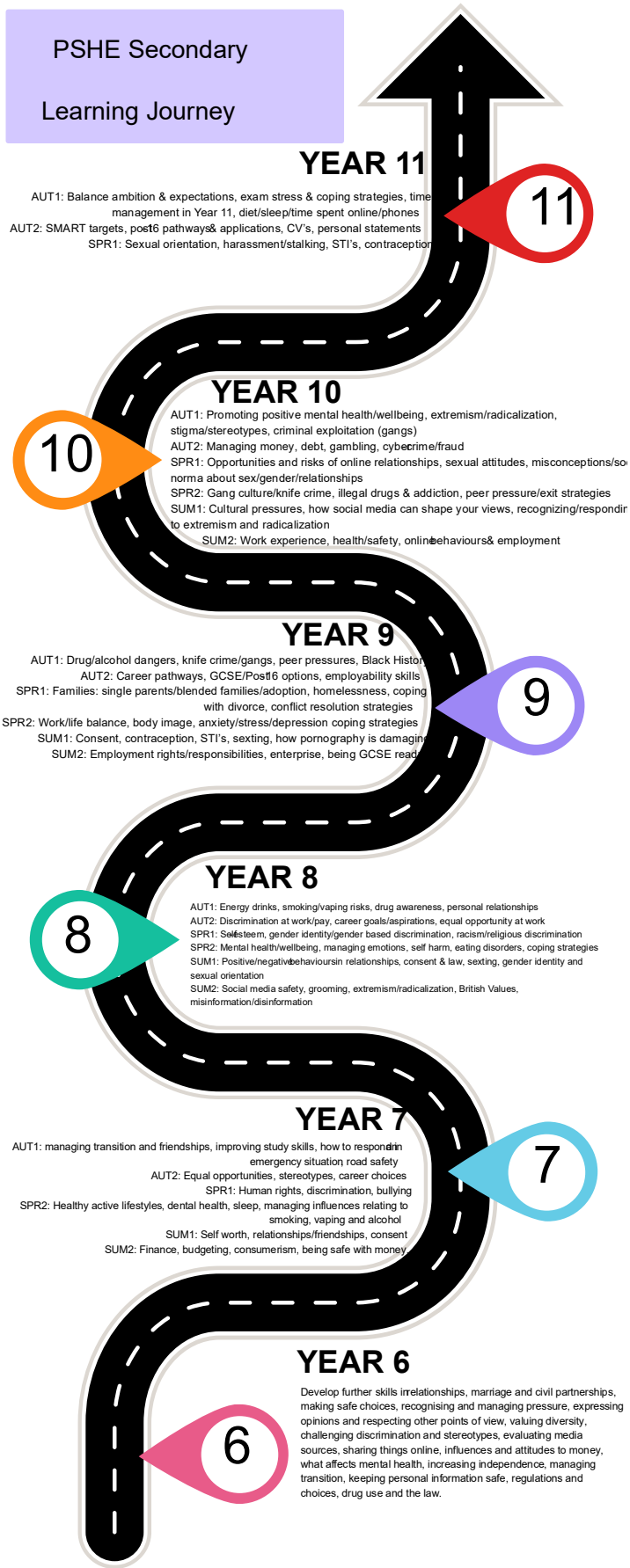
- All KS3 pupils engage with the RE curriculum learning about and from world religions and a range of belief systems
- Any prejudicial or discriminatory behaviour is challenged and recorded, with pupils being made aware of the seriousness of such behaviour (working with the school police officer as necessary)
- One of our expectations of pupils is that they are respectful to others. (Our expectations are that they are ready for learning, behave safely at all times and are respectful to all members of our school community)
- Seva School is a multi-cultural and multi-faith community and this is consistently celebrated and presented as an area of strength, for example through our annual cultural evening which is well supported by staff and families

Enrichment Programme: September 2026-July 2027

Class Name	Rotation 1 AUT1 Kindness	Rotation 2 AUT2 Courage	Rotation 3 SPR1 Honesty	Rotation 4 SPR2 Tolerance	Rotation 5 SUM1 Respect	Rotation 6 SUM2 Responsibility
7a1	Book Club Library SSH	UltimateFrisbee ESA, S/Hall	Enterprise/FL BSA, PG30	Digital Projects MSI, PG22	Textiles CTO, MF25	3D Design GGR, MF29
7a2	Cinema GHO, PF24	Textiles CTO, MF25	3D Design GGR, MF29	Enterprise/FL BSA, PG30	Digital Projects MSI, PG22	Book Club Library SSH
7a3	Dodgeball APU S/Hall	Digital Projects MSI, PG22	Book Club Library SSH	3D Design GGR, MF29	Enterprise/FL BSA, PG30	Cinema GHO, PF24
8a1	Seva in Action TSI D/Sahib	Enterprise/FL BSA, PG30	Cinema GHO, PF24	Book Club Library SSH	3D Design GGR, MF29	Dodgeball APU S/Hall
8a2	Parliament Project SSU, PF23	3D Design GGR, MF29	Dodgeball APU S/Hall	Cinema GHO, PF24	Book Club Library SSH	Seva in Action TSI D/Sahib
8a3	Race the World DCR/CTH,PF25	Book Club Library SSH	Seva in Action TSI D/Sahib	Dodgeball APU S/Hall	Cinema GHO, PF24	Parliament Project SSU, PF23
8a4	Ultimate Frisbee ESA, S/Hall	Cinema GHO, PF24	Parliament Project SSU, PF23	Seva in Action TSI D/Sahib	Dodgeball APU S/Hall	Race the World DCR/CTH,PF25
9a1	Enterprise/FL BSA, PG30	Dodgeball APU S/Hall	Race the World DCR/CTH,PF25	Textiles CTO, MF25	Seva in Action TSI D/Sahib	Ultimate Frisbee ESA, S/Hall
9a2	Digital Projects MSI, PG22	Seva in Action TSI D/Sahib	Ultimate Frisbee ESA, S/Hall	Race the World DCR/CTH,PF25	Parliament Project SSU, PF23	Textiles CTO, MF25
9a3	Textiles CTO, MF25	Seva P'ment SSU, PF23	Digital Projects MSI, PG22	Ultimate Frisbee ESA, S/Hall	Race the World DCR/CTH,PF25	Digital Projects MSI, PG22

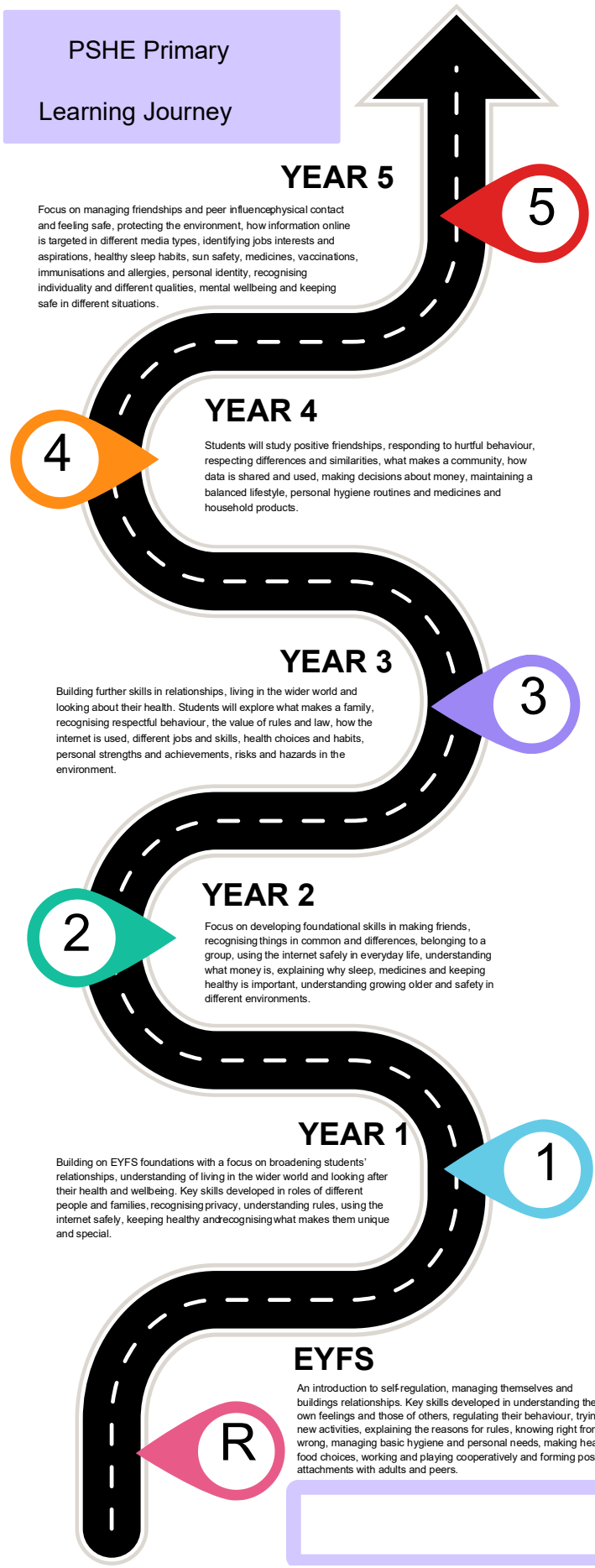
Enrichment Category	Enrichment Benchmark	Enrichment Activity	Available Staff	Room
2, 5	5, 7	Book Club (GVI)	GBA/SSH	Library
2	2, 7	From 2D Design to 3D Model	GGR	MF29
5	6	Cinema	GHO	PF24
4	3, 5	Dodgeball	APU	Sports
4	3, 5	Ultimate Frisbee	ESA	Sports
5	2	Enterprise & Financial Literacy	BSA	PG30
2	4, 1	Seva In Action	TSI	Darbar Sahib
1	3, 1	Parliament Project	SSU	PF23
3	5	Race Around the World (MGI)	DCR/CTH	PF25
2	2	Textiles	CTO	MF25
5	5, 8	Digital Projects	MSI	PG22
3	2, 4, 6	Gardening / Landscapes (intervention)	HNI/IAK	Outside

PSHE Roadmaps: September 2026-July 2027



PSHE Primary

Learning Journey



YEAR 5

Focus on managing friendships and peer influencephysical contact and feeling safe, protecting the environment, how information online is targeted in different media types, identifying jobs interests and aspirations, healthy sleep habits, sun safety, medicines, vaccinations, immunisations and allergies, personal identity, recognising individuality and different qualities, mental wellbeing and keeping safe in different situations.

5

YEAR 4

Students will study positive friendships, responding to hurtful behaviour, respecting differences and similarities, what makes a community, how data is shared and used, making decisions about money, maintaining a balanced lifestyle, personal hygiene routines and medicines and household products.

4

YEAR 3

Building further skills in relationships, living in the wider world and looking about their health. Students will explore what makes a family, recognising respectful behaviour, the value of rules and law, how the internet is used, different jobs and skills, health choices and habits, personal strengths and achievements, risks and hazards in the environment.

3

YEAR 2

Focus on developing foundational skills in making friends, recognising things in common and differences, belonging to a group, using the internet safely in everyday life, understanding what money is, explaining why sleep, medicines and keeping healthy is important, understanding growing older and safety in different environments.

2

YEAR 1

Building on EYFS foundations with a focus on broadening students' relationships, understanding of living in the wider world and looking after their health and wellbeing. Key skills developed in roles of different people and families, recognising privacy, understanding rules, using the internet safely, keeping healthy andrecognising what makes them unique and special.

1

EYFS

An introduction to self-regulation, managing themselves and buildings relationships. Key skills developed in understanding their own feelings and those of others, regulating their behaviour, trying new activities, explaining the reasons for rules, knowing right from wrong, managing basic hygiene and personal needs, making healthy food choices, working and playing cooperatively and forming positive attachments with adults and peers.

R