

fairfield



Fairfield House School

Spiritual, Moral, Social and Cultural (SMSC) Development Policy

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Applies to: All Staff

Contents

1. Introduction
2. SMSC Intent
3. Aims
4. Spiritual Development
5. Moral Development
6. Social Development
7. Cultural Development
8. Implementation
9. SMSC and Emotional Wellbeing
10. SMSC and Preparation for Adulthood
11. Personal Development Across the School Day
12. Impact
13. Monitoring and Review

1.Introduction

At Fairfield House School we recognise that the development of pupils' Spiritual, Moral, Social and Cultural (SMSC) understanding is fundamental to their personal development, wellbeing and preparation for adulthood.

Many pupils who attend Fairfield House School have experienced disrupted educational journeys and present with complex needs including autism, communication difficulties and severe learning difficulties. Our school therefore provides a structured, nurturing and inclusive environment where pupils feel safe, valued and supported to thrive.

Through strong relationships, personalised learning and a curriculum tailored to individual needs, pupils are supported to develop confidence, independence, communication skills and positive relationships.

SMSC development is embedded throughout the ethos, curriculum and daily life of the school.

2. SMSC Intent

At Fairfield House School our intention is to ensure that every pupil develops the personal, social and emotional understanding needed to feel safe, valued and supported to thrive.

Through a personalised curriculum, meaningful experiences and supportive relationships with staff, pupils are supported to develop confidence, communication, independence and social understanding.

SMSC development is embedded across the curriculum, daily routines and wider life of the school.

3. Aims

The school aims to:

- support pupils to develop confidence and self-awareness
- promote empathy, kindness and respect for others
- support pupils to understand right and wrong
- develop communication and social interaction skills
- promote appreciation of diversity and different cultures
- encourage independence and responsibility
- prepare pupils for life beyond school

4. Spiritual Development

Spiritual development supports pupils in developing a sense of identity, emotional awareness and curiosity about the world around them.

This may include:

- celebrating achievements and personal progress
- creative and sensory learning experiences
- opportunities for reflection

- outdoor learning and engagement with nature
- developing communication to express thoughts and feelings

5. Moral Development

Moral development supports pupils in understanding fairness, responsibility and the consequences of their actions.

This is supported through:

- clear expectations and routines
- positive behaviour support strategies
- modelling respectful behaviour
- restorative conversations and reflection

6. Social Development

Social development focuses on developing communication skills, relationships and positive interactions.

Pupils are supported to:

- develop friendships and positive relationships
- learn turn-taking and cooperation
- build communication and interaction skills
- develop independence and life skills

7. Cultural Development

Cultural development supports pupils in understanding and appreciating diversity and the wider world.

Opportunities include:

- exploring stories, traditions and celebrations
- creative activities such as music and art
- learning about different communities

8. Implementation

SMSC development is embedded across the curriculum and daily school life.

This includes:

- personalised learning experiences
- PSHE and personal development learning
- communication and interaction activities
- creative and sensory learning
- life skills and independence learning
- outdoor learning experiences

9. SMSC and Emotional Wellbeing

Supporting emotional wellbeing is central to SMSC development.

Staff support pupils through:

- positive behaviour support strategies
- structured routines and predictable environments
- visual supports and communication systems
- safe spaces for emotional regulation
- trusted relationships with adults

10. SMSC and Preparation for Adulthood

SMSC development supports pupils in preparing for life beyond school by helping them develop:

- communication and social skills
- independence and decision-making
- confidence and self-esteem
- understanding relationships and boundaries

11. Personal Development Across the School Day

Arrival and Start of the Day

Pupils are welcomed into a calm and structured environment where staff support them to settle into the school day.

Morning Learning Sessions

Morning sessions focus on personalised learning and communication development.

Break and Social Time

Where appropriate and in line with the individual needs of pupils, break times provide opportunities to develop social skills and positive relationships with peers.

Staff support pupils to engage in shared activities and practise communication skills. For some pupils, break times may also provide opportunities for quiet regulation, sensory activities or supported individual play.

Practical and Outdoor Learning

Outdoor experiences support curiosity, responsibility and engagement with the wider environment.

Afternoon Learning Sessions

Afternoon sessions may focus on creative learning, life skills or personal development.

End of the Day

Pupils are supported to reflect on achievements and prepare for transition home.

12. Impact

Through this approach pupils develop:

- confidence and self-esteem
- improved communication and interaction skills

- positive relationships
- emotional awareness and regulation
- independence and resilience

13. Monitoring and Review

SMSC development is monitored through:

- lesson observations
- pupil engagement and progress
- behaviour and wellbeing outcomes
- curriculum review

This policy will be reviewed annually.