



St Andrew's CE VC Primary School

Roots to grows, Wings to fly

'They will soar on wings like Eagles'

Isaiah 40:31

Spiritual, Moral, Social and Cultural Policy

Signed: (Chair)	Name: Anthony Parker	Date: September 2025
Signed: (Head)	Name: Graham Pike	Date: September 2025
Ratified by Governing Body on:		Next Review: September 2027

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

- The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

Spiritual, Moral, Social and Cultural Development Policy

As a church school, St. Andrew's offers a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person and ministry of Christ. At St. Andrew's CE Primary School pupils can begin to discover 'who we are, why we are, and – perhaps most importantly – what we might be.' We recognise and believe that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to live, learn and achieve now and in the future.

This policy should be read and understood from this perspective.

Guidelines

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

Christian spirituality and Christian values and principles will be explored in all curriculum areas, especially in RE/Collective Worship, but the integrity and spirituality of pupils from other or non- faith backgrounds will also be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing Christian love and respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom promises reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

General Aims:

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development:

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures. To talk about spirituality is, essentially, to talk about something that is beyond words. Understanding of self and others is at the heart of spiritual development and is not linked solely to a faith. The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life. We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values, within the daily life of the school and through all areas of the curriculum.

Pupils' spiritual development is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

Aims: In order to foster spiritual development, the school aims to provide children with opportunities to:

- Develop an appreciation of their uniqueness and value as a child made in the image of God;
- Develop an understanding of the distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith;
- Develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;
- Develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others);
- Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- Develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- Understand the value of difference and diversity through involvement with others.
- Provide opportunities for pupils to reflect on self, others, beauty and beyond.

Teaching and learning:

Through teaching and learning, the school pursues these aims by ensuring:

- The curriculum and all areas of our community life will be explicitly rooted in Christian values, as documented in all school policies;
- Opportunities for spiritual development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life;
- Collective worship will celebrate the love of God for every individual and provide opportunities for children to respond to this;
- The school building and outdoor environment will provide appropriate spaces for silence, stillness and prayer
- That children's spiritual capacities such as imagination, empathy and insight will be fostered through the creative arts and interactive multi-sensory teaching strategies;
- That children's moral development will be linked to spiritual development through strategies such as windows, mirrors and doors
- That the RE curriculum will deliver knowledge and understanding about a range of perspectives relating to spirituality;
- That children will be given many opportunities to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected.

Moral Development:

Moral development is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles and values, should enable pupils to become increasingly responsible for their own actions and behaviour.

Pupils' moral development is shown by their:

- Ability 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
- Ability to recognise the unique value of each individual as children of God.
- Ability to recognise the challenge of Jesus' teaching.
- Understanding the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of other on these issues.

Aims: To foster moral development, the school aims to provide children with opportunities to:

- Recognise the difference between right and wrong and begin to understand how Christian values inform a particular perspective on moral choices;
- Understand how our moral choices can affect the lives of others;
- Be able to work together to agree codes of behaviour that are appropriate for our school community;
- Understand the centrality of forgiveness and reconciliation in the life and culture of our school;
- Begin to engage with big questions concerning morality and ethical issues in the wider community and in the world, and to realise that each of us has a responsibility to work for justice.

Teaching and learning:

Through teaching and learning, the school pursues these aims by ensuring that:

- The curriculum and all areas of our community life are explicitly rooted in Christian values, as documented in all school policies;
- Opportunities for moral development will be pro-actively planned into the curriculum and actively encouraged in all areas of school life;
- Our Christian values are shared with members of our school community

- Collective worship and assemblies celebrate practical demonstrations of Christian values lived out in the life of the school, local, and wider community.
- Our behaviour policy makes clear that every child is treated fairly and is always offered the opportunity for a fresh start;
- Parents and carers are made aware, through our website and other documentation, of our school's expectations regarding behaviour, as well as the rewards and sanctions that we operate;
- Children gain skills in conflict resolution and problem solving strategies;
- Children are made aware of moral and ethical issues in the national and international context
- Pupils are fully involved, alongside teachers, senior leaders and governors in reviewing the impact of our Christian values on the behaviour, culture and ethos of our school.

Social Development:

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. This begins with family and friends and extends to the wider community beyond. Social development should balance the positive elements of belonging to a group or society with the demands such membership requires. The school provides a suitable environment for promoting social development within a Christian context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Basic understanding of the Christian imperative for social justice and a concern for the disadvantaged.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Aims: To foster social development, the school aims to provide opportunities for children to:

- Build relationships founded upon the Christian values.
- Gain a clear understanding of the place of the church school within the wider Christian community including local, national and worldwide;
- Access pastoral support from school staff, local clergy and parish team members;
- Be equipped to become responsible citizens who recognise the importance of service and working for the 'common good';
- Feel a sense of genuine pride in the school and their membership of it.

Teaching and learning:

Through teaching and learning, we pursue these aims by ensuring:

- The curriculum and all areas of our community life will be explicitly rooted in Christian values, as documented in all school policies.
- Opportunities for social development will be explicitly planned into the curriculum and in all areas of school life.
- Collective worship and assemblies will celebrate and reward practical demonstrations of our Christian values such as, service to the community, and acts of friendship and generosity.
- Supportive links will be developed and maintained with the local and national church and the worldwide Anglican communion through regular worship in the parish church, participation in parish events, and church members supporting the school.
- Providing pastoral support to children or family members facing challenges.
- Our school community strives to be fully inclusive.
- There is active engagement with parents and carers.

Cultural Development:

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others. In order to make provision for cultural development, existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. The arts music, dance, drama and art can be used to promote and develop cultural awareness.

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- Interest in exploring, understanding and showing respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Aims: To foster cultural development, the school aims to provide pupils with opportunities to:

- Gain a knowledge and understanding of the values from their own culture, heritage, traditions and an appreciation of how they have evolved and developed over time
- Develop knowledge, understanding and appreciation of the cultures of those with whom they interact day by day, as well as other cultures represented in the UK
- Develop a knowledge of the local Christian heritage, particularly through "Experience Church", visits to local churches and other places of worship, and to explore their relationship to it
- Develop a knowledge and understanding of the cultural diversity of Christianity through links overseas, RE, collective worship and events in and out of school
- Understand the relationship between religious belief and culture through a creative, challenging and interactive RE curriculum
- Explore what it means to be a child made in the image of a Creator God
- Understand what it means to be part of a community characterised by openness, hospitality and an eagerness to learn from one another.

Teaching and learning:

Through teaching and learning, we pursue our aims by ensuring:

- The curriculum and all areas of our community life will be explicitly rooted in Christian values, in all school policies;
- The curriculum will be delivered using creative and imaginative teaching strategies which allow individual gifts and talents to flourish;
- A range of art forms will be used to teach children about Christian heritage and tradition, and also the heritages and traditions of other faiths;
- Opportunities to take part in and respond to cultural and artistic enterprises
- Exploration of current affairs and different interpretations of events by the media;

- Exploration of the ways in which cultural, racial, and religious prejudice can take root and learn how to recognise this and other forms of discrimination as well as ways to counter it;
- Whole school projects which celebrate diversity within the local and wider community feature

Teaching and Organisation:

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Links with the wider community:

- Visitors are welcomed into school.
- Links with the Church are fostered through links with the local church and the Diocesan Board of Education. Further enrichment opportunities are promoted through visits to other places of worship and/or visitors to school.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support every pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility for it.

Monitoring and Evaluation:

- SMSC is the responsibility of **all** staff and governors, as it has a fundamental impact on the quality and nature of the education offered by our school.
- The Head teacher will have the responsibility for evaluating the effectiveness of SMSC
- The SMSC lead will ensure that our current policy is regularly reviewed, up to date, and a true reflection of practice in our school;
- The SMSC lead has the responsibility for ensuring that all staff, parents and governors understand how the school interprets SMSCD and to ensure that regular, appropriate professional development is provided;
- The SMSC lead teacher will work with the Ethos Committee of the governing body to monitor and evaluate the impact of opportunities for SMSC across the curriculum.

This will be achieved by:

- Auditing curriculum and policies to ensure that the school's values are the starting point for curriculum design;

- Monitoring of the quality of teaching and learning;
- Evaluating the impact of SMSC provision through work scrutiny and pupil conferencing;
- Input at staff meetings, school governors' meetings and parents' forum to maintain the profile of SMSC in the school;
- Sharing good practice from within our school with other schools where appropriate;.