



**Teversham Church of England
Primary School**

Spiritual, Moral, Social and Cultural Education Policy 2026-2028

NON-STATUTORY

DATE ADOPTED: 22 June 2026

REVIEW DATE: July 2028

Spiritual, Moral, Social and Cultural Education Policy

Introduction

Teversham CE Primary School promotes a Christian ethos, and, by example and direct teaching, follows and promotes the teachings of Jesus, whilst recognising that not all of its members will be practising Christians.

Our school vision is as follows:

**Inspired by God's love for us,
we seek to be
a loving, serving, learning community
in which our belief that
all people should be valued
for who they are in God's image
creates a culture where
all can explore, discover, flourish
and therefore achieve their best.**

We are very proud of our distinctive Christian ethos and the exceptionally supportive, family atmosphere that enables each member of our community to flourish and achieve their best.

Our aim is to show God's love through how we live in community together, rooted in Christian values, which include our 12 core values of forgiveness, hope, courage, truthfulness, thankfulness, perseverance, compassion, peace, justice, service, generosity, humility with love being the thread that is central to all.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education across the whole school that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

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 and across topics.

The integrity and spirituality of pupils from other faith backgrounds are respected and explored. The diversity of spiritual traditions are recognised, and pupils are given access to alternative views.

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

The school community is 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. This is reflected throughout our Behaviour policy.

Pupils are taught to differentiate between right and wrong in as far as their actions affect other people. They are encouraged to value themselves and others.

Pupils are taught to understand the need for rules and the need to abide by rules for the good of everyone. The school behaviour policy, our rules – Ready, Respectful, Safe - reflect, reiterate and promote and reward pro-social behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in teacher's planning and purchasing decisions.

General Aims of SMSC at our school

The school aims to ensure that SMSC is promoted in a thoughtful, wide-ranging way that enables pupils to flourish and achieve.

- 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

Our Definition of Spirituality

We believe that spirituality is what defines us. It is the expression of our beliefs and values, our way of living a Christian and human life as shown in the decisions we make and the actions we take.

“Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something ‘bigger’ outside of ourselves.”

For a Church school such as ours, spirituality is based on the teachings of the Bible which, through our Christian values encourages understanding of and an ability to accept others regardless of their background or faith.

Spiritual development is an important element of a child's education and fundamental to all other areas of learning. Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, children would lack the motivation to learn.

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Develop their use of imagination and creativity in their learning
- Reflect and discuss their beliefs, religious or otherwise, their feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Recognise and reflect on Christian approaches to Spiritual Development.
- Develop their interest in and respect for different people's faiths, feelings and values

In view of this teaching styles are adopted which:

- Value the children's questions and give them space for their own thoughts, ideas and concerns.
- Enable the children to make connections between aspects of their learning.
- Encourage the children to relate their learning to a wider frame of reference, e.g. asking 'why?', 'how?', and 'where?' as well as 'what?'.

The following opportunities will be made available, as an integral part of the school's practice, in order to facilitate the development of spirituality:

- To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- To engage in enquiry and exploration as part of experiential, first hand learning.
- To look attentively and observe carefully.
- To be creative and imaginative.
- To listen with discernment.
- To reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts.
- To explore and develop what animates themselves and others.
- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- To work collaboratively with peers, valuing the contribution made by others.
- To respect all, as modelled by staff in their relationships with others.
- To experience silent, calm and tranquil moments which afford time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree.

Opportunities for spiritual development are presented or naturally arise, and are promoted in all aspects of the curriculum and school life as the children become actively engaged in experiential learning opportunities that enable them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others, with whom they are working alongside or with.

What are the outward signs of a “spiritually developed” person?

We might observe (Inner life);

- Engaging in activities which involve listening, reflecting, puzzling or searching for the truth;
- Developing an understanding of their own feelings, likes and dislikes;
- Developing personal beliefs and values;
- Showing insights into deep questions about life, change and death;
- Engaging in prayer or worship.

We may also observe (Outward expression)

- Engaging in activities which involve questioning, valuing, creating, envisioning, empathising and imagining;
- Immersing themselves in constructive work, sacrificing immediate self-interest;
- Developing an understanding of their relationships with those near and far;
- Enjoying exploring diversity and difference;
- Being involved in a faith community.

Moral development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- Listen, understand, appreciate and respond appropriately to the views of others, offering reasoned views on moral and ethical issues
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong and apply this understanding in their own lives
- Understand the consequences of their behaviour and actions
- Recognise legal boundaries and to respect the civil and criminal law of England
- Show respect for the environment.
- Make informed and independent judgements.

What are the outward signs of a “morally developed” person?

Such a person may be observed:

- Coping well with difficulties- practical and emotional;
- Expressing their moral values;
- Showing an understanding of their rights and responsibilities and those of others;
- Showing an understanding of the principles of equality of opportunity;
- Helping others;
- Taking note of others' needs;

- Recognising what may be done for others.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Use a range of social skills in different contexts, including working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Participate in a variety of communities and social settings, by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Learn about service in the school and wider community.
- Begin to understand the Christian imperative for social justice and a concern for the disadvantaged.
- Accept and engage with the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance 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.

What are the outward signs of a “socially developed” person?

Such a person may be observed:

- Asking appropriate questions;
- Sharing;
- Taking turns;
- Showing tolerance;
- Helping others;
- Listening;
- Showing forgiveness;
- Showing an interest in and valuing others;
- Competing fairly;
- Responding positively to learning opportunities;
- Communicating constructively with others;
- Working together collaboratively and co-operatively;
- Taking on responsibility;
- Showing respect for their environment;
- Showing decision making skills;
- Showing initiative;
- Participating in community events.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.

- 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 school and further afield as an essential element of their preparation for life in modern Britain
- Recognise Christianity as a world faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain
- Participate in and respond positively to artistic, sporting and cultural opportunities
- Explore, improve their understanding of and show respect for different faiths and cultural diversity and develop tolerance towards different religious, ethnic and socio-economic groups in the local, national and global communities

What are the outward signs of a “culturally developed” person?

Such a person may be observed:

- Showing empathy for others;
- Recognising similarities and differences;
- Treating others as they would like to be treated;
- Appreciating others' points of view;
- Showing positive self identity and self- esteem;
- Stepping out of their comfort zone;
- Recognising stereotypes and generalisations;
- Being able to compare ideas, methods and approaches used in different traditions;
- Enjoying exploring cultural diversity.

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.

The school SMSC calendar (see appendix 1) shows regular events through the year that support the development of SMSC. Over the year, we reflect upon what we need to do to further develop the SMSC education in school and additional events and activities are added to the calendar. Collective Worship, RE provision and Encounter days also provide rich opportunities to develop SMSC. (See Collective Worship Policy and RE Policy for additional information.)

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree, debate, challenge, understand others and justify their own views
- Take turns and share equipment.
- Work cooperatively and collaboratively.

See **Appendices** for examples of how different curriculum areas contribute towards SMSC.

Assessment of SMSC

Informal assessment is primarily through observation of pupil behaviour, the views that pupils express, and through discussion amongst staff. Teachers will consider the outward signs highlighted in this policy and react to their findings in planning opportunities to support any further learning that is necessary.

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom discussions to pupils establishing procedures, events and contributing to the overarching ethos of the school.

Pupil views are canvassed in a variety of ways, including through pupil voice interviews of small groups of children, short pupil questionnaires and whole class discussions, as well as opportunities to discuss, persuade and vote on decisions where appropriate.

Acts of Service

"Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms" 1 Peter 4:10

Children throughout the school are encouraged to complete Acts of Service, modelling the attitude of Jesus in service to God's creation, without receiving reward. This may take the form of fundraising to support charitable giving, as well as the smaller every day actions such as litter picking or tidying the library. This supports children to appreciate their local environment and to develop a sense of responsibility to it.

Courageous Advocacy

"Speak up for people who cannot speak for themselves. Protect the rights of all who are helpless" Proverbs 31:8

We seek to develop children's ability to become agents of change. When using the term 'courageous advocacy' we are referring to the act of speaking out against an issue of injustice, often on behalf of those whose voice is not heard. Speaking out, at whatever level this takes place, requires an element (and sometimes a great deal) of courage! Becoming a courageous advocate for change, therefore, must involve being informed about an issue and it must move beyond simply knowing, to saying and doing. Educating for courageous advocacy must embody an ethos of action-taking, challenging injustice and becoming agents of change in the transformation of ourselves, our relationships and our communities from the local level to the global.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Leaders monitor teacher plans and their evaluations and assessments.
- Leaders monitor resource provision, identifying shortfalls and opportunities to enrich the provision of SMSC.
- The Head Teacher has oversight of this policy and monitors the provision of SMSC, and maintains an SMSC calendar to monitor provision and any shortfall
- The Curriculum Committee of the Governing Body

Adopted: 22 June 2026

Date of next review: July 2028

After approval by the Governing Body this policy will be electronically signed by Rev Nick Moir, Chair of Governors.

It is the responsibility of every curriculum leader to indicate how s/he understands the term “spiritual development” in terms of teaching content and classroom strategies. One might expect Religious Education and collective worship to lead the way, but it cannot be emphasised too strongly that if spiritual development of pupils is seen as integral to the whole curriculum then some contribution should be possible within every area of pupils’ learning.

- RE and collective worship provide numerous opportunities for spiritual development. These are detailed in our RE and collective worship policies;
- Music, art, drama and English give opportunities for personal creative expression, focusing on the spiritual dimension;
- The careful selection of literature will encourage discussion of spiritual matters, often leading to heightened awe and wonder; our reading entitlement supports this.
- Science raises questions about the world, environmental issues, natural wonders and an appreciation of living things;
- History and Geography give the opportunity to empathise with others of different times and cultures; Black History themes are weaved through the history topics to ensure a good knowledge and understanding.
- PE helps people to explore pupils’ own capabilities, develop positive attitudes towards others and experience co-operation and teamwork. Pupils have the opportunity to deal with both success and failure.
- Staff set time aside to actively listen and value individuals;
- Feelings are discussed during Circle Time and PSHE sessions;
- The school ensures that samples of work from all children are represented and valued through display;
- Time is available for stillness and reflection, for instance, music in assembly, silent reflection and prayer as part of collective worship; times of quiet mindfulness in class.
- Children are involved in decision making and taking responsibility so that they can see they are of value to the community, e.g., class/school rules, School Council, Helping Hands, Acts of Service.

Although the above list recognises some of the ways spirituality is encouraged, more importantly, the manner in which *all* subjects are taught and the positive relationships between *all* members of the school community should inspire pupils to a sense of awe and wonder at learning, life and the world – a quintessential element of their spiritual development.

Appendix 2

Moral Education within the Curriculum

Moral questions and challenges can arise in almost any curriculum area:

- RE and Collective Worship make a major contribution to pupils' understanding of the relationships between beliefs and behaviour, and the values and priorities of believers of different faiths;
- Collective worship is an important vehicle for delivering moral messages and reinforcing the ethos of the school community;
- Staff talk to children on topics such as relationships as part of the PSHE curriculum and when specific situations arise. Self-esteem, bullying, conflict management etc., are part of the PSHE programme;
- Moral issues can be brought to the School Council sessions;
- English raises moral issues in many different ways, allowing the pupils to empathise with others and approach issues from different points of view. Speaking and listening exercises are the opportunity to listen to and evaluate the views of others;
- Drama and music can develop collaboration or encourage pupils to explore complexities in human relationships in a safe environment;
- History and Geography raise questions about alternative structures and systems of society or encourage the evaluation of historical figures and their actions. They may raise questions of prejudice and discrimination;
- Science - Moral issues will arise through the study of the environment, the use of material resources, health education and safety issues;
- The Personal, Social and Emotional strand of the Early Learning Goals addresses pupils' moral development and is integral to their learning in the Foundation Stage;
- Small group work is carried out by Teaching Assistants when a need arises whereby more specific tasks and activities are required by some pupils to develop a moral understanding (social skills groups).

Appendix 3

Social Education within the Curriculum

Opportunities for social development occur across all curriculum areas and all aspects of school life. For example:

- Working and socialising with other pupils, including those from different backgrounds, different religions, ethnic and socio-economic backgrounds as well as different ages across the school
- Through whole class, small group and paired work, through discussion and sharing ideas as well as working on project together
- Through solving problems together, for example, when things go wrong on the playground and in the classroom, with adult support
- By volunteering to help and learning to co-operate with others and resolve conflicts
- By studying texts in English where good examples are shared
- By learning about and from history and examples of inspirational people
- By accepting democratic decisions even if we don't like the outcome, for example, when voting for a class treat or a house reward.
- By demonstrating mutual respect and tolerance for others through our interactions in class and on the playground, particularly when things go wrong in competitive sports, accepting decisions we don't like, even when we lose

Appendix 4

Cultural Education within the Curriculum

Opportunities for Cultural Education are embedded across our curriculum, in particular to ensure all our children are provided with a range of opportunities to develop cultural capital. For example:

- In English, we have an Entitlement for Reading Text list to ensure all children are exposed to a range of good quality texts over the 7 years at our school, regardless of reading ability
- Subjects such as Music and Art have a detailed Teversham Offer for the subject that includes experiences that all children will enjoy during their time at school, for example, concerts, visiting musicians.
- Our curriculum offer ensures that all children are taught music, games and French by specialist teachers, with no children being withdrawn.
- Our curriculum areas such as History, Geography and RE have been carefully planned to ensure they meet the needs of our children to enable them to appreciate the range of different cultures and religions within school and beyond.
- All children are given the opportunity to learn musical instruments either through individual lessons or whole class lessons. Sporting opportunities, both competitive and non-competitive, give children the opportunity to take part.
- Learning in Geography ensures that children understand, accept, respect and celebrate diversity across local, national and global communities.