A logo with a cross and leaves

AI-generated content may be incorrect.

Building Together

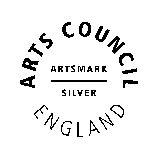
Esh Church of England Primary School

Policy

for

Spiritual, Moral, Social and Cultural Development

September 2025

  [](http://www.standards.dfee.gov.uk/beaconschools/)   

These Guidelines are adopted subject to the over-riding requirements of relevant legislation, of the school Trust Deed and to the legal responsibilities and powers of the Governing Body as employer, admissions authority and owner of the school.

**Esh Church of England Primary School**

**Spiritual, Moral, Social and Cultural Policy**

**Rationale**   
The Spiritual, Moral, Social and Cultural development (SMSC) of the child is recognised as being of fundamental importance for the education of all children by Governors, staff, parents and the wider church community of our school. SMSC saturates through the whole of Esh Church of England Primary School and is linked to everything the school does – its Christian Vision, its ethos, its Christian Values and its day-to-day decisions and relationships. It is taught through all subjects of the curriculum. It supports all areas of learning and can contribute to the child’s motivation to learn. In later years it can enrich the individual’s appreciation of life’s experiences and their relationships with others.

**School Vision**

At Esh Church of England Primary School our Christian Vision is ‘building together’. Any building needs to have a firm and solid foundation. In school SMSC, provides a firm and solid foundation.

SMSC development and our values and vision as a Church school, encourage us to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school.

**What is Spiritual, Moral, Social and Cultural Development?**

**Spirituality**

At Esh Church of England Primary School we would like all pupils and adults to flourish spiritually. We recognise that being spiritual is different for everyone and we provide opportunities to nurture spirituality in school in a variety of different ways.

Children and adults in school are familiar with the language of **in, out** and **up** (from Durham and Newcastle Diocesan Advisor Paul Rusby) as a way of describing what spirituality means to them and ways in which we can be spiritual. It also draws upon research into spirituality by Rebecca Nye and David Hay.

Spirituality is mapped across all subjects and the wider curriculum, for example in after school clubs. These can be found on the School Website. Opportunities for spirituality is highlighted on all Long-Term Plans for each Curriculum subject. We acknowledge that this is not at exhaustive list.

**Spirituality cultivates**

* **Connecting deeply with self, others, beauty and beyond**
* **Delight in awe and wonder**
* **Appreciative creative expression**
* **Building resilience in hard times**
* **Being absorbed in the present**
* **Seeking meaning**
* **Discovering purpose**
* **Bringing light to others**

**Moral development is about:**

* Knowing of the codes and conventions of conduct agreed by society
* Having the will to behave morally as a point of principle
* Being able to articulate attitudes and values
* Recognising the moral dimension to situations
* Developing a set of socially acceptable values and principles
* Recognising that values and attitudes change over time
* Making judgements on issues by applying moral principles, insights and reasoning
* Taking responsibility for ones' own actions
* Understanding the consequences of actions for self and others
* Behaving consistently in accordance with principles
* Recognising the greater needs which extend beyond self-interest

**Social development is about:**

* The progressive acquisition of the competencies and qualities needed to play a full part in society
* Understanding of the institutions, structures and processes of society
* Understanding of how individuals relate to each other
* Being able to adjust to a range of social contexts by appropriate and sensitive behaviour
* Being able to make a personal contribution to the well-being of groups
* The ability to exercise responsibility and initiative
* Being able to participate cooperatively and productively in the community
* Knowing how societies function and are organised
* Understanding how what is learnt in the curriculum relates to life in society
* Being able to take on the roles of team leader and team worker

**Cultural development is about:**

* Understanding of world views, beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society
* Recognition of and respect for the rights of others to exercise a cultural influence
* Knowledge of the nature and roots of cultural traditions and world views
* The key features of major cultural groups within society
* Personal response and accomplishment
* The capacity to relate what is learnt to an appreciation of wider cultural aspects of society
* Developing and strengthening the cultural interests of pupils
* Exposing pupils to a breadth of stimuli in order to allow them to develop new interests
* Extending horizons beyond the immediate to the highest artistic, musical and literary achievements
* Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices
* Being able to evaluate the quality and worth of cultural achievements

**Equal opportunities**

Refer to Equality policy.

**Putting ideas into practice**

To ensure that the things described in these statements can happen, there are three aspects or levels of the school which need to be considered:

* The Christian Vision and Ethos of the school, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish.
* The pastoral support for pupils which should reflect these aims, and creates a deliberate structure through which the care and concern for pupils can be given.
* The curriculum, which sets out to ensure that there is planning to introduce and explore the elements of SMSC where this is appropriate.

The policy of our school is that all subjects can and should contribute to the Spiritual, Moral, Social and Cultural development of pupils.

The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence.

**Teachers must:**

* be aware of these responsibilities
* know how respective curriculum areas might be used
* plan accordingly
* be alert to the many everyday, unplanned and incidental opportunities that can provide important starting points

**Collective Worship**

Daily collective worship is vital in the promotion of spiritual, moral, social and cultural issues in school. Many of these issues highlighted in the curriculum aspects are equally valid when considering spiritual, social, moral and cultural aspects of collective worship. Esh Church of England Primary School holds a collective gathering every day: within one of those worships we celebrate the achievements of our school and the individuals within it.

Visitors are invited to attend and lead our worships as appropriate. These may sometimes take place in St Michael and All Angels (Esh Parish) Church and include parents and relatives of pupils at our school.

A Rota of weekly themes is published each term and these are used in planning by the individuals responsible for the particular assembly. The themes are developed with the following guidelines and considerations in mind:

* Stories about Jesus which demonstrate specific Christian values and beliefs
* Traditional stories with moral standpoints
* Stories which are vital parts of our cultural heritage and which teach us
* Learning about ourselves and others
* Learning about our school Christian Values of Compassion, Perseverance and Respect.
* Learning about Courageous Advocacy and Justice
* Learning what spirituality may be
* Stories which pass on particular values
* Stories which pass on religious belief, heritage and world views
* Times for quiet reflection and thought
* Awareness of and valuing the beliefs and world views of other cultures
* Sharing the 'togetherness' of the whole school or group
* Understanding the beliefs, world views and values of our school community
* Appreciating the value of each individual within our school community and the outside world
* Appreciating the values, beliefs and world views of other faiths
* Learning of our own cultural heritage through great prayers, great hymns and songs, great individuals, great events etc.
* Consideration of basic guidelines for life – honesty, truth, love, concern for others, industry etc.
* Appreciating the important times of the year and the seasons and their cultural aspects e.g. Harvest, Easter, Christmas etc.