

Learning and living as children of God

(Ephesians 5:1)(You are God's children whom he loves. Try to be like God)

Deerhurst and Apperley C of E Primary School



Spiritual, Social, Moral and Cultural Development policy

Reviewed October 2025

Review July 2027

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

This policy outlines the commitment of Deerhurst and Apperley as a Church of England Voluntary Controlled school to promote the **Spiritual, Moral, Social, and Cultural (SMSC) development** of all pupils. This development is fundamentally driven by our core vision: **Learning and living as children of God (Ephesians 5:1) – "You are God's children whom he loves. Try to be like God."**

This Christian value underpins all others and ensures that every child is valued as created in the image of God, deserving of "life in all its fullness" (John 10:10). SMSC is the **golden thread** that runs through the whole curriculum, ethos, and daily life of the school.

Spiritual Development

Spiritual development fosters the growth of the **human spirit** by helping pupils explore their beliefs, reflect on life's profound questions, and engage with the sense of awe and wonder, motivated by the desire to **imitate God's love and nature**.

Aims	Implementation	Evidence of Pupil Development
Foundation	Explicitly teach Ephesians 5:1 as the foundation: our learning and living is an attempt to reflect God's character (e.g., God is Truthful, so we seek Truth; God is Persevering, so we endure).	Developing a clear understanding of the school's Christian vision and how it influences their personal actions and motivations.
Reflection	Provide time and space for quiet reflection (e.g., during Collective Worship, in the reflection area/chapel) on the teachings of the Bible and core Christian values.	Ability to be reflective about their own beliefs (religious or otherwise) , feelings, and perspectives on life.

Aims	Implementation	Evidence of Pupil Development
Beliefs & Values	Explore the Christian narrative and the beliefs of other major world faiths through high-quality RE and engaging visitors from diverse faith backgrounds.	An interest in and respect for different people's faiths , feelings, and values.
Awe & Wonder	Encourage curiosity, imagination, and creativity through art, music, science, and outdoor learning, linking the natural world to the concept of God as Creator .	A sense of enjoyment and fascination in learning about themselves, others, and the world around them.
Self-Knowledge	Help pupils understand their unique value and potential as individuals made in the image of God .	Developing self-knowledge, self-esteem, and self-confidence.

Moral Development

Moral development focuses on understanding **right and wrong** and exploring ethical issues.

Aims	Implementation	Evidence of Pupil Development
Ethical Basis	Frame all ethical discussions (e.g., truthfulness, fairness) as aspects of God's character that we are called to emulate as His children.	Understanding that moral choices are rooted in a desire to live out the school's Christian vision.
Right and Wrong	Explicit teaching of Christian ethics (e.g., the Ten Commandments, the Sermon on the Mount) through Collective Worship and the curriculum.	Ability to recognise the difference between right and wrong and apply this understanding in their own lives.

Aims	Implementation	Evidence of Pupil Development
Consequences	Implement a clear and fair Behaviour Policy that is rooted in Christian values like Forgiveness and Reconciliation , focusing on restitution and repair (modelling God's grace).	Understanding the consequences of their behaviour and actions and accepting responsibility for them.
Law	Promote respect for the Civil and Criminal Law of England as a necessary framework for a just society, linking this to God's law and justice (Micah 6:8: <i>Act justly, love mercy, and walk humbly with your God</i>).	Respect for the rule of law and legal boundaries.

Social Development

Social development is about pupils acquiring the skills and knowledge necessary to participate effectively in the local, national, and global community, motivated by the love shown by Christ and the desire to live in **Christian community**.

Aims	Implementation in a CE Context	Evidence of Pupil Development
Social Skills	Promote teamwork and cooperation through class tasks, sports, and extra-curricular activities, modelling relationships based on Christian love (Friendship) and respect.	Use of a range of social skills in different contexts, including working and socialising with pupils from diverse backgrounds.
Community Service	Encourage participation and volunteering in the local community and with the local parish church . Support various charities as an act of courageous advocacy and a reflection of Christ's service.	Willingness to participate in a variety of communities and social settings, cooperating well and resolving conflicts effectively.

Aims	Implementation in a CE Context	Evidence of Pupil Development
British Values	Actively promote Democracy, the Rule of Law, Individual Liberty, and Mutual Respect and Tolerance , seeing these values as universal expressions of dignity and love for one's neighbour.	Acceptance and engagement with the Fundamental British Values as part of life in Modern Britain.
Diversity	Encourage pupils to understand and respect others from different religious, ethnic, and socio-economic backgrounds both locally and globally, recognizing the inherent worth of every person as a child of God .	Showing respect and developing the skills and attitudes to participate fully in a diverse society.

Cultural Development

Cultural development enables pupils to appreciate their own culture and the wide range of **cultural influences** that have shaped their heritage and those of others, promoting a feeling of inclusion and global awareness, rooted in a Christian appreciation for **God's diverse creation**.

Aims	Implementation in a CE Context	Evidence of Pupil Development
Heritage	Explore the cultural impact of Christianity on British history, art, music, and tradition (e.g., cathedrals, festivals).	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
Diversity	Explore and celebrate the cultures of pupils within the school and the wider world through RE, MFL, Music, and Art , including visits to other places of worship .	Interest in exploring, understanding of, and respect for cultural diversity (religious, ethnic, socio-economic).

Aims	Implementation in a CE Context	Evidence of Pupil Development
Opportunity	Provide opportunities to participate in and respond positively to artistic, musical, sporting, mathematical, and scientific cultural opportunities , viewing human endeavour as a gift from God.	Willingness to participate in and respond to various cultural opportunities.
Modern Britain	Develop an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain .	Celebrating diversity and showing positive attitudes towards different religious and ethnic groups in local, national, and global communities.

Monitoring and Review

- **Responsibility:** The **Headteacher** and the **RE/PSHE Subject Lead** are responsible for ensuring opportunities for SMSC development are planned, taught, and monitored across the whole curriculum.
- **Curriculum:** SMSC is mapped to the curriculum (RE, PSHE, Collective Worship, and core subjects) to ensure comprehensive coverage, always linking back to the core value of **Learning and living as children of God**.
- **Governors:** The **Governing Body**, particularly the foundation governors, will monitor the school's provision of SMSC and the distinctiveness of the Christian ethos through regular reporting.
- **Conclusion:**

Spiritual, moral, social and cultural development at Deerhurst & Apperley C of E Primary School should focus clearly on those beliefs and values which interpret our statement of ethos and our vision statement, and recognise the unique capacity and potential of each individual, and the value and contribution of other faiths and beliefs.

This policy was approved by Governors October 2025 and will be reviewed July 2027.

Approved by Governors

Signed: Mr A Matthews
2025

Chair of Governors

Date: October

Signed:
2025



Head teacher

Date: October

Appendix - Examples of curriculum connections and building on cultural capital

English:

Literature can be used to portray such values as honesty, empathy, respect, goodness etc.

Poetry can require a response not only in its content but also to its form.

Science:

Such topics as "All about me" raise the awareness of the wonder of the human body. The seasons, space, or light take a child beyond the physical, material world as they contemplate Creation. Enjoyment of diversity and difference.

Maths:

Children are encouraged to explore patterns with number and search for answers.

"Shape" calls for a response and can lead children to be creative as they explore such issues as symmetry or tessellations.

History:

Insight and empathy can be created as children explore the feelings and actions of people in history.

Geography:

Physical geography provides opportunities for expressing awe and wonder.

Issues such as conservation and pollution will challenge children to form opinions of their own.

Music:

Composing, performing and responding to music all take the child beyond the material world.

Art:

Learning to appreciate beauty, colour, line and form as an inspiration. To express their own emotions and understanding through creative activities.

PSHE - Circle Time:

Moral dilemmas and decisions.

Design Technology:

Responding to materials. Questioning the reason for technology and its impact on the world. Reflecting on different designs. Discussions of feelings experienced through testing and evaluating.

Physical Education:

Learning to be part of a team working together. To compete fairly and to respond appropriately to the outcome of a game or match.

IT

Used as a research tool to find out about and explore the world around them.

RE

Thinking about Beliefs, Impact and connections of things taught.

Refer also to subject policies