

# East Bridgford St. Peter's Church of England Academy

## Spiritual, Moral, Social and Cultural Policy



Refreshed: June 2025

Review Date: June 2028

***'Striving for life in all its fullness'*** John 10:10

## **Our Christian Vision**

At East Bridgford St. Peter's, we strive for life in all its fullness for every child and member of our community. We aim to nurture personal development rooted in Christian values, creating a caring, inclusive and high-achieving environment.

Our school prayer states that we:

Take Care of ourselves, each other, the world and with our work.

## **Mission Statement**

### **For Life in All its Fullness**

- We are a family-oriented Church of England primary school with Christian values at our core.
- We provide outstanding education and opportunities for all.
- Every child is unique and valued by God.
- We offer a rich, broad curriculum to inspire and challenge.
- We work closely with parents, local community, church and charities.

### **For Life in All its Fullness – The Future**

- We model and teach Christian values for the modern world.
- We support children to be safe, happy and healthy into adulthood.
- We prioritise wellbeing now and for the future.

## **Our Christian Ethos**

Our Take Care Learning Behaviours embody our Christian ethos:

- Taking Care – of ourselves and others
- Aspire – being curious and creative
- Integrity – doing the right thing
- Working Hard – embracing challenge
- Be Proud – building confidence and joy

These behaviours underpin our approach to personal and collective growth.

## **Spiritual Development**

The spiritual development of pupils is shown by their

- Reflective practices, stillness, prayer and worship
- Exploring awe, wonder, and life's big questions
- Developing inner values, beliefs and identity
- Encouraging creativity, imagination and emotional awareness
- Supporting children to find meaning and respond to beauty, truth and suffering

### **Moral Development**

The moral development of pupils is shown by their

- Understanding right and wrong; taking responsibility
- Exploring moral questions and consequences
- Valuing fairness, justice and respect for others
- Developing empathy, compassion and self-discipline
- Acting responsibly and making informed choices

### **Social Development**

The Social development of pupils is shown by their

- Building positive relationships and teamwork
- Embracing diversity and inclusion
- Encouraging participation in school and wider community life
- Practising democracy, respect, and shared values
- Learning to resolve conflict and work in harmony with others

### **Cultural Development**

The cultural development of pupils is shown by their

- Exploring a range of cultures, faiths and traditions
- Understanding and valuing British heritage and democracy
- Engaging in music, arts, literature and performance

- Promoting tolerance, respect and global awareness
- Preparing pupils for life in modern Britain and a diverse world

### **Implementation in School Life**

SMSC is not taught in isolation—it is woven throughout all areas of school life, including:

- Curriculum: Through RE, PSHE ( [www.ldecision.co.uk](http://www.ldecision.co.uk) ), humanities, the arts and all subjects
- Collective Worship: Daily opportunities to reflect, question and celebrate
- Extra-curricular: Clubs, visits, events, and leadership roles
- Pupil Parliament, House Captains and House Teams, Faith & Values Team, House Captains: Developing responsibility
- Community Links: Church, charity partnerships, and global awareness projects

Teachers model values and promote meaningful conversations. Children are encouraged to express their views, reflect on experiences, and learn through enquiry, creativity and discussion.

### **Monitoring and Review**

SMSC development is evaluated through curriculum planning, pupil voice, behaviour, learning outcomes, and staff observation. It is reviewed annually by the SLT and governors to ensure it continues to support our Christian vision and the needs of our school community.

# Spiritual Moral Social Cultural



The **spiritual** development of pupils 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 and willingness to reflect on their experiences.

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*Visits to church: Welcome Service, Leavers' Service, Harvest Service, Christmas Service, Experience Easter. Weekly Collective Worship in school– Rev Ruth Colby. Nativity performance. Bible Explorers club. School Values driven by distinctively Christian Values. RE Curriculum. Church is used as a resource and incorporated into learning. Church robe design competition. Reflection area in classrooms. Community cards. Supporting 'The Health Shop' Nottingham, at Harvest time. Class rules linked to Take Care. Personal prayer. Class Prayer. Whole school Prayer in sign language.*



# Spiritual Moral Social Cultural



The **moral** development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

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*Take Care Ethos and Hand values. Core values drive our Curriculum. Ready Respectful Safe Behaviour policy. Behaviour policy is Praise led not sanction led. Ofsted – Personal Development Outstanding April 2022. A Charity is linked to each House Team. Follow [www.1decision.co.uk](http://www.1decision.co.uk) for our PSHE (Personal Social Health Economic) education scheme. Rotakids. Pupil Parliament. Pupil voice. Assembly themes throughout the year. British values.*

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# Spiritual Moral Social Cultural



The **social** development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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*House Teams. Sports day. Potted sports. PTFA events – disco, Christmas fair, BBQ, pop-up shops, pre-loved uniform sale. Christmas dinner day. Family service – older children serving younger children. Story café. Celebrating out of school activities. Weekly Newsletter. Achievement assembly. Extra-curricular opportunities. Playground games. Question/worry box. External speakers coming into school. Cross-curricular activities. Volunteer role models. Music opportunities. Mental Health visitors to school. Class swap & share work. Reading buddies. Visits to other schools eg Brixton. Mixed classes. Singing in the community. Debates. Day Trips and residential trips. Ploughing match trip – culture capital. Mindfulness Playground.*



# Spiritual Moral Social Cultural



The **cultural** development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- 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
- 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, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

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*Teach different religions. Assembly themes. Church services with parents. Charity (local, national, international). Newsround – culture around the world. Significant people in History. Holocaust – Kindertransport. Links with other schools. Theme days. Building on cultural heritage. Celebrating Diversity assemblies. Learning from others. Children taking assembly. Young Voices choir, national event. Rock Challenge, national event. Outside workshops and guest speakers. Supporting charity togetherness*





