



Offwell Church of England

Voluntary Controlled Primary School

Spiritual, Moral, Social and Cultural Policy

Revised – November 2025

Next revision date – November 2028

– Our Vision –

Be Well; Learn well; Live Well; Offwell.

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

Aims and objectives

At Offwell Primary School we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points.

This policy is closely linked and influenced by the following policies:

- Spirituality
- Collective Worship
- Religious Education and Worldviews
- PSHE

Spiritual Development

Definition

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Our learning environment and curriculum

Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape, moments of awe and wonder)

- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Care for our local environment through welly walks in Offwell woods (including CW in the woods) and through the work of the e-team in promoting positive environmental considerations
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)

Moral Development

Definition

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Our learning environment and curriculum

The classroom environment and curriculum promote moral development through:

- Class rules or charters, agreed with children and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school acts of collective worship that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures).
- The principles around equity, diversity, inclusion and justice are explore across the whole curriculum, and feature prominently in progression maps and subject action plans .

Social Development

Definition

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Our learning environment and curriculum

At Offwell Primary School social skills are developed through:

- Modelling of positive social behaviour by all staff
- Welly walks in Offwell woods (team building activities)
- After school clubs
- Sporting activities
- Team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom

- Working with others across the local community (HLC events, visiting members of the church, Open the Book team)

The values of 'Be kind, be patient, be brave and be fair' are explicitly taught and modelled throughout the school. As children progress into key stage two the 'second level' values are explored. These are 'belonging, empathy, perseverance and integrity'.

Cultural Development

Definition

Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Our learning environment and curriculum

Children are introduced to a regional and global perspective in life through:

- ('soft') Links with local schools
- Support of two children in Kenyan School through Urafiki Charity
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures when raising money for charity
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.
- Torbay and Devon Civic award (year 6 only)

Monitoring and review

The planning and coordination of SMSC are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.
- Planned termly staff meetings to explore identified values and the SMSC links that may exist within these.

Where can we find evidence in curriculum subjects? Some examples

Spiritual Moral Social and Cultural Development

With thanks to Norwich Diocese and Mary Myatt

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Art and Design	By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g. Northern Lights. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues. By promoting the process of 'reviewing and evaluating'; for example, see the work of David Hockney.	By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture. By responses to and use of visual images to evoke a range of emotions	By sharing of resources. By exploring social conflict and resolution. By exploring art as a powerful social tool e.g. in advertising, in representing particular groups	By experiencing a wide range of creative media from around the world. By working towards the 'Arts Mark' award. By developing aesthetic and critical awareness
Design and Technology	We promote <i>spiritual</i> development By enjoying and celebrating personal creativity By reviewing and evaluating created things	We promote <i>moral</i> development By raising questions about the effect of technological change on human life and the world around them	We promote <i>social</i> development By exploring dilemmas that individuals may face and developing practical solutions to these problems	We promote <i>cultural</i> development By considering cultural influences on design By asking questions about functionality v aesthetics
Drama	We promote <i>spiritual</i> development By allowing for insight, self-expression and the chance to walk in someone else's shoes.	We promote <i>moral</i> development By expressing what it feels like to be wronged and what remedies might make things better for the injured	We promote <i>social</i> development By exploring similarities and differences and how respect for others can be expressed. By building self-esteem and encouraging self-worth	We promote <i>cultural</i> development By taking different roles from other backgrounds By using different dramatic conventions to encourage empathy

English and Literacy	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of language	By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. By considering different perspectives.	By supporting conceptual and language development through an understanding of and debates about social issues By providing opportunities for talk in a range of settings	By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' By providing opportunities for pupils to engage with texts from different cultures
Geography	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is. By comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking programme www.schoolslinkingnetwork.org.uk or www.epals.com or through contacts with a different Diocese.	By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment? By working towards an Eco School status	By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally By considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism	By making links with other countries through schools linking and cultural theme days. By exploring links through the British Council and European Union. By exploring cultures that have had, and still have an impact on the local area.

History	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066? By looking at local history and investigating the reasons why there is a landmark, building or museum. By speculating about how we mark important events from history and the people who shaped them.	By exploring the results of right and wrong behaviour in the past By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples from their own local area? By going beyond the facts and asking pupils to make hypotheses and pose questions such as ‘what if...?’ ‘what would have turned a tragedy into a triumph?’	By giving the trigger for discussions about how groups and communities organised themselves in the past. By considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don’t get a fair deal? By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two	By exploring local history and under researched history and history around us By investigating how culture is shaped by history, exploring the ‘cultural heritage’ and in particular the Christian influence on British culture. By taking pupils on visits to heritage sites
ICT and Computing	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By wondering at the power of the digital age e.g. use of the internet By understanding the advantages and limitations of ICT By using the internet as a gateway to big life issues	By exploring the moral issues surrounding the use of data By considering the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger. By considering the vision of those involved in developing the web	By links through digital media services with other schools and communities By highlighting ways to stay safe when using on line services and social media By being prepared to work with technology to forge new relationships By discussing the impact of ICT on the ways people communicate	By exploring human achievements and creativity in relation to worldwide communications By developing a sense of awe and wonder at human ingenuity

Maths and Numeracy	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time. By considering pattern, order, symmetry and scale both man made and in the natural world	By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid	By the sharing of resources within the classroom, the negotiating of responses and group problem solving By analysing social data e.g. on health care, poverty, bullying	By asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?'
MFL (Modern Languages)	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By exploring the beauty of languages from around the world By exploring the way language is constructed	By using the Charis materials produced by the Stapleford Centre to explore moral and ethical issues in different languages (www.staplefordcentre.org/bookshop) By helping pupils to have an accurate and truthful understanding of another culture	By learning the skill of communicating in different ways By exploring different social conventions e.g. forms of address	By appreciating the language and customs of others By exploring the literature and culture of other countries By taking part in exchange visits or cultural occasions
Music	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in literacy (or other curriculum area) with music being played as background	By exploring how music can convey human emotions such as sadness, joy, anger... By appreciating the self-discipline required to learn a musical instrument	By exploring how s an orchestra works together By discussing What would happen if musicians in a band/group didn't cooperate By appreciating how music is used in different ways in	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. By encouraging pupils to listen and respond to traditions from around the world.

	By considering how music makes one feel and can 'move us' deeply		different settings e.g. for pleasure, for worship, to help people relax	By appreciating musical expression from different times and places
PE	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By delighting in movement, particularly when pupils are able to show spontaneity By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. By being aware of one's own strengths and limitations	By discussing fair play and the value of team work. By developing qualities of self-discipline, commitment and perseverance By developing positive sporting behaviour	By developing a sense of belonging and self esteem through team work By developing a sense of community identity through taking part in inter school events	By learning about the history of sport, and where they originate from By making links with national and global sporting events such as the World Cup and the Olympics By exploring rituals surrounding sporting activities
PSHE/Circle Time	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By developing awareness of and responding to others' needs and wants By exploring meaning and purpose for individuals and society By developing resilience and inner strength	By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives. By making explicit links to the school's distinctive ethos as a church school.	By helping pupils to engage in a democratic process for agreeing the rules for community life. By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?'	By exploring how different cultures can offer great insights into how we lead our lives
Religious Education	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different	By exploring morality including rules, teachings and commands such as The Golden Rule, the ten	By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty,	By exploring similarities and differences between faiths and cultures

	expressions of religion and worldviews By asking and responding to questions of meaning and purpose By considering questions about God and evaluating truth claims By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life	commandments, the sayings (hadith) of Muhammad, By investigating the importance of service to others in Sikhism, Hinduism and Buddhism By exploring religious perspectives and responses to evil and suffering in the world By asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur, Christian salvation story By using the Eco RE provided by Norwich Diocese enquiries	respect for difference, independence and interdependence By asking questions about the social impact of religion	By considering in particular different cultural expressions of Christianity; for example, using the Ngara crosses resource (St Edmundsbury and Ipswich Diocese) By learning about UK saints and those to which their school might be named after By engaging with text, artefacts and other sources from different cultures and religious backgrounds
Science	We promote <i>spiritual</i> development By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. By using tools such as Star Walk which allow pupils to plot the stars in relation to their location and open up questions about the size of the universe and how it might have been formed	We promote <i>moral</i> development By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. By considering that not all developments have been good because they have caused harm to the environment and to people. By encouraging pupils to speculate about how science can be used both for good and evil.	We promote <i>social</i> development By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes	We promote <i>cultural</i> development By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions