



Appley Bridge All Saints' C of E Primary Academy

A member of 

Spiritual, Moral, Social and Cultural (SMSC) Policy

Date of Issue:	November 2025
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Context:	Cidari Multi-Academy Trust, Diocese of Blackburn

Mission Statement

In God's hands we place ourselves and with the strength He gives us, we love, live and learn together.

'We can do all things through Christ who strengthens us.' (Philippians 4:13)

We strive for the very best for all members of our school community—academically, socially, morally, and spiritually—ensuring every child can flourish in the widest sense. Our core values are captured in our motto: 'With Faith, we learn. With Love, we grow. With Hope, we shine!'



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Aims

At Appley Bridge All Saints', we provide a high-quality, caring, inclusive education built on our Christian Vision and core values. Through our teaching and learning, and through the way we model behaviour, we aim for all pupils to demonstrate their spiritual, moral, social and cultural development across all aspects of school life.

The Spiritual Development of children:

- At Appley Bridge All Saints', we believe that spirituality is an integral thread woven throughout the entire fabric of our school life, rather than a discrete or standalone taught lesson.
- It is the lens through which we view our holistic development of the child, ensuring that every member of staff is empowered to recognise and embrace spontaneous opportunities to nurture the inner life of our pupils.
- There are many planned opportunities to develop children spiritually including collective worship, RE lessons, a range of outdoor activities and PSHE lessons.
- Developing a sense of awe and wonder, particularly when reflecting on the natural world through activities like the annual Prayer Walk in Fairy Glen and exploring the Sensory Garden.
- Ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life, drawing strength from God in all they do.
- Willingness to explore 'big questions' in Collective Worship, confidently engaging and at times challenging what is said. Use of imagination and creativity, with opportunities for stillness and reflection integrated into daily Collective Worship.

Our definition of spirituality encompasses four key dimensions:

- **Self:** Developing a strong sense of identity, self-worth, and personal reflection.
- **Others:** Fostering deep empathy, compassion, and an understanding of our impact on those around us.
- **World:** Cultivating a sense of awe and wonder at the natural world and a responsibility toward its care.
- **Beyond:** Encouraging an openness to the transcendental, the divine, and the intangible questions of life that spark curiosity and meaning.

The Moral Development of children is shown by their:

- Ability to recognise the difference between right and wrong, applying the principle of 'So in everything, do to others what you would have them do to you' (Matthew 7:12).
- Understanding of the consequences of their behaviour, with time given for pupils to reflect on their actions, demonstrating respect and forgiveness.
- Interest in investigating, and offering reasoned views about, moral and ethical issues, often explored through the weekly Picture News class worship.
- Commitment to being a 'change they want to see' through acts of Courageous Advocacy and social justice (e.g. Fairtrade, Toilet Twinning, Archbishop's Young Leaders' Award).

The Social Development of children is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different backgrounds, fostered through inclusive extra-curricular clubs and residential.
- Willingness to participate in a variety of social settings, cooperating well with others, and exercising responsibility through the Heroes Groups (Faith, World, Community) as well as Allotment Ambassadors and House Captains.
- Acceptance and engagement with fundamental British Values (respect, tolerance, rule of law, democracy) woven into worship and the curriculum.
- Understanding of the need for equity by supporting peers through initiatives like providing pre-loved uniform/kit and the Archbishops' Young Leaders Award activities.

The Cultural Development of children is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others, demonstrated through the 125th Celebration and Black History themed learning.
- Willingness to participate in artistic, musical, and sporting opportunities, with the school committed to ensuring every child represents school in sports by the time they leave.
- Interest in exploring and respecting cultural and global diversity, actively engaged through Global Neighbours (Bronze Award), Fairtrade (Fairachiever Award), and visits from global partners (e.g. Pearl of Africa).
- Appreciation of the diversity of other faiths, taught through the Questful R.E. curriculum, Picture News, and through an annual focus on other major world religions during Interfaith Week.

Provision for Spiritual, Moral, Social and Cultural Development

The following information shows a sample of activities and tasks planned in school.

1. Spiritual Development

Provision	Evidence and Impact
Christian Vision	<p>The deeply rooted vision (Philippians 4:13) and motto ('With Faith, we learn. With Love, we grow. With Hope, we shine!') are displayed and known by all.</p> <p>From 2026, an annual Spirituality Day will be planned and delivered in school to highlight this area.</p>
Collective Worship	<p>Daily worship is the 'heartbeat of the school,' led by staff, the Headteacher, and the incumbent (Rev. Sue).</p> <p>Each termly plan is a comprehensive one which requires all teachers to deliver over the year. The incumbent who leads fortnightly services in All Saints' Church shares this plan and adds a different spiritual dimension to the services. A mixture of whole school and class worships take place each week.</p>
Reflection and Prayer	<p>Daily prayer is experienced with reverence. New class prayer banks (Sept 2025) ensure variety and ownership.</p> <p>Times of reflection are built into class and school worships.</p>
Outdoor Spirituality	<p>Use of the Sensory Garden (June 2025) and forest for reflection and outdoor worship. Annual Prayer Walk in Fairy Glen. The Remembrance Garden is used every year for Remembrance Day as well as being available at any time for outdoor class worship.</p>
Sacramental Links	<p>Preparation and experience of the Eucharist for Year 6 (post-Confirmation), and the use of Posada figures to bridge school/home worship during Advent with a diary to record home experiences.</p>
RE Curriculum	<p>Questful R.E. (Blackburn Diocese) and 'God's Big Story' timeline explicitly explore awe, wonder, and the philosophical aspects of faith.</p>

2. Moral Development

Provision	Evidence and Impact
Behaviour and Conduct	All staff have high expectations of the children, and we see minimal low-level behaviours. Children are shown what they <i>should</i> be doing when appropriate and are given time to reflect rather than being immediately reprimanded. On trips and residential, our pupils are often commented upon for their excellent behaviour.
Values Teaching	Explicit and planned teaching of Faith, Hope, and Love supplemented by the Church of England's values (Wisdom, Dignity, Community) and British Values (Respect, Tolerance, Rule of Law, Democracy). These form the basis of our termly worship plans. In addition, a variety of Christian values are planned and information sent home for families to follow-up discussions and do activities together. Children are reminded of these values when this is necessary.
Justice and Fairness	Exploration of moral issues through Picture News, Global Neighbours teaching, Fairtrade. Use of Eco Church activities to teach responsibility for creation. The child is always listened to, eg when sorting out playground fall-outs.
Role Modelling	Staff model positive behaviour, such as basic manners, smiling at others, and many PSHE lessons provide an opportunity to be in role and develop the children's understanding of empathy, right and wrong, apologising etc. When a child has not made a good choice or acted impulsively causing an unpleasant situation, staff always regard the next day as a fresh start.
Anti-Bullying & Safety	Trauma and Attachment training (Summer 2023) for staff to ensure all pupils, particularly vulnerable ones (CLA), are supported by a safe and nurturing culture. We always mark the national anti-bullying week and Online Safety Day as well as Mental Health Week. Fire safety talks for Y2 and Y6 take place annually and water safety is an integral part of our swimming lessons. There are a wide range of online courses available to staff to help deliver quality lessons in this important area.

3. Social Development

Provision	Evidence and Impact
Pupil Responsibility	<p>The three Heroes Groups (Faith, World, Community) lead collective worship, community projects (greetings cards), and campaigns (Fairtrade).</p> <p>Y6 pupils are all Play leaders and buddies to a child in Reception class. We have developed strong links with both local foodbanks - The Brick and Skelmersdale.</p> <p>All classes have 'monitors' for particular tasks to help the class run smoothly.</p>
Inclusion and Equity	<p>Our inclusive ethos ensures all children can participate, with uniform and sports kit provided to families who need it, and flexible payments for trips. Pupils with special educational needs are fully included in all activities and personalised learning ensures they are well supported.</p>
Leadership	<p>There are many opportunities for pupils to develop their leadership skills, including: The Archbishops' Young Leaders Award (Y6) developing citizenship by planning community action projects (e.g. regenerating The Meadows).</p> <p>Play Leaders pair up with children in Reception class following a training day held at the start of the year. Other roles are 'opted into', including Science Ambassadors who work closely with our Science lead to promote this subject, eg during British Science Week and our Sports Councillors (Y5) who promote sport both within school and in our local sports partnership (WLSSP).</p>
Well-being	<p>The extensive grounds, including the running track and Sensory Garden are used for self-regulation and brain breaks. Governors monitor staff well-being in all termly reports.</p>
Community Links	<p>School has a very strong relationship with All Saints' Church, fostering interaction through joint services, clean-up days, and Fishy Sticker Sundays (promoting family attendance). Our school choir regularly sings in the community, e.g. at Golden Days.</p>

4. Cultural Development

Provision	Evidence and Impact
Wider Curriculum	<p>Global Neighbours (bronze, 2023) and Fairachiever status (2025) ensure an outward-looking focus, exploring the lives of children in contrasting localities (Geography). We always celebrate European Languages Day and in some classes benefit from watching Newsround during snack times. Weekly Picture News worship also impacts positively on pupils. #</p> <p>Our three day residential to a city (London, Edinburgh, York 2025) provides pupils in Y4 and Y5 a range of opportunities to experience city life and cultural elements, eg a guided tour of York Minster.</p>
Creative Arts	<p>Our thirty member school choir regularly sings in the community (duck race, residential homes) to 'bring joy to others.' World Music Day is celebrated every year, often by inviting an external organisation into school to develop cultural awareness (e.g. Chinese drumming).</p>
Diversity and Faiths	<p>We have a dedicated focus on other major world religions during Interfaith Week (Judaism/Hinduism in 2025) and visits from external groups (e.g., Pearl of Africa) for first-hand understanding. This is in addition to our studying of world faiths as part of our RE curriculum.</p>
Heritage	<p>Celebration of school history (e.g., 125th Celebration) is really important to us. Visiting the Archives in Preston has become an annual experience for some of our year groups.. The marking of national events like Remembrance Day is a priority.</p>
Talent Recognition	<p>Weekly Celebration Assemblies recognise achievements both in and out of school, including acts of Courageous Advocacy and success in sports and music. Pupils are granted authorised absence for unique opportunities to attend an event as a participant or spectator.</p>