



Christ Church Academy

Part of the Key Educational Trust

Spiritual, Moral, Social and Cultural Guidance Policy

2025-2027

Reviewed: September 2025

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To be a learning community that provides excellence in education for the whole person – a place where all can flourish. We believe that: “I can do all things through Christ who strengthens me.”

[Philippians 4:13](#)

Spiritual, Moral, Social and Cultural Guidance

At Christ Church we consider pupils' spiritual, moral, social and cultural development to be at the centre of our school ethos and the responsibility of the whole curriculum. Inspired by the vision, we strive to provide and maintain for our pupils an education that provides opportunities for every person to flourish. This includes opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of cultures.

We believe that sound spiritual, moral, social and cultural development is central to the aims of the curriculum. We take seriously our commitment to promote equality in line with the Equality Act 2010.

1. Aims

The aims of SMSC provision are:

- To enable pupils to develop and flourish spiritually.
- To promote an appreciation of beliefs, values and worldviews.
- To develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- To recognise and value the worth of all individuals irrespective of gender, ethnicity, sexuality or religion thus developing a sense of community and the ability to build relationships with others.
- To promote curiosity in order to make sense of the world.

Role of the governing body

The governing body has:

- delegated powers and responsibilities to the Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving pupils in the development, approval, implementation and review of this policy where appropriate;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Principal

The Principal will:

- ensure all school personnel, students and parents are aware of and comply with this policy;
- work closely with the coordinator for SMSC;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- report to the Governing Body on the success and development of this policy

Role of the coordinator for SMSC

The coordinator for SMSC will:

- lead the development of this policy throughout the school;
- work closely with the Principal and governors;
- provide guidance and support to all staff;
- provide training for all staff on induction;
- keep up to date with new developments and resources;
- review and monitor (SMSC audit)

Definitions

Spiritual	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of 'things beyond ourselves', including relationship with God.
Moral	Helping each pupil develop their own informed values.
Social	Helping pupils understand some of the major forces shaping the values of our society.
Cultural	Aiding pupils in exploring aspects of their own cultural heritage, and that of others.

2. Spiritual Development

At Christ Church, we talk about spirituality as being about 'things beyond ourselves'. Spiritual development involves the way pupils engage with these things, including their ability to reflect on deep questions of meaning connected to the 'ows and wows' of life. It widens pupils' vision of themselves and their own experience.

We try to help pupils make sense of these topics and questions through the curriculum, through worship (see Collective Worship Policy), the school ethos and stilling / mindfulness opportunities within the curriculum. We see spiritual development as key element of a pupil's education and fundamental to other areas of learning.

We aim to provide learning opportunities that will enable pupils to:

- enhance their spiritual awareness through quiet / reflection;
- contemplate and engage with 'big questions' of meaning;
- sustain and develop their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- empathise with others;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life (its 'ows and wows')

3. Moral Development

We believe that pupils' moral development is about helping each individual to develop their own informed values.

It involves:

- acquiring an understanding of the difference between right and wrong and of moral conflict;
- a concern for others and the will to do what is right;
- reflecting on the consequences of their actions;
- learning how to forgive themselves and others;
- developing knowledge, skills, understanding, qualities and attitudes in order for them to make responsible moral decisions and to act on them.

We aim to provide learning opportunities that will enable pupils to:

- tell the truth;
- keep promises;
- respect the rights and property of others;
- act with consideration towards others;
- see themselves as 'in it together' with their community, walking alongside others;
- take personal responsibility for their actions;
- have self-discipline

4. Social Development

We believe social development is concerned with some of the major forces shaping the values of our society. It is about developing the skills and personal qualities necessary for individuals to flourish in society.

We aim to provide learning opportunities that will enable pupils to:

- develop an understanding of their individual and group identity;
- learn about service in the school and wider community- not as something 'done to' others, but as part of living together as community;
- to understand social justice and a concern for the disadvantaged and vulnerable and to be empowered to make change in and beyond their community

5. Culture Development

We believe cultural development involves supporting pupils in exploring aspects of their own cultural heritage, and that of a diverse range of people.

We believe pupils' cultural development involves pupils acquiring:

- an understanding of cultural traditions;
- and an ability to respond to a variety of experiences

We want our pupils to acquire:

- a respect for their own culture and that of a range of others;
- an interest in different ways of doing things and to see the value in collaboration

We want our pupils to develop:

- knowledge, skills, understanding, qualities and attitudes that they need to understand, appreciate and contribute to culture

We aim to provide learning opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- develop an understanding of their social and cultural environment;

6. Organisation

We believe spiritual, moral, social and cultural development takes place across all curriculum areas and within activities that provide opportunities to allow pupils to:

- talk about personal experiences and feelings, for example, in relation to the 'big questions' of life;
- express and clarify their own ideas and beliefs;
- speak about difficult events (the 'ows' of life) and joyful events ('the 'wows' of life);
- share thoughts and feelings with other people;
- explore relationships with friends, family and others;

- consider others needs and behaviour;
- show empathy;
- develop self-esteem and a respect for others;
- develop a sense of belonging;
- develop the skills and attributes that enables them to develop socially, morally, spiritually and culturally

Role of school personnel

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of pupils

Pupils will:

- be aware of and comply with this policy;
- take part in questionnaires and surveys to evaluate the impact of SMSC provision;

Role of parents / carers Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part in periodic surveys conducted by the school

7. Raising Awareness

This will be achieved through:

- the school website
- school events
- meetings with school personnel
- communications with home such as through social media or the school app
- Communication with pupils and tutors through Daily Slides
- Acts of collective worship and assemblies

8. Training

We ensure all school personnel have equal chances of training, career development and promotion. Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

9. Monitoring

The practical application of this policy will be reviewed annually or when the need arises by the Principal and coordinator of SMSC.