



*Together we Love, we Aim High and we Celebrate!*

This guidance should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

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We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

At Chilthorne Domer Church School, we want our pupils to be successful, confident learners and responsible citizens. Guided by our Christian vision and values, we are committed to providing an environment that:

- Enables children to learn and develop to their full potential
- Ensures respect, forgiveness, empathy for others and acceptance of differences
- Encourages independence, resilience, cooperation and collaborative working
- Ensures pupils develop self-discipline and take responsibility for their actions.

In order to facilitate and achieve this, we will provide a curriculum that:

- engages, excites is meaningful and rigorous
- stimulates questioning and challenge
- is aspirational, creative, flexible and responsive
- prioritises spiritual, moral, social, cultural intellectual and physical development
- educates citizens for today and beyond.

We recognise the importance of both the academic and personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development with an understanding and an overview of teaching the Equalities Act (2010) and including global education themes.

### **Spiritual, Moral, Social and Cultural development (SMSC)**

(NB whilst each dimension is outlined separately there is a great deal of overlap between the four areas).

#### **Spiritual development:**

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.

The Spiritual development of all our children is addressed through the Christian vision and values of the school. As a church school we address spiritual development through prayer, Christian worship, celebration of Christian festivals and learning about those of other faiths, reading and reflection on the Bible within Collective Worship, RE and across the wider curriculum.

We are committed to:

- Celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- Fostering common human values and building spiritual capacities to promote self-worth
- Self-esteem and valuing others
- Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on "big questions"
- Developing our pupils' curiosity, imagination, creativity and promoting a lifelong love of learning.

#### **Moral development**

Moral development: knowing what is right and wrong and acting on it accordingly. Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British Value of investigating moral values and ethical issues, and recognising and applying right and wrong.

We are committed to encouraging pupils to:

- Be truthful and honest
- Respect the rights and property of others, their opinions and customs, even when they are different from our own
- Help others
- Solve differences of opinion in non-violent ways using the principles of restorative practice.

### **Social development**

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

We are committed to:

- Fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- Providing an environment where pupils can take responsibility for themselves and others in school and the wider society
- Teaching the Equalities Act throughout our curriculum.

### **Cultural development**

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

We value and celebrate the cultural diversity of our school, our society and the world by:

- Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- Celebrating the richness of culture and tradition.
- Weaving global education themes through our curriculum.

### **Teaching and Learning in SMSC at Chilthorne Domer Church School**

In the light of this we will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- Recognising the importance of our collective worship program in supporting and encouraging SMSC development, including teaching the Equalities Act 2010 and aspects of global education
- Planning and provision for introducing and teaching aspects of SMSC through Collective Worship using a range of resources, for example the 'Roots and Shoots' program
- Providing an appropriate range of effective teaching and learning resources and strategies as above that enable pupils to reflect on and respond to the issues of SMSC importance and concern
- Encouraging teachers to plan for and respond to opportunities to develop SMSC development and to ensure curriculum leaders have evidence of provision for SMSC education in their subject maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution
- Reviewing the effectiveness and impact of our policy and practice as part of our cycle of school improvement.

Please see our British Values and SMSC evidence chart for examples of how we promote this in our school.