



## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

The examples set by adults in our schools, the quality of relationships, the curriculums and the standard of daily collective worship are of particular importance in promoting spiritual, moral, social and cultural (SMSC) development. SMSC development is promoted not only through all the subjects of the curriculum and through collective worship but also through the general ethos and culture of each school.

As a Trust we recognise that ethos and pupil outcomes are indivisible. The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

### **SPIRITUAL DEVELOPMENT**

Spiritual development relates to the quest for individual identity and the search for the meaning and purpose of our existence. It is associated with a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, attitudes and beliefs. Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development. *Our Church of England schools place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum.*

Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the effect this has on their perception of and relationship with the world.

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

### **Objectives for Spiritual Development**

- To develop the skill of being physically still, yet alert
- To develop the skill of being mentally still, concentrating on the present moment
- To develop the ability to use all one's senses
- To promote an awareness of and enjoyment in using one's imagination
- To encourage quiet reflection during a lesson or act of collective worship
- To develop individual self-confidence in expressing inner thoughts in a variety of ways

- To find an inner confidence and peace
- To consider the mystery of God and the wonder of His world (*our Church of England schools*)

## **MORAL DEVELOPMENT**

Acquiring a knowledge and understanding of what is right and wrong is central to moral development. It is the basis upon which the pupils may develop the ability to make judgements about how to behave and it is the standpoint from which to consider the behaviour of others in school and in society in general. The system of rules and codes of behaviour established in our schools is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development should enable pupils to become increasingly responsible for their own actions and behaviour.

### **Objectives for Moral Development**

- To tell the truth
- To respect the rights and property of others
- To make and keep realistic promises
- To help those less fortunate than ourselves
- To act considerately towards others
- To take responsibility for one's own actions
- To exercise self discipline
- To develop high expectations
- To develop positive attitudes
- To conform to rules and regulations for the good of all

## **SOCIAL DEVELOPMENT**

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Our schools provide suitable environments for promoting social development. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when pupils work cooperatively.

### **Objectives for Social Development**

- To share emotions and to show sensitivity to the needs and feelings of others
- To work cooperatively as part of a group
- To show care and consideration for others by sharing, taking turns and celebrating each other's successes
- To develop an understanding of citizenship and to experience being part of a whole caring community

## **CULTURAL DEVELOPMENT**

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups. In order to make provision for cultural development, existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although art, music, dance and drama are those used more frequently.

### **Objectives for Cultural Development**

- To develop an awareness and recognition of culture, music, art, drama, literature etc.
- To develop an understanding of British cultural tradition
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society and the world beyond
- To develop one's own ability to view current enthusiasms, icons, music and media, critically and independently of peer pressure

# Appendix for Gilmorton Chandler CE Primary: Spirituality at Gilmorton



October 2025

## 1. Introduction

At Gilmorton Chandler CE Primary School, spirituality is at the heart of our vision:

*“Growing Well, Flourishing Together”*

Rooted in the **parable of the mustard seed (Mark 4: 30–32)**, we believe that from the smallest beginnings, great things can grow. Just as the mustard seed grows into a tree that provides shelter and life for others, we nurture the spiritual growth of every child and adult in our community so that all may flourish — individually and together.

Our approach to spirituality follows the **Diocese of Leicester’s guidance for Spiritual, Moral, Social and Cultural (SMSC) development**, recognising spirituality as a universal human capacity for awe, wonder, reflection and connection; creating a sense of belonging for every member of our Gilmorton community.

## 2. Our Understanding of Spirituality

At Gilmorton Chandler, spirituality is expressed through our shared language of:

- **Looking In** – exploring ourselves: our thoughts, feelings, beliefs, and values.
- **Looking Out** – noticing and valuing others and the world around us: the beauty of nature, creativity, relationships and community.
- **Looking Up** – seeking meaning beyond ourselves: wondering about life’s big questions, exploring faith and recognising something greater.

This shared language ensures that spirituality is **accessible, inclusive and meaningful** to all – whether children, staff or families, and whether or not they have a religious faith.

## 3. Aims

Through this policy, we aim to:

- Embed spirituality across the life of the school, supporting our Christian vision of growth and flourishing.
- Provide regular opportunities for reflection, awe and wonder.

- Encourage children to explore their own beliefs and values and respect those of others.
- Support staff in recognising and nurturing moments of spiritual significance.
- Ensure that spirituality is **woven through the curriculum** and wider life of the school, not confined to collective worship or RE.

## 4. How Spirituality is Nurtured at Gilmorton Chandler

### a) In Our Curriculum

Spirituality is not taught as a discrete subject, but **embedded across all areas of learning**. We intentionally plan for opportunities where pupils can:

- **Look In:** Reflect on personal growth in PSHE, explore emotions through rich literature or consider moral dilemmas in history.
- **Look Out:** Experience wonder in science, creativity in art and music and awe in the natural world during outdoor learning.
- **Look Up:** Ask “big questions” in RE sessions, and explore the spiritual dimension of human life and creativity.

Teachers highlight and pause for “spiritual moments” — times when a sense of wonder, empathy or deeper meaning emerges naturally within learning.

### b) In Collective Worship

Daily collective worship provides space to **Look In, Look Out and Look Up** through story, prayer, music and reflection.

The parable of the mustard seed is a key metaphor in our worship life — reminding us that small acts of faith, kindness and courage help our community to grow and flourish.

### c) In Our Environment

We create spaces for stillness and reflection — including prayer areas, nature gardens and classroom reflection corners — that invite children to pause, wonder and reflect.

### d) In Relationships and Ethos

Spiritual growth is nurtured through how we live and learn together.

Through our vision of *Growing Well, Flourishing Together*, we encourage:

- Respectful and compassionate relationships.
- Service to others and care for creation.
- Celebration of diversity and shared humanity.

## 5. Staff Role and Professional Development

All staff are facilitators of spirituality. They:

- Recognise and respond to moments of wonder or reflection in daily life.
- Use the shared language of **Looking In, Looking Out, Looking Up** in planning, discussion and reflection.

- Model curiosity, gratitude and empathy in their interactions. Opportunities for professional reflection and training on spirituality are built into staff development to ensure consistency and confidence.

## 6. Monitoring and Evaluation

The development of spirituality is reviewed through:

- Pupil voice.
- Curriculum and worship evaluations.
- Feedback from staff and parents.
- SIAMS (Statutory Inspection of Anglican and Methodist Schools) outcomes and self-evaluation.

The policy is reviewed biennially by the RE and Worship Lead in consultation with the HoS, staff, pupils, and governors.

## 7. Conclusion

At Gilmorton Chandler, spirituality is the fertile soil in which our vision takes root.

Through **Looking In, Looking Out and Looking Up**, we nurture seeds of curiosity, compassion, and hope — enabling every member of our school family to **grow well and flourish together**.