



St Michael's Easthampstead CE Primary School

Spiritual, Moral, Social and Cultural Audit 2025-26

Spiritual Development
Aims
- To be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. - To have a sense of enjoyment and fascination in learning about themselves, others and the wider world around them. - To foster imagination and creativity in their learning. - To build a willingness to reflect on their experiences.
Evidence
- RE curriculum encompassing a range of world views and religions including Christianity. - Opportunities to respond to learning in RE in a range of forms including art, literacy and drama. - PSHE curriculum now embedding which better reflects the needs of children and offers a more diverse range of lessons. - Assemblies and school worship follow a planned set of themes linked to school values and the liturgical calendar. - School marks and celebrates religious festivals from a range of faiths. - Responses from children in assemblies are thoughtful, tolerant, show a loving attitude towards others and become more reflective. - Celebration assemblies for pupils highlight excellent behaviour and attitudes and are values-aligned. - Nurture groups and wellbeing exercises have begun becoming a regular feature in classes, initially with physical brain breaks and silent reflection, and plans to develop this further this academic year. 'The Nest' nurture room and planning, with sensory resources and exploring outdoors, helping to create calming, reflective moments. - Outdoor experiences, music and quiet spaces/ time are used to aid reflection. - Spacemakers stilling and dwelling exercises embedded in class worship, which is adapted to all age ranges and linked to our school vision and values. - Half-termly eucharistic services held at church.
Impact
- Children can articulate that not everyone is the same and that this is ok. - Children can explain what they do when they feel upset or anxious and identify adults who can help them. - Children feel safe in school and enjoy coming to school. - Children who struggle with SEMH regulation have access to strategies, spaces and adults to aid regulation.

- Feedback from staff is how well the children respond to the stilling and dwelling exercises in class worship. - Eucharistic services are contemplative times; children participate well.
Moral Development
Aims
- To be able to distinguish between right and wrong and to respect the rule of law. - To understand the consequences of their behaviour and actions, particularly on others as well as self. - To develop a sense of responsibility, consideration for others, self-respect and self-confidence. - To be able to understand the viewpoint of others on ethical and moral issues.
Evidence
- RE curriculum explores themes of world views and the impact of belief on actions. - Worship themes look at injustice, inequality and famous agents of change. - The use of Picture News in workshops to explore themes of morality. - School behaviour policy is widely shared, referred to and understood by all. - Behaviour expectations shared with all stakeholders. - Rewards for attitude, behaviour and positive reinforcement of our values. - Celebration assemblies which are values aligned. - E-Safety training emphasises the need for respectful behaviours online. - Antibullying initiative with regular pupil voice to give children agency. - The Den resource for children with SEND, providing children the support they need to access learning and wellbeing support. - Trauma informed training for staff. - Subject Ambassadors contribute to subject monitoring with leaders. - Leadership opportunities in place including sports leaders, house leaders, reading buddies, Year 6/Acorns buddies, Year 6 tour guides and Year 5 Eco Warriors. - PSHE curriculum resources now embedding. - Class texts reflect a range of viewpoints and introduce ethical and moral dilemmas eg. Pig-Heart boy. - Participation in sporting competitions builds sense of responsibility and justice. - Pupil voice from our questionnaires for reading, wellbeing and anti-bullying.
Impact
- Behaviour in lessons is good. - Children work with staff to reflect on their behaviour and consequences following incidents of poor behaviour with restorative approaches. - Class charters and expectations are discussed and agreed at the start of every year and referred back to throughout. - Children's opinions are canvassed through subject ambassadors, anti-bullying leaders and regular pupil conferencing including with school council.

Social
Aims
• To use a range of social skills in different contexts, including working and socialising with pupils from a range of ethnic and socio-economic backgrounds. • To be willing to participate in a variety of communities and social settings, including volunteering, cooperating with others and being able to resolve conflict effectively. • To have an acceptance and engagement with the fundamental British values and democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. • To develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute to life in modern Britain.
Evidence
• RE and PSHE curriculums linking to communities, democracy, respect and tolerance. • School leaders: School wellbeing councillors and house captains (voted for in democratic votes by all children). • Subject ambassadors. • Sports leaders. • Y5 lunch clubs with Acorns. • Year 6/Acorns buddies. • Eco warriors. • Learning behaviours including talk partners, group and paired work. • Participation in sports events, both competitive and non-competitive, with inclusive teams. • Participation in musical events and trips i.e., young voices, choir to the O2. • Embedding of school values including respect and kindness. • School vision of “going above and beyond” for others and themselves.
Impact
• Positive and supportive school ethos, reported by parents, children and staff, alongside stakeholders and visitors. • Children know and articulate the expectations and can explain how these are lived out. • Children can explain how people are different and that that’s ok. • Children build effective friendships with one another, and positive, trusted working relationships with staff. • Behaviour is managed in a restorative way with children required to consider the impact of actions on others.

• School councillors/ house captains are voted for democratically. • Children show empathy to others and look after one another. • Children are consulted on many aspects of school life to ensure their voice, views and ideas help shape school. • Children enjoy roles of responsibility.
Cultural
Aims
• To understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others. • To develop a sense of belonging to pupils' own culture. • To challenge opinions or behaviours contrary to British Values. • To share and respect diverse cultural traditions.
Evidence
• Range of educational and residential visits and visitors to school i.e., Calshot residential, visits by authors and Owls. • Celebration of British and Global Culture through events such as Royal jubilees/ coronations/ birthdays and events, and their links to the Commonwealth. • Celebration and education of nationally, culturally and historically important events i.e., Remembrance and the Poppy appeal. • Major international sporting events and how they link to our school values, i.e., Paralympics, Olympics etc. • Assembly and Worship themes include experiences from a range of cultures. • RE curriculum fosters learning about other faiths and world views. • Embedding revised PSHE curriculum includes units on citizenship and responsibility. • Behaviour policy rooted in school values. • Learning focus on history for other cultures i.e., Windrush generation. • School performances to adults i.e., Nativity, special assemblies. • KS1 & KS2 attendance at local pantomime, visiting South Hill Park. • Drama performances brought in to school alongside music concerts, and attendance at music performances with Ranelagh. • Lunch time and after school clubs engage children in enriching experiences.
Impact
• Pupils have opportunities to learn about different cultures • School is an inclusive, welcoming place for all. • Children participate in showcasing their talents to larger audiences. • Children participate in a variety of extra-curricular activities. • Participation in sporting competitions builds sense of responsibility and justice. • Children experience the talents of others and are exposed to the experts from all cultures and genders.

