Archbishop Cranmer C of E Primary Academy
SMSC and Spirituality Across the Curriculum

Purpose and Rationale

At Archbishop Cranmer C of E Primary Academy, our Christian vision, '*Striving for life in all its fullness*' (John 10:10), underpins our commitment to nurturing the spiritual, moral, social and cultural (SMSC) development of every child.

We recognise spiritual development as an essential part of enabling pupils to flourish. Spirituality provides opportunities for children to explore who they are, develop meaningful relationships, appreciate the beauty and wonder of the world, and consider questions that reach beyond themselves.

Spiritual development is not confined to Religious Education or Collective Worship. It is intentionally nurtured through our curriculum, relationships, environment and wider school experiences. We provide opportunities for pupils to pause, notice, wonder, question, reflect and respond, recognising that spirituality is personal and may be expressed in different ways.

Our Take Care pledge – *We Take Care of Ourselves, Each Other, The World and With Our Work* – provides a shared foundation for these experiences, encouraging pupils to reflect on their place in the world and their responsibilities towards themselves, others and the wider community. Our approach to spirituality builds upon the four commitments of our Take Care pledge, encouraging children to reflect on themselves, others, the world and their work, whilst also exploring questions that reach beyond their immediate experiences.

Dimension	What this Looks Like in Practice	Key Questions	Pledge Connection
Self	Exploring identity, feelings, personal beliefs, hopes and experiences	Who am I? What gives my life meaning? What do I value?	Take Care of ourselves
Others	Reflecting on relationships, belonging, empathy and our connections with others	How do relationships shape us? What does it mean to belong, forgive and love?	Take Care of each other
World	Experiencing awe and wonder, noticing beauty and mystery, and considering our place in the natural world	How do we respond to beauty, suffering, mystery and responsibility for creation?	Take Care of our world
Work	Demonstrated through children's engagement, creativity, perseverance and thoughtful responses.	How do care, effort, creativity and integrity shape the work we do?	Take Care of our work
Beyond…	Considering life's big questions, meaning, faith, mystery and experiences that are difficult to explain or put into words	What might be greater than ourselves? How do people understand God, transcendence, hope and the sacred?	Underpins all four Take Care commitments – beyond our Take Care Pledge

This document identifies meaningful opportunities for SMSC development across our curriculum, with particular emphasis on the intentional provision for spiritual development. It supports teachers in recognising and planning authentic opportunities, rather than treating spirituality as an additional subject or assessing pupils' personal beliefs and experiences.

Spirituality Across the Curriculum

Subject	Curriculum Context	Opportunities for Spiritual Development	Reflective Questions	Progression Across School
RE	Nottinghamshire Agreed Syllabus 2026–2031 and NATRE (RE Today), with links to Understanding Christianity; exploring Christianity, other religions and worldviews through theological, philosophical and human/social science enquiry	Opportunities to explore questions of meaning, purpose, identity and belief; reflect on different understandings of God, faith and the sacred; consider how religious and non-religious worldviews shape people's lives and their own developing perspectives	What might this mean for different people? What do you think? What gives life meaning? Why might this be sacred or significant to someone? How might different people respond to this question?	**EYFS:** Explore belonging, celebrations, stories and beliefs, developing curiosity about their own experiences and those of others. **KS1:** Encounter different beliefs, practices and religious stories, beginning to ask questions about faith, meaning and belonging and express their own ideas. **KS2:** Explore increasingly complex theological and philosophical questions, considering different interpretations and worldviews and reflecting on their own responses to questions of meaning, purpose and identity.
Collective Worship	Daily Collective Worship rooted in our Christian vision, *Striving for life in all its fullness* (John 10:10), exploring biblical teaching, our six Christian Values, the Take Care pledge and contemporary issues through Picture News. Opportunities for pupil-led worship, including Hope Leaders working with the local church community.	Opportunities for stillness, prayer and personal reflection; exploring questions of meaning, purpose, hope and belonging; developing a sense of connection with others, the wider world and, for some, God. Encouraging pupils to reflect on how Christian teachings and values relate to their own lives and experiences.	What might we carry from this into our day? What has made you stop and think? What does this mean to you? How might we respond to what we have heard or experienced?	**EYFS:** Experience moments of stillness, wonder and reflection through stories, prayer, music and shared worship, beginning to express personal thoughts, feelings and questions. **KS1:** Make connections between themes explored in worship, Christian Values and their own experiences, responding through discussion, reflection, prayer or creative expression. **KS2:** Engage with increasingly complex spiritual and ethical questions, considering different perspectives, reflecting on their own beliefs and values, and taking greater responsibility for leading and shaping Collective Worship.
English	Essential Writing, Complete Comprehension, high-quality literature, poetry, storytelling, reading and discussion;	Opportunities to connect personally with literature, explore experiences beyond our own and reflect on themes	Whose voice is missing? What stays with you? How does this story make you feel? What can we learn from	**EYFS:** Respond to stories, rhymes and imaginative experiences, expressing feelings, preferences and connections with their own lives.

	exploring characters, relationships, emotions, identity and different perspectives.	of belonging, hope, courage, loss and relationships. Developing imagination and expressing thoughts, feelings and questions through reading and writing.	the experiences of others? Can stories change how we see the world?	**KS1:** Explore characters' feelings and experiences, making personal connections with texts and beginning to appreciate different perspectives.
				KS2: Reflect on increasingly complex themes and viewpoints, considering how literature challenges assumptions, evokes emotion and deepens understanding of the human experience.
Mathematics	White Rose Mathematics, enriched through Maths Missions, NCETM Teaching for Mastery, mathematical reasoning and problem-solving; exploring number, pattern, shape, space and mathematical relationships.	Opportunities to experience curiosity, wonder and satisfaction through mathematical discovery; appreciate patterns, order and connections in mathematics and the wider world; reflect on the beauty and elegance of different solutions.	What surprises you about this pattern? Where can we see mathematics in the world around us? Can there be beauty in mathematics?	**EYFS:** Explore patterns, shapes, quantities and relationships through play and practical experiences, developing curiosity and enjoyment in mathematical discovery.
				KS1: Recognise patterns and connections, experiencing wonder and satisfaction when discovering mathematical relationships and solving problems.
				KS2: Appreciate increasingly complex mathematical relationships, reflecting on the elegance of solutions, the beauty of patterns and the ways mathematics helps us understand the world.
Science	Kapow Science: Biology, Chemistry and Physics; working scientifically; science in action; exploration of natural phenomena and scientific discoveries.	Opportunities to experience awe and wonder at the complexity and diversity of the natural world; develop curiosity about scientific discoveries and unanswered questions; reflect on the interconnectedness of living things and humanity's place in the universe.	What do we still not know? What amazes us about the natural world? How are living things connected? What do we still not understand?	**EYFS:** Explore the natural world through observation, sensory experiences and questioning, developing curiosity and wonder about living things and natural phenomena.
				KS1: Appreciate the diversity of living things and materials, recognising patterns and changes in the natural world and beginning to consider how living things depend on their environments.
				KS2: Reflect on increasingly complex scientific phenomena, the interdependence of living things and the scale of the universe, considering how scientific discoveries shape our understanding of the world.

History	Key Stage History: changes in Britain from the Stone Age onwards; ancient civilisations including Egypt and Greece; invasion, settlement, migration, significant individuals, local history and the Second World War.	Opportunities to reflect on human experiences across time, considering identity, belonging, courage, sacrifice and the impact of historical events on people's lives. Exploring how beliefs, values and experiences shape individuals and societies.	What would justice require? What might life have felt like for people in the past? How have people's beliefs shaped their choices? What can we learn from the experiences of those who came before us?	**EYFS:** Explore similarities and differences between their own experiences and those of others, developing curiosity about the past through stories, family experiences and familiar events.
				KS1: Reflect on the lives and experiences of significant individuals and communities, recognising how people's actions and achievements can influence others.
				KS2: Consider increasingly complex historical experiences, exploring how beliefs, values, conflict and change have shaped societies and reflecting on the experiences of people across different periods.
Geography	Kapow Geography: local area studies, contrasting places, environments, settlements, sustainability, climate and human geography	Opportunities to experience awe and wonder at the natural world, develop a sense of belonging to places and communities, and reflect on the interdependence of people and environments	What connects our lives with people elsewhere? What makes a place special? How are we connected to people and places beyond our own community? What responsibilities do we have towards our world?	**EYFS:** Notice and respond to the beauty of familiar environments through exploration, observation and talk.
				KS1: Explore similarities and differences between places, developing curiosity and an appreciation of different environments and communities.
				KS2: Reflect on the relationship between people and environments, considering interdependence, human impact and our responsibilities towards the world.
Art and Design	School-developed curriculum: Drawing and Sketchbooks, Surface and Colour, and Working in 3D; termly artist studies exploring classic, contemporary and female artists; creative techniques and personal expression	Opportunities to experience beauty, wonder and creativity; explore personal expression and emotional responses through art; reflect on how artists communicate identity, beliefs, experiences and perspectives through their work.	What does this artwork make you notice? How does this artwork make you feel? What might the artist be expressing? Can art help us see the world differently?	**EYFS:** Explore colours, textures, shapes and materials, expressing feelings and ideas through creative experiences.
				KS1: Respond personally to the work of different artists, exploring how creative choices can communicate feelings, ideas and experiences.
				KS2: Reflect on the deeper meanings and interpretations of artwork, appreciating how art expresses identity, beliefs and experiences across cultures and time, and

				using their own creative work to communicate personal responses.
Design and Technology	Kapow Design and Technology: structures, mechanisms, textiles, cooking and nutrition, electrical systems and digital world; designing, making and evaluating purposeful products.	Opportunities to appreciate human creativity and ingenuity, experience satisfaction and pride in purposeful making, and reflect on how design can improve people's lives and respond to their needs.	Who might be overlooked? How can our ideas make a difference? Who might benefit from what we create? How does it feel to turn an idea into something real?	**EYFS:** Explore materials and construction through play, experiencing curiosity, creativity and satisfaction in making and creating. **KS1:** Develop ideas and create purposeful products, beginning to reflect on how their designs can help others. **KS2:** Consider the wider impact of design and innovation, reflecting on human needs, creativity, sustainability and the responsibilities of designers.
Music	Sparkyard: singing, listening and appraising, playing instruments, improvising, composing and performing; exploring music from different periods, genres and cultural traditions.	Opportunities to experience wonder, emotional connection and shared belonging through music; appreciate its beauty and expressive power; reflect on how music communicates feelings, memories, beliefs and experiences beyond words	How can music communicate what words cannot? How does this music make you feel? Why might music be important to people? Can music bring us together?	**EYFS:** Experience enjoyment, wonder and emotional connection through singing, movement, listening and musical exploration. **KS1:** Respond to different musical experiences, recognising how music can communicate feelings, create a sense of belonging and connect people. **KS2:** Reflect on the emotional, cultural and personal significance of music, exploring how composition and performance can express complex feelings, ideas and experiences.
PE	Real PE and Complete PE: fundamental movement skills, games, dance, gymnastics, athletics, outdoor and adventurous activities, teamwork and personal challenge.	Opportunities to experience joy, freedom and confidence through movement; develop self-awareness through physical challenge; reflect on personal growth, resilience and the shared experience of achievement and participation.	How do we care for ourselves and others in challenge? How does movement make us feel? What have we discovered about ourselves? What does it mean to achieve something together?	**EYFS:** Experience enjoyment, freedom and growing confidence through movement, physical exploration and shared play. **KS1:** Develop a sense of achievement and belonging through physical challenges, cooperation and opportunities to recognise personal growth. **KS2:** Reflect on the emotional significance of challenge, perseverance and achievement, appreciating individual strengths, shared experiences and the importance of supporting others.

Computing	iLearn2 Computing and Be Internet Legends: digital creativity, communication, programming, online relationships and responsible technology use	Opportunities to explore creativity and self-expression through technology, reflect on digital identity and consider how technology influences relationships, connection and our understanding of the world	Does this technology help us care for one another? How can technology help us express ourselves? How does technology connect us with others? How do our online choices reflect who we are?	**EYFS:** Explore technology and digital experiences with curiosity, recognising how technology can help us communicate and create.
				KS1: Use technology to express ideas and communicate, beginning to reflect on how digital interactions affect themselves and others.
				KS2: Consider digital identity, human connection and the wider influence of technology, reflecting on how their choices and creations can affect others.
RSHE/ PSHE	Kapow RHSE/PSHE: My Healthy Self, Connecting with Others, The Online World, Citizenship, Staying Safe, Growing Up and Health Protection.	Opportunities to develop self-awareness, recognise personal worth and individuality, explore meaningful relationships and reflect on belonging, identity and what enables individuals and communities to flourish	How can I act with dignity towards myself and others? What makes each of us unique? What helps us feel that we belong? How do our relationships shape who we are?	**EYFS:** Develop an awareness of their own feelings, interests and relationships, recognising themselves as valued members of their class and community.
				KS1: Explore identity, friendship and belonging, beginning to reflect on similarities, differences and the importance of positive relationships.
				KS2: Reflect more deeply on identity, personal values, relationships and responsibility, considering how their choices and actions contribute to their own and others' wellbeing.
Languages - French	Kapow French condensed scheme (KS2): speaking and pronunciation, listening, reading and writing, grammar, intercultural understanding and language detective skills.	Opportunities to appreciate the richness of language and communication; develop curiosity about different cultures and ways of life; reflect on how language connects people and shapes identity, belonging and understanding	What can we learn from another way of saying things? How does language connect people? What can we learn from different ways of communicating? How might learning another language change how we see the world?	**EYFS:** Encounter different languages and ways of communicating through stories, songs and everyday experiences, developing curiosity about the wider world.*
				KS1: Develop awareness that people communicate in different languages and explore similarities and differences through wider curriculum experiences.*
				KS2: Through French language learning, develop an appreciation of linguistic and cultural diversity, reflecting on how language shapes communication, identity and connections between people.

**EYFS and KS1 statements for Languages reflect wider opportunities for linguistic and cultural awareness, rather than formal French teaching.*

Spiritual Development in the Early Years

In EYFS, opportunities for spiritual development are woven throughout the seven areas of learning and are nurtured through play, exploration, relationships and everyday experiences. Children are encouraged to notice, wonder, ask questions, express feelings and develop a sense of belonging. Through stories, imaginative play, outdoor learning and interactions with others, children begin to explore their own identities, appreciate the world around them and develop curiosity about experiences beyond their own.

SMSC Development Across School

Spiritual, moral, social and cultural development is woven throughout our curriculum, wider school experiences and relationships. Although these four aspects are interconnected, each makes a distinct contribution to pupils' personal development.

Strand	School-wide Intent	In Action
Spiritual	Nurturing awe, wonder, reflection and a sense of meaning and connection, enabling pupils to explore their own beliefs, experiences and questions.	Reflection areas in every classroom; regular opportunities for stillness, prayer and reflection during Collective Worship and throughout the school day; twice-weekly Collective Worship reflection books, including Picture News; pupil-led worship, supported by Hope Leaders and the local church; outdoor prayer and reflection space developed by Hope Group; regular church visits and services.
Moral	Developing an understanding of right and wrong, fairness, justice and responsibility, encouraging pupils to consider the impact of their actions and make thoughtful choices.	Christian Values Awards, House Points, Take Care Points and class rewards recognise positive choices; pupils demonstrating all six Christian Values become Take Care Ambassadors; restorative conversations and reflection logs linked to school values; moral and ethical discussion through Picture News, Newsround and curriculum links to protected characteristics.
Social	Developing belonging, positive relationships, collaboration and leadership, enabling pupils to contribute meaningfully to their school and wider community.	Pupil leadership opportunities, including Pupil Parliament, Digital Leaders, Peer Mentors, Curriculum Ministers, Wellbeing Leaders and Chicken Managers; Year 6 buddies supporting new Foundation pupils; class charity awareness and fundraising; termly pupil voice; regular opportunities for pupil representatives to meet with SLT and link staff members.
Cultural	Developing an appreciation of cultural diversity, heritage, creativity and different beliefs and traditions, fostering curiosity, respect and understanding of the wider world.	High-quality literature and diverse representation across the curriculum; planned exploration of significant figures from different backgrounds, including Amelia Earhart and Frida Kahlo; music from different cultures and traditions; annual visiting pantomime and theatre experiences during residential visits; occasional creative workshops; exploration of different faiths and worldviews through RE and protected characteristics through Picture News and curriculum learning.

Planning and Evaluation

Opportunities for spiritual, moral, social and cultural development are embedded within our curriculum and wider school experiences. Teachers use this map to recognise and plan meaningful opportunities for reflection, wonder, questioning and personal response, drawing upon approaches such as stories, discussion, nature, art, music and stillness.

Leaders evaluate the quality and accessibility of these opportunities through curriculum monitoring, learning walks, pupil voice and reflection on school experiences. Evaluation focuses on the opportunities provided and their contribution to pupils' flourishing, rather than attempting to measure or grade individual spiritual development.