ST PAUL with ST LUKE
CHURCH OF ENGLAND PRIMARY SCHOOL
Leopold Street, Bow, London E3 4LA

Policy Version Control
Spiritual, Moral, Social and Cultural Development (SMSC)
2022

Version no	Amendments	Approval date
2	A few small changes reflecting current practice	June 2022 *BR* Benjamin Roach

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

The Vision of our school

Jesus said: 'Love each other as I have loved you'. John 15:12
As we are loved, so shall we love.
We nurture all in our welcoming community.
We go above and beyond to help each other to be their best.

Our Primary School is committed to the development of the 'Whole Child'.
This policy should both implemented in the context of the school's vision statement

The purpose of this policy is to:
1. Clearly define the terms Spiritual, Moral, Social and Cultural development.
2. To develop the ways in which the school promotes through practice, the development of these areas.
3. To identify personnel roles and responsibilities.
4. To identify other areas of school documentation that supports the development and care of the whole child.

SPIRITUAL DEVELOPMENT:
In ordinary language the word 'spiritual' has a wide range of meaning. It can refer to the divine, to people, places, capacities, experiences and to things. Here we are concerned with the spiritual development of young people so we need a person-centred account.

Spiritual being and experience often show of the following features:
- Feelings of transcendence giving rise to belief in God, in a divine ground of being or in an overall metaphysical meaning to existence.
- A sense of awe, wonder and mystery which can derive from experience of nature, human achievement, someone we love and from religion.
- Search for the meaning and purpose of life in asking such questions as 'why do I exist?', 'why does anyone or anything exist?', 'why do I/we suffer?', 'why am I affected by beauty, truth, goodness in the way that I am?'.
- Self knowledge in terms of awareness of one's thinking, feeling and emotion and of awareness of responsibility and freedom; of who I am (identity).
- Relationships where the inter-personal sphere is grounded in values, reciprocity and community.
- Creativity through self expression of the inner world through the public media of art, crafts, literature, music, film and drama, the appreciation of others' expression, and exercising imagination, inspiration, intuition and insight.
- Feelings and emotions can move us towards the good, the truth and the beautiful which generate their own control and can be important sources of growth.

MORAL DEVELOPMENT
The quality of an act, which according to a particular moral code, renders it right and proper or not. It derives from a social codification of right and wrong and it may be treated as either 'internal' code or 'external' imposed code. Moral development implies the values of love, trust, fidelity, honestly, integrity and justice, freedom and responsibility.

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The morally developed person will have the following characteristics:
- Acts of moral principle when necessary
- Understands both legal rules and moral norms
- Able to reason in moral matters
- Able to make sound judgements by applying moral principles, insight and reasoning.

SOCIAL DEVELOPMENT:
Social development refers to pupils' progressive acquisition of the competence and qualities needed to play a full part in society. It is then, concerned with the skills and personal qualities necessary for individuals to live and function effectively in society.
It also involves growth in knowledge and understanding of society in all it's aspects it's institutions, structures and characteristics, including economic and political organisation, and principles and life as a citizen, parent or worker in a community.

CULTURAL DEVELOPMENT:
Cultural development refers to pupils' increasing understanding and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups.
The term 'culture' has a variety of connotations, some of the general application and some more specific. It is also important to recognise the place of specific cultural manifestations and the values of deepening pupils' response to them for example, in music, art, drama, dance, poetry, science and technology. Education is clearly concerned both with developing and strengthening cultural interests which pupils already possess and with exposing them to a breadth of stimuli in order to allow them to develop new interests and deeper understanding of our multicultural society.

THE SCHOOL'S PRACTICE
A glance at the definition of Spiritual, Moral, Social and Cultural development is sufficient to illustrate the complexity of the phrase. Certainly in this aspect of development the word 'teach' is perhaps less than appropriate. Rather we should seek to provide the climate or setting in which pupils can develop the features referred to in the above definitions. Such evidence of pupil development of SMSC, is described by OFSTED below and identifies a clear set of aims for school provision.
The curriculum, school events and class trips provide opportunities for children to develop in the areas of SMSC for example, prayer and vision days, collective worship, RE, PSHE, RHE, Art, Music, Science and other areas of the curriculum, visits to museums, the local city farm and hatching duck eggs, cultural events school's 50th anniversary, summer fair etc.

EVIDENCE OF PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:

- Pupils are reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning

- Pupils develop and apply an understanding of right and wrong in their school life and life outside school

- Pupils take part in a range of activities requiring social skills

- Pupils develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability

- Pupils gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training

- Pupils develop an appreciation of theatre, music, art and literature

- Pupils develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain

- Pupils respond positively to a range of artistic, sporting and other cultural opportunities

- Pupils understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.