

**SMSC Policy  
September 2020**

Next Review Date: August 2021

## **A Policy for Spiritual, Moral, Social and Cultural Development**

This policy is written for the staff, pupils, parents, governors and visitors to our school. The policy has been produced to show how we intend to foster the spiritual, moral, social and cultural development of pupils.

### **Aims**

The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. The personal development of pupils in these fields plays a significant part in their ability to learn and achieve and is essential in raising the standards of attainment for all pupils. It is a statutory requirement of the curriculum for all schools in the maintained sector and we believe it is an essential prerequisite in preparing pupils for the opportunities, responsibilities and experiences of adult life.

Our vision requires positive partnerships, particularly with parents and the local community. Spiritual, moral, social and cultural development is delivered through whole school policies. Education influences and reflects the value of society, and the kind of society we want ourselves to be part of. It is important, therefore, to recognise a broad set of common values and purposes which underpin the school curriculum and the work of the school.

### **To encourage pupils' spiritual development we will foster the following:**

- Opportunities to explore values and beliefs, including religious beliefs, and the way in which they impact on their own and others' lives.
- The ability to respect themselves and others and explore what animates each.
- The development of an ethos within which all can grow and develop through mutual respect, empathy and understanding.
- The accommodation of differences, respect for the integrity of individuals and the challenge of anything that might constrain the human spirit
- An appreciation of the intangible – beauty, truth, love goodness, order ... and a sense of mystery, paradox, ambiguity and "otherness"
- An ability to think in terms of the "whole" – harmony, interdependence, perspective.
- Opportunities for reflection, stillness and quiet times

### **To encourage pupils' moral development we will foster the following:**

- A clear moral code as a basis for behaviour, including the ability to distinguish *right* from *wrong*.
- Racial, religious and other forms of equality
- Opportunities to develop moral concepts and values – personal rights, justice, equal opportunities, etc.
- Recognition and respect for the codes and mores of other cultures and respect for others' needs, interests and feelings.
- An ability to think through the consequences of and take responsibility for their own actions; for example, respect for property, care of the environment.

### **To encourage pupils' social development we will foster the following:**

- Understanding of the key values and principles on which school and community life is based: thoughtfulness, honesty, independence, interdependence, self-respect, respect for difference, etc.
- Recognition of the concepts of *rights* and *responsibilities*.

- Racial, religious and other forms of equality.
- Cooperative working
- Recognition of and respect for social differences and similarities
- Opportunities to engage in the democratic process (e.g. School Council)
- The exercise of leadership and responsibility

**To encourage pupils' cultural development we will foster the following:**

- Understanding of our own cultural assumptions
- Recognition/appreciation of the diversity and interdependence of cultures
- Openness to new ideas and a willingness to modify our cultural values in the light of experience.
- Willingness to participate in and respond to artistic and cultural opportunities through literature, drama, music, arts and crafts and other cultural events.
- A regard for human achievement in all cultures and societies
- Links with outside agencies and individuals to extend pupils' cultural awareness through visits and partnerships.

**Leadership and Management**

**The success of this policy is reliant on:**

- The school's shared vision and values which foster relationships and support children in dealing with conflict, loss, grief, etc.
- Working together to achieve shared goals
- A community where all are valued and relationships are supportive – staff, pupils, parents, community
- The fostering of academic excellence and high achievement

**Cross curricular links**

Spiritual, moral, social and cultural issues will arise in all subjects and these are a very limited selection of examples:

The origin of the universe and the fallibility of claims to know (Science)

Competition and cooperation (PE)

Harmony, the sublime and the beautiful (Music)

Spiritual values in painting and sculpture (Art)

Relationship between body, mind and spirit (RE)

“Ideas without moral purpose are a dime a dozen. Moral purpose without ideas means being all dressed up with nowhere to go. Power without ideas and moral purpose is deadly. Moral purpose and ideas without power means the train never leaves the station.”

