



**Spiritual, Moral, Social and Cultural Development Policy**  
**St Luke and St Philip's Primary School**  
**A Church of England Academy**



**VISION STATEMENT**

*'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'*

**ETHOS**

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

**CHRISTIAN SCHOOL VALUES**



## **PURPOSE**

This policy reflects the values, philosophy and Vision Statement of St. Luke and St Philip's Primary School in relation to the school's concern for the Whole Child.

This policy provides an overview of provision in the school for spiritual, moral, social and cultural development. More detail on ways in which aspects of spiritual, moral, social and cultural development contribute to the well-being of our pupils is given in the relevant policy statements. This policy promotes the teaching of British Values throughout.

## **AUDIENCE**

This document is intended to give a clear outline of the school's approach to the Spiritual, Moral, Social and Cultural development within school to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

## **AIMS AND OBJECTIVES**

At St Luke and St Philip's we believe education is not only about academic achievement, important though it is to enable each child to attain the highest academic standards possible. Nor is the success of the school to be measured just by a good position in annual league tables of the national test results. Education is about developing children to be understanding and caring individuals who are on the way to becoming fully alive.

It is about:

- developing children who know that they are spiritual beings as well as creatures of the earth, who may begin to reflect something of the image of God in which they are made.
- giving children the sense that God values them as His children, that they are loved and have been created on purpose by God.
- pointing children to the triumph of the Cross and to that denial of self out of which comes Resurrection and the attainment of eternal life.
- enabling children to love their neighbours as themselves.

It is in the context of this wider canvas and of the Christian values expressed in its Vision Statement, rather than for limited objectives such as preparing children for the world of work that this Church school devises its policy for Spiritual, Moral, Social and Cultural development.

## **INTENT AND IMPLEMENTATION**

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but we expect many unplanned opportunities to occur (especially for spiritual development) and encourage staff to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

## **Spiritual Development**

St Luke and St Philip's School sets out to promote spiritual development within a context of Christian beliefs, values and worship, and seeks to provide opportunities to explore the Christian faith and develop a relationship with God. We will nurture and enrich the spiritual development of all members of the school family and encourage pupils' discovery of God the Creator and wonder of the world.

The school's curriculum (in its broadest sense) aims to develop in pupils:

- \* a set of Christian personal beliefs and values by which to live;
- \* a sense of transcendence - that there is more to life than 'meets the eye', more than a physical or material existence;
- \* an awareness of order, pattern, meaning and purpose in the world - leading towards an understanding that for Christians, creation is a revelation of God's loving purposes;
- \* a capacity for awe, wonder and mystery; an awareness of uncertainty and paradox;
- \* a sense of personal identity and self-worth and of all others created in God's image;
- \* self-knowledge, and an awareness and growth of feelings, emotions and imagination;
- \* an understanding of Christian teaching on life and death, on suffering, grief and loss;
- \* an awareness that life involves choices between good and evil;
- \* an awareness of God's love and care for them personally;
- \* an understanding of the Christian belief of Jesus as Saviour.

The school sets out, therefore, to provide opportunities in collective worship and throughout the curriculum and life of the school for pupils to:

- \* be quiet and reflect on life and the world, and "wait on God";
- \* become familiar with traditional forms of Christian prayer and worship;
- \* give thanks to God for their creation, preservation, salvation, and the promise of eternal life;
- \* use a variety of prayer forms and techniques; use their own prayers;
- \* question, explore, discuss and give an account of their own beliefs;
- \* understand and evaluate Christian and some other interpretations and responses to life;
- \* use their gifts of imagination and creativity;
- \* explore and express feelings and emotions;
- \* develop respect for others as independent, thinking, feeling people;
- \* face difficult or distressing matters in the context of loving Christian teaching and support.

Spiritual Development has to take place in a particular context, in our case that of Christian belief and practice. Christian spiritual development shares features with other forms of spirituality in that it is concerned with coming to know ourselves, learning to reflect on experiences, exploring important questions of how to live and treat others, and so reaching a set of beliefs and values by which to guide our lives. Its distinctiveness, most importantly, consists in its capacity, through a context of Christian worship, life and teaching, to offer opportunities for all in the school community to develop a relationship with God through Jesus.

Spiritual Development in a Christian context is only possible when there is growth of the

whole person. It therefore forms the basis for the other three areas of moral, social and cultural development. The school makes systematic use of the published Diocesan and District RE guidelines and materials on "God, Prayer and Spirituality" and invites the co-operation and involvement of the incumbent/minister and other clergy. Provision for spiritual development is made in most subjects across the curriculum of the school.

### **Moral Development**

Based on the teachings of Jesus, we offer pupils a secure foundation stone for learning. The school aims to provide opportunities for pupils through the curriculum and school life to:

- \* develop an understanding of right and wrong;
- \* develop an understanding of the need for shared values and accepted rules of conduct in school and community;
- \* develop self-discipline and a loving concern for others;
- \* understand links between behaviour and beliefs, including the teachings of the Gospel;
- \* stand up for and put into practice our Christian values despite external pressures.

In order to achieve this children need to develop the following habits and skills:

- \* appreciate the feelings and concerns of others;
- \* develop and sustain relationships;
- \* reflect on questions of right and wrong and on their own values;
- \* discuss their own beliefs and feelings;
- \* listen with respect to the views and opinions of others;
- \* discuss and debate issues rationally and sensitively;
- \* exercise care and responsibility for others.

The exploration of moral issues, of questions of right and wrong, and of Christian teaching on appropriate ways in which to live, will be fostered within the programme of Collective Worship and Religious Education and through all curriculum subjects, including English, Drama, History, Science, Design Technology, PE and PSHEC. The school offers guidance to teachers on Christian approaches to teaching controversial or sensitive issues.

The school seeks to recognise and affirm good conduct, commitment and service to others through its reward system, through records of achievement, and through celebration and thanks in the context of collective worship.

### **Social development**

We enrich pupils' understanding of what it means to live in a Christian community where to love one another, respect and responsibility is put into practise.

### **Teaching British Values**

The government set out its definition of 'British Values' in the 'Prevent Strategy' (2011), which was designed to prevent the extremism and religious radicalisation of young people. British Values are considered by the government to be

- Democracy
- The rule of law

- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs
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The promotion of 'British Values' is central to our education because British Values have their origin in the Christian values of our nation. British Values is taught each term as part of our Accelerated Learning days and also during PSHEC lessons as part of the PSHEC curriculum.

### **Cultural Development**

We provide opportunities to develop an understanding of Christianity worldwide and the impact on millions of people. Our school aims to broaden children's horizons by introducing them to a range of cultural heritage and traditions, and introducing them to examples of the variety of human cultures, beliefs and ways of life.

The planned programme includes the following:

Experience and appreciation of the rich heritage and range of cultures in Britain, in particular through use of the Diocesan/District RE syllabus and relevant curriculum materials (see the school RE policy), and through the study of language, PSHEC, Art, Music, History, Geography and (food and other) Design Technology.

Educational visits to museums, events and places of cultural and historic interest (eg. Science Museum).

Introducing children to Christian cultures and the multicultural nature of the Anglican Church and worldwide Church through RE, Worship and other areas of the curriculum such as Art and Music.

The school sets out actively to promote mutual respect and harmony between different racial and ethnic groups.

### **RECORDING/ PRESENTATION/DISPLAY**

Because SMSC is part of St Luke and St Philip's holistic approach at the development of a child's spiritual, moral, social and cultural development, it is taught as part of a variety of experiences and subjects. To evidence the vast variety of enriching experiences provided to our students, a portfolio of work will be collected throughout the year and this will be displayed near the Worship Board.

As with all other subjects, emphasis will be made to encourage pupils to take pride in the standard, quality and presentation of their work. Pupils will be given opportunities to perform moral plays at suitable junctures, such as in a whole school context i.e. assemblies, or as part of class activities. At all times staff will expect and demand that pupils produce work and behave in a way which fully reflects their best abilities.

### **IMPACT**

Impact will be evidenced by the behaviour of adults around school promoting fundamental

British values and SMSC development, which, alongside our strong Christian ethos, is at the heart of everyday life. Children around school will emulate the spiritual, moral, social, and cultural development expected - they will grow to be thoughtful, caring and active citizens in school and in the wider community, and will thrive as young people.

### **ROLE OF THE SUBJECT LEADER**

The policy will be led and monitored regularly by the Head teacher (Worship Lead) in consultation with the RE Lead and the Chair of Governors. The progress and implementation of the policy will be discussed annually during an SLT meeting and a report made to the Governors' committee, including any proposals for staff development or resourcing, or with implications for the School Development Plan. There will be a more substantial review after 4 years, including the provision for further INSET for staff and governors and consultation with parents and older pupils.

### **RESPONSIBILITIES**

- All relevant staff will ensure that spiritual, moral, social and cultural development in school is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

### **INCLUSION AND EQUALITY**

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Class trips and visits linking to spiritual, moral, social and cultural development are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work and equipment in spiritual, moral, social and cultural development regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and spiritual, moral, social and cultural development materials free from bias will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

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

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

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### **SAFEGUARDING**

Safeguarding in school feeds through the curriculum. Staff are aware that certain topics referring to SMSC or British Values may prompt discussion or work in books relating to children's personal experiences and relationships. If a child discloses something that is a concern, staff will follow the procedures in place as outlined in the Safeguarding policy.

### **LEGISLATION**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

### **OTHER RELATED POLICIES**

- Collective Worship
- PSHEC
- Religious Education
- Internet (Online) Safety

- Art
- Music
- Geography
- History
- Design Technology

Policy written by: Sabera Patel

Policy reviewed: July 2023

Agreed by Governors: \_\_\_\_\_

Next review date: Jul 2025