



Spiritual, Moral, Social and Cultural Development (SMSC) Policy

Eastergate C.E. Primary School

**Adopted by the Full Governing
Body 18th March 2020
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Introduction

At Eastergate CE Primary School we aim to provide a curriculum that ensures the four elements of Spiritual, Moral, Social and Cultural Development (SMSC) underpin all the experiences that pupils' and adults have within the school. The foundation for SMSC comes from the school's Christian values which in turn are at the heart of the policies, curriculum, worship and ethos of the school.

Spiritual, Moral, Social and Cultural Development relates to relationships with other people.

It promotes the search for meaning and purpose in life and for values by which to live.

We believe that all staff, parents and Governors share in the responsibility for ensuring that pupils receive guidance and consistent, empowering response to the spiritual, moral, social and cultural aspects of life which shape their development. As members of a complete, changing society we believe that it is important for our children to develop a confident, caring and informed attitude towards themselves, those who share their lives and others they have yet to meet. We are mindful of the need to guard against statements which inhibit the growth of beliefs, knowledge, understanding and values.

Spiritual Development

I have come in order that they might have life – life in all its fullness: John 10:10

Spiritual development is about supporting children to know who they are, to develop a sense of identity and self-worth, to recognise their own inner selves and to reflect on their beliefs, values and feelings. Spiritual development goes beyond what the pupil knows, understands and can do to who the pupil is and what they are becoming.

To foster spiritual development pupils will be provided with opportunities to:

- Develop an appreciation of their uniqueness and value as a child made in the image of God;
- Develop an understanding of the distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith;
- Develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them
- Develop an appreciation of what it means to be a community and part of the Eastergate Family and using their gifts and abilities in the service of others.



- Develop the skills and language required to consider and respond to questions of meaning and purpose in life, and questions about the nature and values in human society
- Recognising and valuing the worth of each individual and understanding the value of difference and diversity through their involvement with others

Moral Development

Moral development is about helping pupils understand the balance between rights and responsibilities, the importance of valuing others and their property, and the benefits of working together for the common good, whilst understanding moral dilemmas and recognising the reality of moral conflict.

To foster moral development pupils will be provided with opportunities to:

- Recognise the difference between right and wrong and begin to understand how Christian values inform a particular perspective on moral choices;
- As a school community work together to create our Eastergate Code of Conduct which underpin our codes of behaviour and restorative processes;
- Understand how our moral choices can affect the lives of others;
- Understand the centrality of forgiveness and reconciliation in the life and culture of our school;
- Start to engage with big questions concerning issues in the wider community and in the world, and to begin to realise that each of us has a responsibility to work for justice.

Social Development

Social development is about living successfully in community. Pupils will acquire an understanding of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for a common good. For Christians community and relationships underpin life. For our pupils it is about seeing themselves making a contribution to the communities to which they belong. Developing the skills and capacity to collaborate and support each other.

To foster social development pupils will be provided with opportunities to:

- Build relationships founded upon Christian values e.g. trust, honesty, forgiveness, service
- Gain a clear understanding of the place of the church school within the wider Christian community.
- Feel a sense of pride and belonging to the school community of the Eastergate Family.



- They will develop the knowledge, skills, understanding, qualities and attitudes they will need to make an active contribution to the democratic process in each of their communities.

Cultural Development

Cultural development is concerned with fostering pupils' awareness and understanding in a range of beliefs, practices and values, firstly, within their own society and secondly, in the wider world. Pupils explore within and between faiths, developing their understanding of the cultural contexts within which they live. Children therefore build a capacity to appreciate the elements that have had an influence and shaped their lives but also to be able to be open to people from very different backgrounds and find ways to celebrate their life stories.

To foster cultural development pupils will be provided with opportunities to:

- Gain a knowledge and understanding of the values of their own culture, traditions and an appreciation of how they have evolved and developed over time.
- Develop knowledge and understanding of the cultures of those with whom they interact on a daily basis.
- Develop a knowledge of local Christian heritage through visits to and visitors from local Christian churches.
- To make connections between religious belief and culture through the teachings of RE
- Explore what it means to be a child who is unique, with God given gifts and abilities to make a positive contribution to God's world.
- To understand what it means to be part of the Eastergate Family and the wider local community.

Implementation

The promotion of Spiritual, Moral, Social and Cultural Development of each child is seen as the responsibility of all members of staff. Much of this development should be assimilated through the ethos of the school. However, there are many opportunities within cross curricular work to focus on the above statements.

It is possible to identify different contexts where suitable opportunities for promoting SMSC arise, in many areas of school life. These include:

- Collective Worship
- Religious Education
- Through the development and delivery of the Curriculum
- Extra- curricular activities



- The use of a variety of teaching and learning strategies
- The quality of relationships between staff and pupils and between pupils teachers and support staff as role models
- Behaviour and discipline and Restorative Processes
- The ethos and values of the school
- Pupil voice – school council
- Charity events within school
- The school environment e.g. work is valued and displayed around the school.

Skill Development

Teachers should develop the following skills through the curriculum to support the development of spiritual, moral, social and cultural understanding.

Enquiry – using questions to provoke thinking. Providing opportunities for pupils to investigate for themselves.

Focussing and Concentrating – developing aspects of learning which interests the child.

Imagining and Visualising – Providing opportunities to experience and express feelings.

Providing choices – Building opportunities for pupil's creativity

Pondering – Ensuring that there is time for stillness, reflection and

prayer. **Responding** – Valuing pupils' positive contributions to learning

Listening, Understanding, Respecting and Empathising – The views and opinions of others.

Monitoring and Evaluation

SMSC is the responsibility of all staff and governors, as it will have a fundamental impact on the quality of education across the school. An on-going assessment of the moral, social and cultural development of a child will initially be the responsibility of the class teacher and thereafter by any member of staff who comes into regular contact with the child.