St Edward's School

Unity - Achievement - Faith

POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Reviewed and Approved by Personal Development, Behaviour and Attitudes Committee

On: 11 June 2020

Reviewed and Ratified at the Full Governing Body

On: 9th July 2020

Next review date: Summer 2023

SLT are responsible for oversight of this policy's implementation

Mission Statement

MAY WE BE ONE

In purpose – educating for life in all its fullness

In faith – encountering God who lives among us, calling us to unity

In dignity – nurturing confidence and maturity

In community – striving together for justice, love and peace

Holistic education means taking account of the complex elements that combine to make up the human person. Education can sometimes be preoccupied with the brain and body only, but the spiritual life of a child is arguably the most vital. This inner life must be nurtured into maturity, as a child navigates life's events and discerns their God-given purpose. Being formed in moral and spiritual personhood is what will enable a child to go on to work alongside those of other cultures and beliefs, in building a future world characterised by justice, love and peace.

SPIRITUAL DEVELOPMENT	**We aim to:** • provide opportunities for all members of our community to discern and develop their spiritual life and nature through retreat, reflection, prayer and worship. • provide opportunities to reflect on the world we live in and our relationships within it. • encourage creativity throughout our community. • promote self-esteem through the valuing of all achievements and their celebration. • provide opportunities to reflect on important questions of meaning and purpose as part of God's creation. • help students to develop an appreciation of the Gospel and its implications for them.
MORAL DEVELOPMENT	**We aim to:** • provide a moral framework based on the teachings of Jesus and the Church. • guide students to be able to reach moral decisions, and to be able to explore the distinctions between right and wrong. • encourage the development of personal values. • develop awareness of moral issues locally, nationally and globally.
SOCIAL DEVELOPMENT	**We aim to:** • promote the skills needed to enable students to make good relationships with individuals and within groups.

	• use promote and encourage the development of social skills including, leadership and teamwork. • provide opportunities to learn about the society we live in and its institutions
CULTURAL DEVELOPMENT	**We aim to:** • provide an understanding and appreciation of the range of different cultures within school and beyond. • provide knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values. • provide opportunities for engagement in artistic, sporting and cultural activities.

Definition of key terms
We use the following definitions of Spiritual, Moral, Social and Cultural:

Spiritual development allows students to explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Unlike a traditional view of education where we add knowledge, information and skills, with spiritual development we are seeking to reveal and develop what has already been *gifted to* a person by God.

Moral development allows students to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social development allows students to use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural development allows students to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

SMSC across the curriculum:

Spiritual, moral, social and cultural development are supported throughout the curriculum and all subjects make a contribution. Some examples of this are:

English

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influence on spoken and written language and social attitudes to the use of language.

Maths

- Spiritual development: through helping students obtain an insight into the infinite and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

Science

- Encouraging students to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, for example on creation.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.
- Accepting new evidence to change theories that develop over time.

RE

- Students learn about beliefs, values and the concept of spirituality
- RE reflects on the significance of religious teachings in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

SMSC beyond the curriculum:

SMSC themes run through the weekly themes that form the focus for collective worship.

The positive behaviour system, with its structure around the virtues, supports the formation of the whole person and encourages engagement with social, moral and spiritual development.

Students support the Chaplaincy work in school including the planning and preparation of liturgies and retreat days.

Student leadership opportunities provide students with the chance to develop their social skills.

The school provides students with the opportunity to engage with issues of social justice and supports a number of charities in a variety of ways.

The sixth form mentoring programme supports the development of social skills.

Extra-curricular activities offered by Art, Music, PE and others provide opportunities for social and cultural enrichment.

Social development is supported through community projects such as the annual Senior Citizens' Christmas Party.

Monitoring and implementation of the policy

Provision for SMSC is monitored and reviewed by SLT, Governors and teachers.

Regular training on SMSC is provided.

All staff are responsible for the implementation of the SMSC policy.

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.