

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



‘We are a community that is supportive, prepared and together we achieve life
in all its fullness’

‘I have come that you may have **life in all its fullness**’ (John 10:10)’

Approved by:	(name)	(date)
Last reviewed:		
Next review due by:		

1. Introduction

At Chalfont St Peter C of E Academy (CSPA), we prioritise our duty to promote the spiritual, moral, social and cultural (SMSC) development of our pupils; this includes our duty to promote British Values. Our academy has a distinctive identity and ethos, where the development of social, spiritual and emotional intelligence is as important as academic achievement. The school aims to serve its community by providing an education of the highest quality within the context of its core values and mission statement: 'We are a community that is supportive, prepared and together we achieve life in all its fullness'. The school values underpin all we do at CSPA not only through the curriculum but also through the ethos of the school and through the personal development of our CSPA pupils and our positive attitudes to learning and behaviour.

2. Overarching aims for SMSC

At Chalfont St Peter C of E Academy, we aim to:

- Promote the spiritual, moral, cultural, mental and physical development of our pupils whilst at our school and as future citizens in society;
- Prepare pupils for the opportunities, responsibilities and experiences of adult life;
- Enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law as essential for well-being and safety;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Britain and to respect and support participation in the democratic process;
- Promote respect and consideration for differences in gender, race, religion;
- Help each pupil achieve their full potential across all areas of the curriculum;
- Develop individual strengths of all pupils and to help and provide support in areas for development;
- Inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills;
- Help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society;
- Ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum;
- Develop respect for religious and moral values and an understanding of other races, religions and ways of life while challenging opinions, stereotyping or behaviours in school that are contrary to British values;
- Help the pupils understand the world in which they live;
- Develop a sense of responsibility, consideration for others, self-respect and self-confidence;
- Promote good relationships between home, school and the local and wider communities.

3. Principles

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and important for society as a whole. It is the heart of what education is all about – helping pupils grow and develop as people and effective participants in modern Britain. Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for Religious Education, Collective Worship, PSHE, Sex and Relationships Education, and Equal Opportunities These policies all underpin the Curriculum model, putting the child at the centre of all we do. It is an expectation that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time and also through their own conduct. The importance of relationships between all school staff, parents and governors is vital. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by valuing all pupils.

4. Definitions

The **spiritual** development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
- Sense of enjoyment and fascination in learning about themselves, others and the world around them;
- Use of imagination and creativity in their learning;
- Willingness to reflect on their experiences.

The **moral** development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England;
- Understanding of the consequences of their behaviour and actions;
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The **social** development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural** development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others;
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

5. Spiritual development

At CSPA we do the following:	Our CSPA pupils show the following:
<ul style="list-style-type: none"> • Give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives. • Where pupils already have religious beliefs, we support and develop these beliefs in ways which are personal and relevant to them. • Encourage pupils to explore and develop what animates themselves and others. • Encourage pupils to reflect and learn from reflection. • Give pupils the opportunity to understand 	<ul style="list-style-type: none"> • A set of values, principles and beliefs which may or may not be religious, which inform their perspective on life and their patterns of behaviour. • An awareness and understanding of their own and others' beliefs. • A respect for themselves and for others. • A sense of empathy for others, concern and compassion. • An ability to show courage in defence of their beliefs.

<p>human feeling and emotions, the way they affect people and how and that understanding of them can be helpful.</p> <ul style="list-style-type: none"> ● Develop an ethos within which all pupils can grow and flourish, respect others and be respected. ● Accommodate differences and respect the integrity of individuals. ● Monitor, in simple and pragmatic ways, the success of what is provided. ● Promote teaching styles which: <ul style="list-style-type: none"> ○ Value pupils' questions giving them space for their own thoughts, ideas and concerns. ○ Enable pupils to make connections between aspects of their learning. ○ Encourage pupils to relate their learning to a wider frame of reference - for example, asking Why? How? Where? What? 	<ul style="list-style-type: none"> ● A readiness to challenge all that would constrain the human spirit (for example poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, farce, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of prejudice). ● An appreciation of the intangible (e.g. beauty, truth, love, order as well as mystery, paradox and ambiguity). ● A respect for insight as well as knowledge and reason. ● An expressive and/or creative impulse. ● An ability to think in terms of the 'whole person' (for example concepts such as harmony, interdependence, scale, perspective, and an understanding of feelings and emotions and their likely impact).
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6. Moral development

At CSPA we do the following:	Our CSPA pupils show the following:
<ul style="list-style-type: none"> ● Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school ethos. ● Promote a measure to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria. ● Give pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong. ● Develop an open and safe learning environment in which pupils can express their views and practise moral decision-making. ● Reward expression of moral insights and good behaviour. ● Model, through the quality of relationships and interactions, the principles which they wish to promote - for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and agreements. ● Recognise and respect the codes and morals of the different cultures represented in the school and the wider community. ● Encourage pupils to take responsibility for their actions, for example, respect for property, care of the environment and develop codes of behaviour. ● Provide models of moral virtue through 	<ul style="list-style-type: none"> ● An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures. ● A confidence to act consistently in accordance with their own principles. ● An ability to think through the consequences of their own and others' actions. ● A willingness to express their views on ethical issues and personal values. ● An ability to make responsible and reasoned judgements on moral dilemmas. ● A commitment to personal views in areas which are considered right by some and wrong by others. ● A considerate style of life. ● A respect for others' needs, interests and feelings as well as their own. ● A desire to explore their own and others' views. ● An understanding of the need to review and reassess their values, codes and principles in light of experience.

<p>literature, humanities, science, arts, assemblies and collective worship.</p> <ul style="list-style-type: none"> ● Reinforce the school's values through images, posters, classroom displays, screensavers, exhibitions. ● Monitor, in simple, pragmatic ways, the success of what is provided. 	
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7. Social development

At CSPA we do the following:	Our CSPA pupils do the following:
<ul style="list-style-type: none"> ● Identify key values and principles on which school and community life is based. ● Foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish. ● Encourage pupils to work cooperatively. ● Encourage pupils to recognise and respect social differences and similarities. ● Provide positive corporate experiences - for example, through assemblies, team activities, residential experience, school productions. ● Help pupils to develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect. ● Help pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community. ● Help pupils resolve tension between their own aspirations and those of the group or wider society. ● Provide a conceptual and linguistic framework within which to understand and debate social issues. ● Provide opportunities for engaging in the democratic process and participate in community life. ● Provide opportunities for pupils to exercise leadership and responsibility. ● Provide positive and effective links with the world of work and the wider community. ● Monitor, in simple, pragmatic ways, the success of what is provided. 	<ul style="list-style-type: none"> ● Adjust to a range of social contexts with appropriate behaviour. ● Relate well to other people's social skills and personal qualities. ● Work successfully as a member of a group or team. ● Challenge, where necessary and in appropriate ways, the values of a group or wider community. ● Share views and opinions with others, and work towards consensus. ● Resolve conflicts and counter forces which mitigate against inclusion and unity. ● Reflect on their own contribution to society and to the world of work. ● Show respect for people, living things, property and the environment. ● Benefit from advice offered by those in authority or counselling roles. ● Exercise responsibility. ● Appreciate the rights and responsibilities of individuals within the wider social setting. ● Understand how societies function and are organised in structures such as the family, the school and local and wider communities. ● Participate in activities relevant to the community. ● Understand the notion of interdependence in an increasingly complex society.

8. Cultural development

At CSPA we do the following:	Our CSPA pupils show the following:
<ul style="list-style-type: none"> ● Provide opportunities for pupils to explore their own cultural assumptions and values. ● Present authentic accounts of the attitudes, values and traditions of diverse cultures. ● Address discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promote racial and other forms of equality. ● Recognise and nurture particular gifts and talents. ● Provide opportunities for pupils to participate in literature, drama, music, arts, crafts and other cultural events and encourage pupils to reflect on their significance. ● Develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges. ● Reinforce the school's cultural values through displays, posters, exhibitions etc. ● Audit the quality and nature of opportunities for pupils to extend their cultural development across the curriculum. ● Monitor, in simple, pragmatic ways, the success of what is provided. 	<ul style="list-style-type: none"> ● An ability to recognise and understand their own cultural assumptions and values. ● An understanding of the influences which have shaped their own cultural heritage. ● An understanding of the dynamic, evolutionary nature of cultures. ● An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality. ● An openness to new ideas and a willingness to modify cultural values in the light of experience. ● An ability to use language and understand images/ions - for example, in music, art, literature - which have significance and meaning in culture. ● A willingness to participate in, and respond to, artistic and cultural enterprise. ● A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures. ● A regard for the heights of human achievement in all cultures and societies.

9. Pupil voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school. At CSPA, this includes our school council, our house captains, peer mentors, pupil curriculum leaders and our 'Wings' who carry our values and enhance our ethos across the school.

10. Appendices

Appendix 1 - SMSC mapping