ST LUKES C OF E PRIMARY SCHOOL

Policy for SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Spring 2026

Introduction

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and it is crucial for society as a whole. Most teachers would see it as the heart of what education is all about - helping pupils grow and develop as people. This importance has repeatedly been recognised by legislators; schools are required by law to promote pupils' SMSC development and inspectors are required to inspect it. *(Ofsted)*

Background

The statutory requirement that schools should encourage pupils' SMSC development is set out in Section 78 of the Education Act (2002)

'The curriculum for a maintained school (must be) a balanced and broadly based curriculum which:

a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
b) prepares such pupils for the opportunities, responsibilities and experiences of later life.'

The Act clearly recognised that there is more to life than achieving high standards in academic subjects. The task of education was described as:

'…the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'.

This belief is at the heart of our ethos here at St. Luke's School.

Over the past years, there have been significant national initiatives in personal, social and health education (PSHE), citizenship, sex and relationship education (SRE), drug education, and careers education and guidance, all of which are linked to pupils' SMSC development. Legislation on race equality, special educational needs, disability, religion and age has significant links to pupils' SMSC development. Schools have a statutory duty to ensure that pupils are not discriminated against and to promote good race relations. In our school we have policies to support many of these national initiatives. (See: RHE and Sex Education Policy, Drug and Substance Misuse Policy, Equal Opportunities Policy)

Delivery

'The spiritual, moral, social and cultural elements of pupils' development are inter-related. There is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding'.

All staff, both within the curriculum and at other times during the daily life of the school, provide opportunities to aid the Spiritual, Moral, Social and Cultural Development of pupils through the use of appropriate teaching and learning strategies such as discussion, reflection and pupil participation etc

Spiritual Development

The 1994 inspection handbook attempted a definition of spiritual development:

> **'Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal experience which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality. 'Spiritual' is not synonymous with 'religious'; all areas of the curriculum may contribute to pupils' spiritual development.'**

Spiritual Development in our school is specifically provided for in the following activities:

- Acts of Collective Worship
- R.E. lessons
- Art

Spiritual Development in our school is incidentally provided for in the following activities:

- Drawing on the 'wow' factor (recognising the awe and wonder) in relation to any given topic, both within the curriculum and without e.g. the miracle of a dragonfly emerging from its larva; the power of lightning; a seed growing; the beauty of a rainbow; the admiration of talented artists; listening to emotive music
- Discussions in the classroom and on the playground where pupils have the opportunity to 'defend their beliefs, challenge unfairness and all that would constrain their personal growth, for example, poverty of aspiration, lack of self-confidence and belief, aggression, greed, injustice, narrowness of vision and all forms of discrimination.'
- Through the use of the 'windows, doors and mirrors', we aim to provide openings for spiritual development in three vital ways:

WINDOWS: giving children opportunities to learn about life, an opportunity to look out on the world and gaze in wonder to become *aware* of the world in new ways; to ***wonder*** about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). In this children are learning *about* life in all its fullness.

MIRRORS: giving children opportunities to learn from the world, an opportunity to *reflect* on their experiences; to look inward to consider some of life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.

DOORS: giving children opportunities to *respond* to all of this; to ***do*** something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value.

CANDLE: Giving children opportunities to exploring that which is holy and and special

Moral Development

Moral development relates to the building or embracing of a framework of moral values, which regulates their personal behaviour. It is also about the development of an understanding of values, shared and agreed by society in general.

Moral Development in our school is specifically provided for through the following activities:

- All staff adopting a co-ordinated and consistent approach to expectations of acceptable behaviour, supported by the school's Golden Rules, and a system of rewards and sanctions.
- Acts of Collective Worship
- PSHE lessons
- R.E. lessons
- Debates and discussions
- Personal, emotional and social development (Foundation Stage)

Moral Development in our school is incidentally provided for in the following activities:

- all staff engaging pupils in thinking about their responsibilities when issues arise, such as keeping promises, telling the truth, or dealing with unfairness and injustice. They provide for pupils, whether consciously or unconsciously, a moral framework of values which guide their relationships with others.

Social Development

Social development relates to working effectively with other people, and participating successfully in the community as a whole. It involves the development of skills and personal qualities necessary for living and working together. It involves growth in knowledge and understanding of society, and will lead to the ability to function effectively in today's multi-racial, multi-cultural society. Pupils who are socially aware adjust appropriately and sensitively to a range of social contexts.

Social Development in our school is specifically provided for in the following activities:

- RHE
- ELSA work
- Through OPAL play
- School Council
- Provision of duties and responsibilities for example office monitors

Social Development in our school is incidentally provided for in the following activities:

- Pupils learning and experimenting with the challenges and opportunities of belonging to the social community which a school represents. There are opportunities to experience the tensions between their own aspirations and other people's. It is an

environment where pupils can identify acceptable social behaviour and develop self-discipline.

- Pupils learning informally from their peers, both in the classroom and on the playground. We want to develop pupils who are socially aware …. relate well to others and work successfully as a member of a team. Older pupils share their views and opinions and work towards trying to reach a sensible solution to problems. They show respect for people, living things, property and the environment.'
- Responding to / supporting local, national and international campaigns and charities e.g. Harvest collections for the Basics Bank, Children in Need, Love in a Box, Kibirizi
- Pupils being given opportunities to exercise responsibility and to face the consequences of their choices and actions.
- Sensitive pupil grouping providing opportunities for individuals to work co-operatively and responsibly, and to develop leadership qualities

Cultural Development

Cultural development relates to the understanding and knowledge the pupils have about their own local and national culture, as well as other cultures elsewhere in the world. Promoting such knowledge and understanding helps the pupils to value cultural diversity and consequently helps to prevent racism. Pupils have the opportunity to understand and feel comfortable with a world culture that is continuing to grow with improvements in communications, including transport and media. Cultural development should 'reflect the needs of a diverse society'.

Cultural Development in our school is specifically provided for in the following activities:

- Geography
- RE
- Collective Worship
- Global Neighbours learning
- Art
- History
- Music
- Literacy

Cultural Development in our school is incidentally provided for in the following activities:

- Support of / links with Kibirizi
- Using opportunities to focus on people in countries other than our own.
- Reading books, posters etc. familiarise children with multicultural images within British society.
- visits from a range of people such as a Bishop, African Drummers, an author; and visits to a range of places such as a cathedral, a synagogue, a Mosque, a Hindu Temple