



St Cecilia's  
CHURCH OF ENGLAND PRIMARY SCHOOL

*'Therefore encourage one another, and build each other up.'*

# Spiritual, Moral, Social and Cultural Development Policy

Date:	September 2022
Review:	September 2024

## **1.0 Introduction**

At St Cecilia's Spiritual, Moral, Social and Cultural (SMSC) education is at the heart of school life. It is central to the school Ethos and is reflected in the values, attitudes, and personal development of our pupils. SMSC threads throughout the curriculum including the promotion of Fundamental British Values to eliminate discrimination and behaviour that is prohibited by the Equality Act 2010.

Our vision at St Cecilia's is to be a community where we celebrate everyone's gifts and where everyone has a chance to flourish and grow. The Bible reminds us that every person is blessed with different gifts and so have something valuable to contribute to others.

Our Values are:

- Gratitude
- Kindness
- Forgiveness
- Truthfulness
- Perseverance
- Wisdom

## **2.0 Definitions**

### **2.1 Spiritual Development**

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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

### **2.2 Moral Development**

Pupils' moral development 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.

### **2.3 Social Development**

Pupils' Social Development 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 protected characteristics, different faiths and beliefs
- ability to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

## **2.4 Cultural Development**

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific, and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect, and celebrate diversity, as shown by their attitudes towards different religious, ethnic, and socio-economic groups in the local, national, and global communities

## **3 Aims**

Through close partnership with parents, church, governors, and the local community, we aim to:

- base our work on clear principles and Christian values which help children recognise their own strengths and weaknesses.
- encourage the development of a capacity for self-reflection
- develop children's ability to talk about beliefs and opinions, contributing as individuals and as part of a group
- promote open, consistent relationships and encourage mutual respect
- support actively the development of confidence and self-esteem in the pupils
- provide an appropriate curriculum and styles of teaching and learning which encourage an increasingly mature response to personal experience and social issues
- promote and observe a code of practice based on personal qualities and founded on our Christian values which is demonstrated in everything that the school does
- promote an understanding that we are all responsible for the future of the world and the quality of life for its inhabitants.
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England for their own well-being and safety
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living in the immediate and wider community.
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- foster tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying regard to the protected characteristics set out in the 'Equality Act' 2010;

- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- develop in every young person the values, skills, and behaviours they need to get on in life and develop intellectual character and emotional intelligence which, together with attributes such as emotional resilience, grit, and perseverance, underpin success in education and employment

## **4 Planning and Implementation**

### **4.1 Spiritual Development**

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes, and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

**Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:**

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be important
- A sense of security, well-being, worth and purposefulness

**Our school supports children's spiritual development by:**

- Giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives
- Encouraging children to explore and develop what animates themselves and others
- Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- Developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect
- Accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs
- Promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas, and concerns

### **4.2 Moral Development**

Children are encouraged to understand the need for a common code based on the principle of treating others as they would wish to be treated and the school values. At St Cecilia's we work towards an understanding of what is right and wrong. From this basis they may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

**Our school supports children's moral development by:**

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious, and other forms of equality
- Challenging stereotyping

- Giving 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
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts, and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

#### **4.3 Social Development**

This enables pupils to become conscientious participants in their family, class, school, the local and wider community and make a positive contribution to the lives of others in society. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations, and cooperation such membership requires.

##### **Our school develops pupil social development by:**

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious, and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community –for example, through assemblies, team building activities, residential experiences, school productions
- Providing opportunities for the children to work on community projects with other members of the community
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect, and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

#### **4.4 Cultural Development**

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

##### **Our school develops cultural development by:**

- Extending pupils' knowledge and use of cultural imagery and language
- Providing opportunities for children to gain a deep knowledge and understanding of their own culture and those of others
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts, and other cultural events and encouraging pupils to reflect on their significance

- Reinforcing the school's cultural links through displays, posters, exhibitions, etc.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, and gallery visits

## **5 Teaching of Political Issues**

At St Cecilia's, we want all our pupils to develop a strong understanding of the world they live in including key issues that are affecting them locally and globally. As teachers we have an important role in helping pupils understand these key issues without promoting partisan political views. When this is done well, children will have the knowledge to forge their own opinions about these key issues and prepare them for later life.

**The law states that teachers must not promote partisan political views and should offer a balanced overview of opposing views when political issues are taught.**

Our teachers are encouraged to talk about politics and what is happening in the world around them but they will not share their own opinion or present the views of others as factual.

Within our school curriculum, there are opportunities to discuss and reflect on issues that can be deemed as political. Examples of these include:

PSHE – Discussion of racism, LGBTQ+, freedom of speech, prejudice, discrimination

History – looking at historical figures and their beliefs and actions and empires, slavery

Geography – Climate change (even though is factual can lead to political discussion)

Where these issues are covered as part of or curriculum, teaching is carefully planned to ensure there is a balanced approach and appropriate resources which have been closely assessed are chosen.

As well as these curriculum opportunities, it is important to note that children may start political discussions based on what they have heard on the TV or heard at home. It is important that these discussions are not shut down and that balanced/ both sided views are considered.

When external agencies are invited to the school, we set out clear guidelines and expectations for these organisations. For more information, refer to our 'Visiting Speakers Policy'.

## **6 Monitoring**

The Head of School will be responsible for monitoring the implementation of this policy and its impact.

## Appendix 1 – SMSC Across the Curriculum

	<b>Spiritual development</b>	<b>Moral development</b>	<b>Social development</b>	<b>Cultural development</b>
<b>English</b>	<p>Children are encouraged to connect their own lives to the characters in the text.</p> <p>Children write creatively reflecting on their own experiences and beliefs.</p> <p>Children engage with poetry, fiction and drama from other cultures and the world around them.</p> <p>Children are encouraged to explore feelings and values in a wide range of genres.</p> <p>Children develop confidence and self-belief through drama, speaking and listening activities and learn more about their own capabilities.</p>	<p>Children read and discuss texts with moral dilemmas in a variety of genre texts.</p> <p>Children link these moral dilemmas to their own life and how they choose what is right and wrong.</p>	<p>Children explore social attitudes towards language.</p> <p>Children explore how written and spoken language is dependent in audience.</p> <p>Children working in teams for speaking and listening activities.</p> <p>Children complete peer to peer editing and idea sharing.</p>	<p>Children looking at stories, poems, and non-fiction texts from around the world.</p> <p>Children use role play to explore the lives of characters from other cultures including language and accent.</p> <p>Children explore social class through spoken language and roles of characters in books</p>
<b>Maths</b>	<p>Children engage in deeper thinking with regards to problem solving and develop a sense of achievement.</p> <p>Children are shown how mathematics shapes their world e.g., symmetry of snowflakes, patterns on a tiger</p> <p>Children reflect on how data is used in everyday life and the impact it has on them.</p>	<p>Children complete data handling tasks fairly and provide honest conclusions.</p> <p>Children develop a greater understanding of data and how it can be manipulated to impact others</p>	<p>Children work together to find solutions to a problem.</p> <p>Children are required to give verbal explanations.</p> <p>Children have the opportunity to discuss their learning with their peers.</p>	<p>Maths exposes the children to range of approaches to solving problems and reasoning skills.</p> <p>Recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures. E.g., Children consider the development of pattern in different cultures including work on tessellations.</p>

<p><b>Science</b></p>	<p>Children learn about evolution and Darwin's theories which allows them to forge greater understanding about their beliefs</p> <p>Children engage with investigations and experiments creating awe and wonder across all age ranges.</p> <p>Children understand that scientific developments are the result of people's hard work.</p> <p>Children begin to see career paths in science hence raising aspirations.</p>	<p>Children are encouraged to think about the impact of science on the world in many ways:</p> <p>Is it right to test drugs on animals? Should we turn the animal's habitat into a skate park? Can we develop an eco-friendly fuel/packaging? How much energy do you use?</p>	<p>Children work in small groups to complete experiments.</p>	<p>Children are encouraged to look at future prospects and how scientific skills will help them in everyday lives and the wider world</p>
<p><b>Art</b></p>	<p>Children can use art to express their feelings</p> <p>Children exploring how art makes them feel and why.</p> <p>Children work creatively in art using their own ideas and imagination</p> <p>Children explore art around them and how these impact on their lives.</p> <p>Exploring art from other cultures.</p>	<p>Children express opinions of art work and respect the those of others</p> <p>Using art to discuss real life moral dilemmas e.g., Graffiti.</p>	<p>Children discuss and share their personal opinions about art work.</p> <p>Children work in groups or teams to create a collective piece of work.</p> <p>Children generate ideas together.</p> <p>Children discuss what art might be trying to explain to use with regards to social issues now and in the past.</p>	<p>Children look at and explore art and artists from different countries and cultures.</p> <p>Children compare what can be seen in art pieces from around the world and discuss the issues that would make them different.</p> <p>Children incorporate designs, patterns and motifs in their own work inspired by a deeper understanding of different cultures.</p>
<p><b>Computing</b></p>	<p>Children reflect on how technology impacts their own lives positively and negatively.</p> <p>Children are exposed to the limitations and the abuse of the internet where they question and</p>	<p>Children look at how developments of technology have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment.</p>	<p>Children complete group work including practical activities with other children.</p> <p>Children explore and understand social media and the advantages that these sites can bring as well</p>	<p>Children explore how technology has impacted some cultures and countries differently to others.</p> <p>Children Study how more developed countries have kept up with the pace of technology</p>



	<p>justify aims, values and principles of their own and other's belief systems.</p> <p>Children work creatively to design programmes thinking about these could contribute to daily life.</p> <p>Children learn about their own capabilities in computing and the opportunities that these skills can provide.</p>	<p>Children learn the correct way to behave online learning about cyber bullying and hacking.</p> <p>Children understand that there are consequences for misusing computer technology.</p>	<p>as the problems that can arise including cyber bullying.</p> <p>Children learn about the many ways computers allow us to interact</p>	<p>whereas less developed countries have not.</p>
<b>DT</b>	<p>Children use creative thinking and innovation encouraging the children to discover new talents.</p> <p>Children build self-confidence and belief in their own abilities.</p> <p>Children are encouraged to use creative instincts.</p> <p>Children design products that they believe will make their lives better.</p>	<p>Children discuss moral dilemmas around the creation of new products and modern technology.</p> <p>Children reflect on the impact on the world recent technology has.</p> <p>Consider environmental issues and impact.</p>	<p>Health and safety of yourself and others with tools and instruments.</p> <p>Encourage group and team efforts; sharing ideas and compromising.</p> <p>Children complete peer evaluation on products made.</p>	<p>Children explore what comparable products are available in other countries and why are they different</p>
<b>MFL</b>	<p>Children exploring a new language and vocabulary.</p> <p>Awe and wonder. Children are encouraged to express themselves in the target language.</p> <p>Children develop a fascination with another language and culture.</p>	<p>Children develop an acceptance of other people's language and culture.</p> <p>Children are encouraged to explore, discuss, and evaluate the moral dilemmas in other countries/cultures.</p>	<p>Children regularly are encouraged to hold conversations in the target language</p>	<p>Children are exposed to a foreign language and culture. Promote internationalism and their place and role in the world.</p>
<b>Geography</b>	<p>Children develop an interest in the human and physical aspects of the</p>	<p>Children explore and discuss a range of Geographical moral dilemmas.</p>	<p>Children discuss social issues within Geography.</p>	<p>Children explore how different cultures and beliefs have an</p>

	<p>world creating a sense of awe, wonder and fascination.</p> <p>Children build a stronger picture of where they sit the world as a whole (Physically)</p> <p>Children reflect on their own attitudes and behaviour relating to local and wider environmental issues.</p> <p>Children develop an understanding that all life is linked and creates the processes that make Earth the only habitable planet.</p>	<ul style="list-style-type: none"> <li>- How the development of cities has affected wild-life.</li> <li>- How different countries tackle and ever-increasing population.</li> <li>- Poverty.</li> <li>-Environmental issues surrounding importing goods from other countries.</li> </ul> <p>Children reflect on their own behaviour and the consequences these have.</p>	<p>It is important for the children to work together and out of school to help tackle the issues raised such as global warming.</p>	<p>impact on the environment and human issues.</p> <p>Children study different places around the world and are introduced to their culture and customs.</p> <p>Children develop their humility and begin to understand that the world is a global community.</p>
<b>Music</b>	<p>Children become reflective about their own beliefs, religious or otherwise and use this to create and choose music.</p> <p>Children develop a sense of enjoyment and appreciation for music of different cultures.</p> <p>Children reflect on the music they hear and describe their own feelings and opinions</p> <p>Children use their own imagination and creativity in their learning to create piece of music</p> <p>Willingness to reflect on their experiences.</p>	<p>Children recognise the difference between right and wrong- lyrics and music and the theory behind the music or song.</p> <p>Children respect the viewpoints of others.</p> <p>Children analyse music and the impact and consequences that it has.</p>	<p>Children explore different forms of music and their origins.</p> <p>Children work together in groups to make bands/ choirs and orchestras.</p>	<p>Children look at and explore music, songs, composers and artists from different countries and cultures.</p> <p>Children compare what can be heard and interpreted from music and lyrics from around the world and discuss the issues that would make them different.</p>

<p><b>History</b></p>	<p>Children develop a sense of curiosity and mystery of how and why events happened.</p> <p>Children reflect on how their lives have been shaped by what has come before.</p> <p>Children explore the role played by important individuals, for good or ill, in the shaping of the world we live in.</p> <p>Children reflect on different interpretations of the past and how they have been arrived at.</p>	<p>Children consider and comment on moral dilemmas and questions.</p> <p>Children explore a range of moral issues from the past and their consequences. E.g., slavery</p> <p>Children show compassion for people facing dilemmas and empathise with their decisions.</p> <p>Children explore the notations of right and wrong around events that happened in the past.</p>	<p>Children explore the similarities and differences between past and present societies.</p> <p>Children explore how cooperation and teamwork in the past has moulded the world we are in today</p> <p>Children are collaborative and complete team work activities</p>	<p>Children are encouraged to gain an understanding of and empathise with people from different cultural backgrounds.</p> <p>Children study the British Empire exploring the heritage of how we have become the nation that we are today</p> <p>Children develop a better understanding of our multicultural society through studying links between local, British, European and World history.</p>
<p><b>PE</b></p>	<p>Understand how to overcome challenges with determination and perseverance.</p> <p>Develop an appreciation for their physical capabilities</p> <p>Show respect for the working space of others e.g., Gymnastics</p> <p>Explain how confidence can affect performance.</p> <p>Identify ways of dealing with stress using physical activity.</p> <p>Recommend suitable activities for healthy lifestyle for different ages.</p>	<p>Understand the difference between fair/unfair.</p> <p>Begin to set goals and identify if their targets have been met.</p> <p>Children learn the rules of sporting games and the consequences for breaking them.</p> <p>Children discuss moral issues such as cheating in sport</p>	<p>Children listen to advice on how to improve skills from peers and teachers.</p> <p>Children share own views and listen to and consider views/opinions of others.</p> <p>Children work effectively with a partner/small group/team.</p> <p>Children participate in competitive activities. Recognise own roles and responsibilities within a team.</p> <p>Children evaluate performances of self and others looking for areas of strength and weakness</p>	<p>Children understand the Olympics for different cultures and traditions.</p> <p>Children take part in traditional games/activities of different cultures.</p> <p>Children discuss the health of people from different countries/regions.</p>

	<p>Being gracious in success as well as defeat.</p> <p>Involvement in Sports day.</p>			
<b>PSHE</b>	<p>Children engage with a range of mindfulness activities.</p> <p>Children discuss key themes and how they impact their lives.</p> <p>Children explore their feelings and attitudes to key topics such as bullying.</p> <p>Children develop a greater sense of appreciation and empathy for others.</p>	<p>Children are encouraged to look at, discuss and evaluate a range of moral issues based on different case studies and scenarios.</p> <p>Children discuss what is right and wrong and connect this the British Value; Rule of Law.</p>	<p>Children are given an environment in which they can share their views and feel safe.</p> <p>Children are encouraged to listen to and value the beliefs and opinions of others.</p> <p>Children discuss themes and scenarios with each other coming to a joint solution</p>	<p>Children are exposed to wide range of experiences and situations and they can be explored from other people's points of view.</p>
<b>RSE (Relationships and Sex Education)</b>	<p>Children learn and understand physical development at appropriate stages and make sense of this in their own lives.</p> <p>Children develop an understanding of human sexuality, reproduction, emotions, and relationships and how this relates to their own lives.</p>	<p>Children learn the importance of values and individual conscience and moral considerations.</p> <p>Children learn the value of family life, marriage, and stable and loving relationships for the nurture of children.</p> <p>Children explore moral dilemmas within RSE.</p>	<p>Children learn to manage emotions and relationships confidently and sensitively.</p> <p>Children develop self-respect and empathy for others.</p> <p>Children learn to make choices based on an understanding of difference and with an absence of prejudice.</p> <p>Children develop an appreciation of the consequences of choices made.</p>	<p>Children explore and improve understanding of and showing respect for different faiths and cultural diversity- this may arise where pupils from other cultures may have opposing views to that of what is being taught.</p>

			Children manage conflict and learn how to recognise and avoid exploitation and abuse	
<b>RE</b>	<p>Children learn about different spiritual beliefs around the world.</p> <p>Children learn about spiritual practices around the world.</p> <p>Children should have the opportunity to learn from their experiences, to reflect on and interpret spirituality and their own lives</p> <p>Children explore a range of religions and the ways that people worship, celebrate events and show that they are part of a community.</p>	<p>Children discuss their own moral identify and compare this to other cultures.</p> <p>Children engage with discussions of what is right and wrong to different people.</p> <p>Children discuss the morality of different stories and why they are an important part of different religions and cultures.</p>	<p>Pupils are encouraged to work together, listen to each other with respect and consideration.</p> <p>Children are encouraged to challenge the ideas of others but are given guidance on how to do this in a way which does not hurt or cause offense to others.</p> <p>Children are encouraged to see the variety and differences between people of faith, as well as the differences with those who do not.</p> <p>Children discuss stereotypes, prejudices and media inspired ideas to give pupils the opportunity to make well-informed choices about the way they interact with others</p>	<p>Children learn about other religions, giving pupils an opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society.</p> <p>Children are given the opportunity to explore different artistic images and literature sources from religious and cultural perspectives.</p> <p>Children are given opportunities to explore the ways in which Christian traditions have influenced the culture and society in which they live.</p>