



# St. Peter's C.E. Junior School

Stilwell Close, Yateley, Hampshire GU46 6XH.

<i>Policy Number:</i> C/17/Sep09	<i>Date Agreed:</i> 17 <sup>th</sup> September 2009
<i>Policy Title:</i> <b>SPIRITUAL, MORAL, SOCIAL, AND CULTURAL DEVELOPMENT (SMSC) POLICY</b>	<i>Authorised By:</i> <u>J.H.Divall</u>
<i>Area:</i> Governing Body	<i>Due for Review:</i> September 2011
<p><i>The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.</i></p> <p><i>All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy.</i></p> <p><i>In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.</i></p>	

## 1 INTRODUCTION

St Peter's CE Junior School aims to provide every opportunity for pupils to develop **spiritually, morally socially and culturally**. There are many definitions and statements relating to the SMSC development of pupils. We consider the following to be accurate summaries.

### **SPIRITUAL DEVELOPMENT**

"Spiritual development involves a growing to the awareness of the transcendent in one's life. For everyone it can be a revelation about the depth of being, and for the believer it will be a revelation about God". (Bishop David Konstant, RC Bishop of Leeds)

### **MORAL DEVELOPMENT**

In our school the moral development of pupils will take place within the context of the Christian gospel and values.

### **SOCIAL DEVELOPMENT**

Our school should be seen as a "House of the Gospel"; a place where everyone involved in the life and work of the school has a part to play. We try and offer a model for living and working together, resolving tensions where they occur. In our school, however, these experiences should take place within a safe environment in which everyone's views and opinions are valued. We aim for St Peter's to be a servant of the local, national and

international community and help pupils prepare for the world in which they will grow up, live and work.

### **CULTURAL DEVELOPMENT**

At St Peter's, we want to help pupils to appreciate their own cultural traditions and also the diversity and richness of other cultures. An atmosphere of tolerance, respect and understanding will be engendered.

## **2 PROMOTING SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT THROUGH RELIGIOUS EDUCATION**

RE provides opportunities to promote:

### ***Spiritual* development through:**

- discussing and reflecting upon key questions of meaning and truth such as the origins of the universe, life after death, good and evil, the being of God, and values such as justice, honesty and truth
- learning about, and reflecting upon, important concepts, experiences and beliefs which are at the heart of religious traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and linked to science
- considering how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God

### ***Moral* development through:**

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust
- exploring the influence on moral choices of family, friends and media, and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- considering what is of ultimate value to students and believers through studying the key beliefs and teachings from religion on values and ethical codes of practice
- studying a range of moral issues, including those that focus on justice, to promote racial and religious respect and the importance of personal integrity  
*Agreed Syllabus: Living Difference July 2004*

### ***Social* development through:**

- considering how religious beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising diversity of viewpoint within and between religions

### **Cultural development through:**

- promoting cultural understanding from a religious perspective through encounters with people, literature, the creative and expressive arts, and resources from differing cultures
- considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices
- promoting racial harmony and respect for all, combating prejudice and discrimination.

July 2004 Agreed Syllabus: *Living Difference*

## **3 EXPECTATIONS**

### **In providing for the SMSC development of pupils we aim to:**

- have a shared vision of what constitutes SMSC development for its pupils
- have an understanding that the SMSC development of pupils will make an active contribution towards the school's Christian character and its Anglican foundation
- plan for SMSC in all areas of the curriculum and Collective Worship, and where appropriate take account of it in all policy documents, for example, in a behaviour policy
- recognise the strong contribution of RE to the SMSC development of pupils
- ensure appropriate INSET for all staff on SMSC so that they will recognise its importance in the life of the school. The importance of SMSC development will be highlighted for new staff in their induction programme
- have a named person as overall manager of SMSC development
- ensure subject managers monitor, evaluate and review the provision and impact SMSC has on pupils' development
- ensure Governors, the local Church and clergy are familiar with an understanding of the importance of SMSC development in the life of the school

## **APPENDIX: DIOCESAN GUIDELINES**

*To help Church schools in the Diocese make the best provision for their pupils in this area, the Diocesan Board of Education has produced a comprehensive guidance document.*

*The Board will offer support, through its officers, to any Church school which seeks advice and help on writing and implementing a policy on SMSC development.*

*The Board will liaise, when appropriate, with each LEA in the Diocese in order to share good practice, resources and information. This will be disseminated to schools when appropriate.*

### **1 MONITORING THE POLICY**

*Through inspection reports the Board will monitor the effectiveness of schools' policies and, in the light of the findings, monitor and review its work in this area.*

*The Board members and education department officers will keep themselves informed of developments in this area.*

*The DBE officers will report annually to the Board on the progress of SMSC development in its Church schools.*

### **2 REVIEWING THE POLICY**

*This policy will be reviewed one year after its publication and thereafter in the light of analysis of OfSTED and Section 48 inspection reports during the course of the annual review.*

### **3 IMPLEMENTING THE POLICY**

*The Role of the Diocesan Board of Education in Implementing this Policy will be to:*

- *advise schools, governors and clergy and help them produce SMSC development policies that are in line with the thinking of the DBE, OfSTED, LEA, SACRE, QCA and the DfES.*
- *provide appropriate support.*
- *ensure that any policy is being acted upon, for example, through reading Section 10 and Section 48 inspection reports.*

*This policy was agreed by the Diocesan Board of Education.*