



St. Helens Council



**Spiritual, Moral, Social
and Cultural Capital
Development with
British Values Policy
September 2022**

Every aspect of school life, including the curriculum, has a role to play in the development of the whole child, especially in the areas of Spiritual, Moral, Social and Cultural Capital development.

Within our school we review and evaluate the role of the curriculum in SMSC development. Naturally, within the curriculum / subjects, there are departments that make a more explicit and defined contribution to students' SMSC such as Religious Education, Citizenship, PSHE and Sex and Relationships Education. All other subjects make a valuable contribution to the SMSC development of students through the delivery of their curriculum and Schemes of Learning. We use our school app, Twitter and our school website to share and raise awareness of all issues so that our pupils and parents/carers are kept informed and updated.

Since the 1988 Education Act, schools now have the responsibility to promote
“...the spiritual, moral, social and cultural development of students... and of society.”

(Education Reform Act Part 1 Chapter 1.)

Spiritual Development

Our core principles of Spiritual Development are:

- excitement, generosity of spirit, reflection, creativity, enthusiasm, happiness, wonder, imagination, exhilaration and pride
- sharing thoughts, feelings and views in conversation and making perceptive, reflective and inspired comments
- addressing the questions of life, grasping the idea of wonder, experiencing deep feelings and understanding how beliefs and values shape motivation

Spiritual development at Sherdley Primary School is grounded in and draws life from the rich and varied spirituality of the Christian Church. Students and staff are given the opportunity to reflect and develop their spirituality in the regular celebration of the liturgical life of the Church, through visits to our local church, through collective worship, in Religious Education, in Citizenship, in PSHE and also through opportunities within the wider curriculum and life of the school.

Conscious of the backgrounds of some members of the school community, it is recognised that though spirituality is closely linked to and is a key element of Christianity, it is not exclusively a religious term. For some their spiritual development will not be explicitly religious, but will be a natural human response to God, to themselves, to the world and to the society around them. For those people of faith, spirituality is a fundamental aspect of their lives and helps to deepen the personal response to God of every individual. Every legitimate activity from this perspective has a spiritual dimension.

This view is further supported by part of the OFSTED definition of Spiritual Development.

Spiritual development is the development of the non-material element of a human being which drives and sustains us and...is about the development of a sense of identity, self-worth, personal insight, meaning and purpose...

Explicit spiritual development and formation involves the whole school community. It is integral to the very fabric of the building and remains one of the key drivers for school improvement. Although the Religious Education Programme in both Key Stages plays a fundamental part in spiritual development, it is the wider life of the school which has the most influence and impact. Examples include visits to our local church and the local vicar coming into school to deliver assemblies.

Moral Development

The core principles of Moral Development are:

- being honourable, respectful, ethical and fair
- appropriate use of new technologies and social networking sites – E Safety
- recognising the need for rules to govern right and wrong conduct
- appropriate questioning of all that goes on around them
- understanding the importance of human worth
- an ability to exercise compassion, forgiveness, humility and kindness

Our aim is to enable pupils to build a framework of moral values for themselves so as to help them regulate their personal behaviour. Also, we develop our students' understanding of shared and agreed values held in society as a whole. Pupils need to recognise that society's values can and do change and they need to understand the reasons for this.

Social Development

According to OFSTED, social development is,

"...about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about developing the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society using the inter-personal skills necessary for successful relationships."

The core principles of Social Development are:

- developing politeness, courtesy, self-discipline, self-awareness and caring approach to others and our world
- promoting social cohesion
- being able to tolerate, function within and understand a multi-cultural Britain and a global society
- understanding appropriate use of emerging technologies and social networking sites – E safety
- developing emotional intelligence to be able to work through the journey of life
- valuing others and understand the need to be able to work with others
- addressing their own difficulties and the difficulties of others

Our aim is to enable pupils to recognise their own personal worth and the worth of other people. The school seeks to develop positive relationships, a sense of personal and corporate responsibility, participation in the various aspects of the life of the school community and the values attached; thus supporting students on their way to becoming responsible citizens. All subjects have a contribution to make to the social development of students, sometimes through the subject material but equally on a daily basis through the interaction of students and staff. Relationships and Sex Education explores many aspects of social development i.e. personal relationships.

Other areas where students experience personal growth and the development of social skills are; through Paws For Thought sessions in class, being part of the school council / Well-being warriors / Rights Respecting Team or a Prefect.

Diversity & Cultural Development

The core principles of Diversity and Cultural Development are:

- application of the Single Equality Policy
- an awareness of their own culture and of other cultures. Recognition of the interaction between cultures. Being able to function in a multi-cultural and global society
- respect, tolerance and understanding regardless of culture or background
- embracing the individual who has a valuable contribution to make in enriching our own lives and experiences
- recognising a person's needs and the needs of others for a wide intellectual development.

Conscious of the diverse cultural nature of modern society in the United Kingdom, Sherdley Primary School seeks to equip members of the community with an increasing understanding and appreciation of the rich variety and expression of different cultures.

Through the curriculum the school offers, staff and pupils, the opportunity to appreciate and understand a range of cultural experiences.

There are also a large number of activities that enable SMSC education.

In all of these activities, the students learn to, as OFSTED put it,

“understand their own culture, other cultures in their town, region and in the country as a whole. To understand about cultures represented in Europe and elsewhere in the world. To understand and be comfortable in a variety of cultures and to be aware of the shared experiences provided by television, travel and the Internet...”

The government set out its definition of **‘British Values’** in the ‘Prevent Strategy’ (2011), which was designed to prevent the extremism and religious radicalisation of young people. British values are considered by the government to be

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs