



St Edward's
School

Unity - Achievement - Faith

POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

**Reviewed and Approved by Personal Development, Behaviour and Attitude
Committee**

On: 4th June 2026

Next review date: Summer 2028

SLT is responsible for oversight of this policy's implementation

Mission Statement

MAY WE BE ONE

In purpose – educating for life in all its fullness

In faith – encountering God who lives among us, calling us to unity

In dignity – nurturing confidence and maturity

In community – striving together for justice, love and peace

Holistic education means taking account of the complex elements that combine to make up the human person. Education can sometimes be preoccupied with the brain and body only, but the spiritual life of a child is arguably the most vital. This inner life must be nurtured into maturity, as a child navigates life's events and discerns their God-given purpose. Being formed in moral and spiritual personhood is what will enable a child to go on to work alongside those of other cultures and beliefs, in building a future world characterised by justice, love and peace.

Policy Aims:

SPIRITUAL DEVELOPMENT	We aim to: • provide opportunities for all members of our community to discern and develop their spiritual life and nature through retreat, reflection, prayer and worship. • provide opportunities to reflect on the world we live in and our relationships within it. • encourage creativity throughout our community. • promote self-esteem through the valuing of all achievements and their celebration. • provide opportunities to reflect on important questions of meaning and purpose as part of God's creation. • help students to develop an appreciation of the Gospel and its implications for them.
MORAL DEVELOPMENT	We aim to: • provide a moral framework based on the teachings of Jesus and the Church. • guide students to be able to reach moral decisions, and to be able to explore the distinctions between right and wrong. • encourage the development of personal values. • develop awareness of moral issues locally, nationally and globally.

SOCIAL DEVELOPMENT	We aim to: • promote the skills needed to enable students to make good relationship with individuals and within groups. • use, promote and encourage the development of social skills including, leadership and teamwork. • provide opportunities to learn about the society we live in and its institutions
CULTURAL DEVELOPMENT	We aim to: • provide an understanding and appreciation of the range of different cultures within school and beyond. • provide knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values. • provide opportunities for engagement in artistic, sporting and cultural activities.

Definition of key terms

We use the following definitions of Spiritual, Moral, Social and Cultural:

Spiritual development relates to a person's sense of meaning, purpose and connection – to themselves, to others, to the world and, in a faith context, to God. Unlike a traditional view of education where we add knowledge, information and skills, with spiritual development we are seeking to reveal and develop what has already been gifted to a person by God.

Moral development allows students to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; develop and articulate reasoned views.

Social development allows students to use a range of social skills and build positive relationships; participate in the local community and wider society; appreciate and respect diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental British values, including democracy, the rule of law, liberty, respect and tolerance.

Cultural development allows students to appreciate cultural influences and identity; participate in cultural experiences; understand, respect and celebrate diversity.

A spiritually educated person

Informed by our Mission Statement, at St Edward's we seek to support all people in their spiritual development so that we are all:

- One in purpose - guided by a sense of the common good
- One in faith - secure in our own beliefs and respectful of the beliefs of others
- One in community - connected with and caring for others

- One in dignity - accepting responsibility for our own actions

Spiritual, Moral, Social and Cultural Development as a Golden Thread

Spiritual, moral, social and cultural development is at the heart of our school and is embedded throughout all aspects of school life. It is not confined to individual subjects, but is promoted through the ethos, relationships, curriculum and wider opportunities we provide.

We promote spiritual development by:

- providing opportunities for students to lead and participate in collective worship, retreats and chaplaincy
- encouraging students to reflect on their beliefs, values and experiences
- enabling students to explore the experiences of others across different contexts and times
- creating opportunities for students to express themselves creatively
- fostering a sense of awe and wonder, including students' awareness of something beyond themselves, through experiences such as retreats

We promote moral development by:

- modelling and reinforcing the school's virtues and values
- recognising and celebrating positive behaviour
- supporting students to reflect on and improve their choices
- exploring issues related to law, justice and responsibility with students
- engaging students in discussion of ethical issues

We promote social development by:

- structuring classroom environments to support participation and flourishing
- providing opportunities for students to work collaboratively
- encouraging students to take responsibility and contribute to the school community through programmes such as student leaders.
- supporting students in resolving conflict and managing relationships

We promote cultural development by:

- enabling students to explore and reflect on cultural influences within subjects and the wider curriculum
- recognising and celebrating diversity within the school community
- engaging students with the Christian liturgical year and school traditions
- promoting respect, understanding and inclusion across the school

Through this integrated approach, SMSC development is a "golden thread" running through the life of the school, enabling all students to flourish as individuals and as members of the community.

SMSC across the curriculum:

Spiritual, moral, social and cultural development are supported throughout the curriculum and all subjects make a contribution. Some examples of this are:

English

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influence on spoken and written language and social attitudes to the use of language.

Maths

- Spiritual development: through helping students obtain an insight into the infinite and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

Science

- Encouraging students to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, for example on creation.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.
- Accepting new evidence to change theories that develop over time.

RE

- Students learn about beliefs, values and the concept of spirituality

- RE reflects on the significance of religious teachings in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

Monitoring and implementation of the policy

Provision for SMSC is monitored and reviewed by SLT, Governors and teachers.

Regular training on SMSC is provided.

All staff are responsible for the implementation of the SMSC policy.