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# Policy for Spiritual, Moral, Social and Cultural Development 2024 - 2027

**Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)**

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

*The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things! Galatians 5:22*

It is this fruit that, in partnership with parents, we will instil in the children of our school.

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## **School Values:**

The primary years of education are crucial to a child's development. At Broadwater we believe firmly in:

- Developing each child in partnership with the parents and carers.
- Providing an education based firmly on the Christian faith and principles.
- Teaching children to respect, value and care for one another and the world they live in.
- Teaching children right from wrong.
- Developing qualities such as kindness, integrity and humility and exploring the values from Galatians 5:22
- Demonstrating and modelling the qualities we value.
- Implementing our clear behaviour procedure, which rewards good effort and behaviour as well as providing clear boundaries and appropriate sanctions.
- Providing a well-qualified and committed staff who are keen to maximise children's time in school for learning.
- Providing opportunities to develop pupil's knowledge, skills and understanding.

## **Introduction**

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in the school, the quality of relationships and the standards of daily collective worship. The pupils' development in this area is not treated as a curriculum subject, as it permeates the whole of the work done in school. The four areas themselves are interconnected as they all deal with giving pupils opportunities to explore personal meanings about a range of values.

## **Rationale**

The Education Reform Act (1988) requires the curriculum of a maintained school to promote the spiritual, moral, cultural and physical development of pupils at the school. Provision for SMSC development will be inspected, by both OFSTED and SIAMS inspectors, although the latter will concentrate more upon the spiritual and moral aspects. At Broadwater C.E. Primary School we believe that there is a positive connection between good results in the curriculum and high standards in SMSC development. The SMSC aspects of education concentrates on the development of the pupils as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

## **Definitions**

The School Inspection handbook (2019) defines SMSC as follows:

### **Spiritual development as**

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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

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- Use of imagination and creativity in their learning
- Willingness to reflect thoughtfully on their experiences

See Appendix I for further explanation.

## **Moral development as**

- 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

## **Social development as**

- 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, co-operating 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 different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- Enabling our children to interact and co-operate with their peers and to become positive members of the school community and of society as a whole.
- Enabling our children to become confident successful learners with the motivation, skills and responsibility to make a positive difference in God's world

## **Cultural development as**

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

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## Christian distinctiveness

As a Church of England Aided School, we are committed to teaching and living the Christian way of life, and to providing a Christian environment which will enable pupils to become aware of and reflect upon their own experiences and those of others; and to discover meaning and value in such experiences which might reveal the love and presence of God.

## Content

At Broadwater C.E. Primary School we promote the pupils' spiritual, moral, social and cultural development in three different ways:

1. Through the ethos of the school - for example the Behaviour Policy, assemblies, procedures etc
2. By using opportunities that arise in the work undertaken in the various curriculum areas
3. Through incidental opportunities as part of the broader curriculum

As a church aided school, Broadwater presents through acts of worship, a strong spiritual dimension. The school's Worship Policy provides further details of the day to day plans of the topics and themes covered in the various school assemblies. The SMSC Policy should also be read alongside the school's Behaviour Policy and Anti Bullying Policy, which give details of many routines and procedures which support the development of SMSC in the school. There are also strong links with the policies for Religious Education and RHSE

SMSC permeates the whole of school life and work and has implications in all areas of the curriculum. Teachers record on their Learning Journeys (in red) where SMSC is taught across the curriculum and this has been recorded on an SMSC audit to ensure that all the strands of SMSC are covered across the school.

## Monitoring and Assessment

Opportunities for SMSC development are identified in the Learning Journeys and highlighted.

### **This policy has been written using the following DfE Statutory Guidance documents:**

The School Inspection handbook (2019)

Church of England Spiritual Development: Interpretations of Spiritual Development in the classroom (2019)

### **This policy should be read in conjunction with:**

RHE policy

RSE policy

Behaviour policy

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## Appendix I

### **Spirituality**

#### ***What is Spirituality?***

Spirituality is intertwined into all aspects of school life. It is developed through questioning, understanding and relationships: relationships with ourselves, others, the world and beyond. Christian values are firmly rooted in our approaches.

Spirituality enables our children to be happy, flourish, succeed and experience life in all its fullness. At Broadwater, Spirituality is developed through educating the whole child and providing a full range of experiences that supports our aspirational vision.

#### ***Rationale***

Our vision outlines the desire to “Turn your ear to wisdom and apply your heart to understanding” (Proverbs 2:2)

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God’s world. Our vision is underpinned by the values we live by.

This approach towards spirituality development looks to educate the whole child in fullness across a broad and balanced, local curriculum.

#### ***The four elements of spiritual development***

We encourage Spiritual development for pupils and adults through a range of activities. We plan to provide high quality, thought provoking and purposeful opportunities for spiritual development. This is alongside unplanned and spontaneous learning opportunities.

Children are encouraged to ask questions and explore topics, discussing and responding to issues around them. The four elements of spiritual development include focusing on ourselves, others, the world and beyond.

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## ***Opportunities to develop and support spiritual development***

Children are encouraged to reflect on their own development through encounter, reflection and transformation. Spiritual development occurs in many ways.

We aim to ensure that children:

- have regular times in the day for quiet and reflection. This might be listening to a story, lighting a candle in worship, saying a prayer, engaging in reflection activities in spaces around school.
- have the opportunity to express their creativity and imagination.
- have the regular opportunity to engage in purposeful prayer and reflection.
- have regular opportunities to explore, express and share feelings.
- will see positive relationships modelled around school including positive communication.
- have opportunities to express awe and wonder, appreciate beauty in all its forms and appreciate connections and unity in the world.
- will be encouraged to reflect on mistakes and say sorry, where appropriate.
- will be encouraged to show perseverance, respect and trust and express these in practical ways.
- have opportunities to explore 'Big Questions', particularly through assemblies and RE learning.