

ST MARY'S CATHOLIC PRIMARY SCHOOL

# Spiritual, Social, Moral and Cultural Policy



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## **Mission Statement:**

To build a spiritual community, secure in its love of God and its respect for each other: a dynamic community which is enthusiastic for learning and which embraces the achievement potential of all.

### **Introduction:**

In contrast to other school policies for specific curriculum areas, this policy relates to the whole life of the school. It is promoted through all the subjects of the curriculum; it reflects our approach to teaching and learning; and its promotion is influenced by the quality of relationships and the experiences of prayer and worship. Spiritual development is intrinsically linked with moral, social and cultural development.

### **Rationale:**

The Education Reform Act (1988) requires the curriculum of a maintained school to 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school'

The connection between high standards in the curriculum and effective spiritual development is widely recognised and is evident in many OFSTED and Diocesan inspections.

Spiritual development is at the heart of Catholic education and therefore at the heart of our school: being called to nurture the human wholeness of all our children calls us to ensure that we develop all aspects of our children.

### **Definition of Spiritual Development:**

We believe that spiritual development is a significant aspect of educating 'the whole child'. It relates to the search for meaning and purpose in our existence in God. It is associated with feelings and emotions, and attitudes and beliefs. It is accessible to everyone and is rooted in our Catholic Christian faith.

### **Aims of Spiritual Development:**

- The ability to listen and be still
- The ability to sense the sacred, the holy, our God
- The ability to sense wonder and mystery
- The ability to sense the special nature of human relationships
- The ability to transcend the mundane
- The ability to reflect and to appreciate beauty

### **Objectives for Spiritual Development:**

- To develop the skill of being physically still, yet alert
- To develop the ability to use all of one's senses
- To consider the mystery of God, to relate to the person of Jesus and the wonder of God's world
- To find an inner self confidence and peace
- To develop in individuals a self-confidence to express inner thoughts in a variety of ways
- To encourage quiet reflection during a lesson or assembly
- To promote an awareness of and enjoyment in using one's imagination and creativity
- To promote the ability to form good relationships with others

## **Opportunities for Spiritual Development:**

Staff will provide a role model to children by sharing in the joy of discovery and in the wonder of creation. Our enthusiasm for education that truly nurtures human wholeness will be significant in creating the appropriate ethos for the human spirit to thrive.

### **1. Within the curriculum, children will be able to explore:**

- An imaginative approach to God's world
- A spirit of enquiry and open-mindedness
- A recognition of the presence of God everywhere, with no distinction between the sacred and the ordinary

### **2. Opportunities will be provided for children to:**

- Express their creativity and imagination
- Foster a sense of respect for the integrity of each person
- Engage in an atmosphere that encourages them to talk freely about their feelings and beliefs
- Experience a variety of formal, informal and spontaneous prayer, meditation and retreats
- Experience awe and wonder, excitement and enjoyment
- Understand human feelings and emotions
- Experience, silence, stillness and reflection and to learn from reflection
- Develop the skill of journaling and have regular opportunities (especially in KS2) to journal
- Experience and appreciate a range of music, art, literature, designed to 'lift the spirit'
- Participate, as appropriate, in the life of our parish community from which the school is derived

## **Role of Co-ordinator**

The named co-ordinator has responsibility for overseeing the planning, provision and the monitoring and evaluation of spiritual development. The co-ordinator will keep in touch with local, diocesan and national developments and will act in an advisory capacity, supporting and encouraging colleagues. Specifically, the co-ordinator will identify and purchase appropriate resources; identify and plan appropriate staff development and reflection.

## **Responsibilities:**

The governing body is responsible for ensuring that this spiritual development policy is put into practice and monitored by the appropriate governor. The governing Body will review this policy, formally, every two years from the date of its adoption. Informal review will be on-going and will be the responsibility of the co-ordinator.

## **Appendix 1 – Ofsted School Inspection Handbook September 2022**

### Spiritual, moral, social and cultural development

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

#### **Provision for the spiritual development of pupils includes developing 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

#### **Provision for the moral development of pupils includes developing their:**

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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

#### **Provision for the social development of pupils includes developing 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 of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

#### **Provision for the cultural development of pupils includes developing their:**

- 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 in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

- 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities