

Spiritual, Moral, Social and Cultural Development

St Elizabeth's Catholic Primary School



Live Love Learn

'I have come so that they may have life and have it to the full.' John 10:10

The distinctive nature and religious character of our school presents itself in all aspects of our school life especially in the way we aim to assist the spiritual, moral, social and cultural development of our pupils.

In St. Elizabeth's we believe that education is a means of proclaiming and revealing the life and teachings of Jesus Christ to our children, so that they may develop fully as human beings and discover purpose and meaning in their lives, now and in the future.

In St. Elizabeth's, our Catholic ethos permeates all aspects of school life and supports spiritual, moral, social and cultural development both within and beyond the curriculum. We believe in the God-given dignity of each person and are committed to ensuring all pupils have opportunities to develop spiritually, morally, socially and culturally.

The four aspects of SMSC development can be summed up in the following way:

Spiritual Development Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect; foster awe and wonder	Moral Development Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.
Social Development Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.	Cultural Development Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Evidence of SMSC Development

Evidence of pupils' spiritual, moral, social and cultural development can be found, for example, where pupils:

- are reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning
- develop and apply an understanding of right and wrong in their school life and life outside school
- take part in a range of activities requiring social skills
- develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability
- gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- develop an appreciation of theatre, music, art and literature
- develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain
- respond positively to a range of artistic, sporting and other cultural opportunities
- understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life

Opportunities for SMSC Development

It is important to recognise that the four aspects of SMSC development are often interwoven.

Spiritual Development

The spiritual life of St Elizabeth's school community is strong and individuals are supported to develop their own personal spirituality. This is evident in relationships and behaviour and supports our school as we work to bring to life Christ's mission that, 'all may have life and have it to the full.'

At St Elizabeth's we support pupils' spiritual development through:

RE curriculum – Come and See and To Know You More Clearly

Studies of other faiths

Children are given opportunity to explore and develop relationship with God (and question) through Prayer and Liturgy and the everyday life of the school

Use of Sullivan Spiritual Garden

Focus table for reflection in each class and in assemblies

Highlighting significant feasts in the Catholic faith and in other faiths

Marking or celebrating different aspects of the Liturgical year (Advent, Christmas, Ash Wednesday, Lent, Easter, Pentecost, Feast Days)

Supporting pupils in preparing for and celebrating the Sacraments – With

You Always Programme

Links with the Church and parish community

Opportunities for pupils to reflect

Opportunities for pupils to discover and develop their talents within school and in extra-curricular clubs

Opportunities to foster awe and wonder

Catering for all learning styles

Moral Development

St Elizabeth's brings to life Christ's new commandment, 'That you love one another as I have loved you.' The Gospel values of forgiveness, freedom, tolerance and respect are lived out in the daily life of St Elizabeth's school.

At St Elizabeth's we support pupils' moral development through:

Clear expectations for behaviour which are displayed around the school and promoted consistently

All incidences of bullying or discrimination to be dealt with in accordance with policies
Constant positive reminders of expectations e.g. right and wrong
RE Curriculum – Come and See and To Know You More Clearly
School Council
Prayer Council
Eco Council
Play Leaders
Safety
Highlighting issues in the media
Opportunities for fundraising e.g. Cafod, East Meru Community School, Tanzania, Mary's Meals etc
Modelling good practice through relationships and interactions e.g. fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions

Social Development

Social development at St Elizabeth's is concerned with leading the children to understand that we are made not only for ourselves but to live with, in and through community. Only in community are we able to live out Gospel values and can 'love your neighbour as yourself.' We believe that good relationships that are based on mutual respect and love are the key to a harmonious environment where all can work together towards the common good. We further believe that what is learned in our school community will enable our children to understand the wider community and their Christian role in society.

At St Elizabeth's we support pupils' social development through:

Fostering a sense of community
Community events – Christmas Events, Sports Day, celebrations in Church
Opportunities to work co-operatively
Team building experiences – assemblies, team sports, music, residentials, school productions, Forest School
Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect
Strategies for conflict resolution, restorative justice – Link to the Gospel message: 'Love your neighbour as yourself.'
Developing vocabulary with which to understand and debate social issues
Leadership and responsibility

Links with the world of work – Careers Day
Links with the wider community
Children's University
School council elections through peer voting

Cultural Development

At St Elizabeth's cultural development is concerned with the cultures and traditions represented in our school, its immediate environment, our country and the world. We believe it is our duty to lead our children, through the development of respect and understanding, to learn, to live with a wider variety of people from different national, cultural, racial and religious backgrounds. As our school Mission Statement says we are, 'living, loving and learning together in partnership following Jesus' example.'

At St Elizabeth's we support pupils' cultural development through:

Highlighting national cultural events
Multi-cultural education in the curriculum
Promoting understanding and respect for all cultures
Extending pupils cultural language
Opportunities for pupils to participate in literature, drama, music, art, crafts, and other cultural events
Opportunities to visit (or have visitors from) the theatre, museum, concerts, galleries and reflect on their significance
Reinforcing the school's cultural values through displays, posters, exhibitions, etc

Evaluation of SMSC for Class Teachers

	In place	Action
My Classroom Do I have a designated space in the classroom for reflection (focus table)? Is the school mission statement displayed in class? Do I have expectations for behaviour clearly displayed in class? Do my displays reinforce the school's values and provide opportunities for SMSC development? Do my displays reflect a range of cultures? Do my displays show that all pupils are valued?		
My Lessons Do I spend the required 10% of teaching time on R.E.? Do I incorporate PHSE into my classroom activities? Do I help pupils to discover and develop their skills and talents within the curriculum? Do I teach e-safety? Do I provide opportunities for circle time or discussion? Do I utilise opportunities to include a range of significant people in my lessons, literature and collective worship? (eg. models of moral virtue, people reflecting a range of ethnic backgrounds, males and females) Do my lessons include opportunities for pupils to work cooperatively? Do I highlight national cultural events? Do I utilise opportunities for multi-cultural education? Do I extend pupils SMSC language? Do I plan opportunities for pupils to participate in cultural events? (literature, drama, music, art, craft) Do I organise visits and visitors to develop SMSC? Do I plan follow-up work after visits and visitors to embed pupils' understanding?		
Other Opportunities Do I provide a daily act of worship? Do I provide opportunities for pupils to reflect? Do I foster awe and wonder? Are rewards and sanctions carried out consistently?		

Do I deal with all incidents of bullying and discrimination? Do I treat all pupils and adults with respect, modelling behaviour and attitudes that reflect the school values? Do I promote SMSC through class productions? Do I support pupils in developing personal qualities eg. thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect Do I provide opportunities for responsibility in class?		
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Evaluation of SMSC for School Leaders

	In place	Action
Displays Is the school mission statement displayed around school? Are the school behaviour rules clearly displayed around school and reinforced regularly? Are the school's values reinforced through images, posters, classroom displays, screensavers, exhibitions etc. Do whole-school displays aid SMSC development?		
Assemblies, Liturgies, Collective Worship Do we highlight significant feasts in assemblies, Masses and liturgies? Do we use assemblies to highlight issues in the media that can aid SMSC development? Do assemblies and acts of worship include a range of significant people? (eg. models of moral virtue, people reflecting a range of ethnic backgrounds, males and females) Do assemblies foster a sense of community? Do assemblies reinforce the mission statement? Are pupils' achievements and efforts celebrated? Do we highlight national cultural events?		
Community Links Do we support the pupils and the parish in preparation for Sacraments? Do we provide opportunities for fundraising? Do we provide community events? Do we provide opportunities for school productions? Do we provide links with the world of work?		

Do we provide links with the community?		
Do we provide links with children in other areas/countries?		
The Curriculum and Extra-Curricular Activities Do we provide a broad, creative curriculum with opportunities for pupils to participate in cultural events? (literature, drama, music, art, craft) Do we provide a range of extra-curricular opportunities and monitor attendance at Children's University? Do we offer extra-curricular team activities? Do we offer residential experiences to develop confidence and teamwork? Do we provide whole-school visitors to enhance SMSC development? Do we record visits and visitors to ensure a range of SMSC experiences throughout the school life of each pupil? Do we have a school council giving the views of the pupils? Do we have Play Leaders? Is multi-cultural education embedded in the curriculum? Do our resources reflect a range of cultures? Do we have a nature area in the school grounds to foster reflection, awe and wonder?		
Policies Are policies in place and implemented to tackle bullying and discrimination? Are incidents of bullying and discrimination dealt with and recorded?		

September 2026

Review date: September 2027