



St. Anselm's College
Edmund Rice Academy Trust

Spiritual, Moral, Social and Cultural Development Policy

Version 2.0

Mission Statement:

Our Catholic Community offers a learning environment for us to develop our God given talents and to recognize Christ amongst us. We respect the dignity of God's creation and, inspired by Gospel values, seek to serve one another.

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Rationale

At St Anselm's College, we seek to provide an "Education for life", which means the development of the whole person, mind, body and spirit. Our Mission Statement clearly sets out our Catholic values and this policy is designed to explain how it is manifested through spiritual, moral, social and cultural development also adhere to "British Values" across the curriculum.

Purpose:

- To guide staff in understanding what SMSC is and British values are.
- To explore the rich possibilities that exists in the curriculum to promote community cohesion through the development of SMSC and British values.
- To understand SMSC and British values within the context of a Catholic Christian community.

Developing SMSC

Spiritual

Spiritual development involves the search for meaning in all that we do; assimilating personal belief and value; making sense of life, faith experience and the universe. For this Catholic College, it involves the search for God and putting Christ first in all that we do. However, spiritual development is not the sole responsibility of the RE department nor the Collective Worship dimension of College life.

Strategies include:

- developing a sense of awe and wonder in lessons and reflections.
- encouraging our students to reflect about themselves and others highlighting that we are all unique and special beliefs (made in the image of God).
- encouraging our students to recognise and respect our rich diversity as human beings.
- encouraging our students to believe in the enjoyment and fascination of exploring the world, others and themselves.
- encouraging our students to use their God given gifts of imagination intellect and creativity to achieve a fuller sense of themselves in and through their learning.

Moral

Our moral purpose stems from the Gospels. As a cohesive Christian community, we are attempting to develop this moral framework by helping students to decide what is right and wrong and to develop a moral compass. As adults and professionals, we set the standard through our Mission Statement which we live out on a day-to-day basis through such things as relationships, tolerance, forgiveness and respect.

Strategies include:

- employing a fair and consistent approach to classroom and behaviour management; modelling our principles through the quality of our relationships and interactions.
- giving students opportunities across the curriculum to explore and develop moral concepts and values, for example, individual and human rights and responsibilities, truth, justice, equality of opportunity, right and wrong and community cohesion.
- encouraging students to take responsibility for their actions through such attitudes as respecting property and caring for the environment.
- recognising and respecting the codes and morals of the different cultures represented at St Anselm's and in the wider community.

Social

This refers to the world in which we live and the relationships that we develop. Students here are encouraged to embrace community at all levels and contribute to community cohesion. We provide

social development for students through the Christian ideal of love; for God and neighbour. We want to produce well-rounded, respectful, polite and well-mannered individuals who know that they have a valuable contribution to make to society in general.

Strategies include:

- encouraging students to be courteous, well-mannered and respectful when communicating with others.
- developing a sense of community in which all can flourish.
- providing a balanced curriculum that offers a number of opportunities in which students can develop socially. For example, through collaborative working, teams.
- links with the world of work, charity events, the democratic process, assemblies, productions etc.
- contributing to the local community through charitable activities and volunteering, including in local parties, schools and community projects (Volunteering Day).

Cultural

We recognise the need to provide a range of cultural opportunities for our students. Contemporary British society is characterised by diversity, from faith culture and heritage to beliefs and values. Jesus gave us the example to follow as the gospel promotes the values of harmony, justice and peace.

Strategies include:

- Recognising the cultural diversity of our College community and developing links with the global community.
- Addressing racism and promoting racial equality.
- Providing a variety of opportunities to participate in literature, drama, music, art, craft, and other cultural events and encouraging students to reflect on their significance.
- Encouraging students to be active members of their College, local and wider communities.
- 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.

British Values

From September 2014, the Ofsted Handbook enhanced the definitions of Spiritual, Social, Moral and Cultural to include the explicit reconstitution of British values such as tolerance, understanding of others, democracy, respect and recognition of the rule of law and individual liberty.

The school curriculum at St Anselm's is appropriately broad and balanced to help prepare our young people for life in modern Britain by actively promoting fundamental British values. This includes knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain today.

The curriculum promotes British values, culture and traditions through for example, acceptance of and respect for different people's faiths, providing opportunities for students to recognise the difference between right and wrong and exploring the civil and criminal law of England. Examples are provided in SMSC across the curriculum later in this document.

How the curriculum contributes to SMSC

English:

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

Mathematics:

- Through helping pupils obtain an insight into the infinite and through explaining the underlying mathematical principles behind natural forms and patterns.
- By helping pupils 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.
- Through helping pupils work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- That mathematics is becoming increasingly essential to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

Science:

- Encouraging pupils 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.
- Cooperation in practical activity.
- Raising awareness that scientific developments are the product of many contributions from around the globe.
- Ethical decisions linked to medical treatments including Stem Cell research and organ transplants.

Computer Science:

- Preparing the pupils for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.
- Ethical decisions in the use and development of Artificial Intelligence.

History:

- Looking at the development and evolution of British and other societies.
- Enabling pupils to reflect on issues such as slavery, the Holocaust and Imperialism and to consider the moral and ethical issues contained therein.
- Showing an awareness of the moral implications of the actions of historical figures.
- To gain an understanding of different cultures.

Geography:

- Opportunities for reflection on the creation of earth and its origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our pupils the chance to reflect on the social and cultural characteristics of society.

Modern Foreign Languages:

- Social skills are developed through group work activities and communication exercises.
- Listening skills are improved through oral/aural work.
- Cultural awareness is enhanced through understanding of other languages and access to new cultures.

Religious Education:

- Pupils learn about beliefs, values and the concept of spirituality
- RE reflects on the significance of religious teachings in our 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.
- Introduce membership of the global Edmund Rice Educational Community and the opportunities and responsibilities this affords us.

Art:

- Art lessons develop pupils' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by the artist which concerns ethical issues, such as War paintings.
- Studying artists from differing cultural backgrounds.

Design and Technology:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- Awareness of how different cultures have contributed to technology.
- Opportunities to work as a team, recognising others strengths and sharing equipment.

Food Technology:

- Giving the opportunity to examine cultural differences in food and diet.
- Reflecting on the social issues around food such as price and income.

Music:

- Teaching that encourages pupils to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences and own performances and observed experiences like peer performances, trips and concerts.
- Looking at the way music can change moods and behaviour.
- Offer a range of high quality off timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.
- Composition using musical structures from differing cultural backgrounds.

Physical Education:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

Monitoring and implementation of the policy:

- Provision for SMSC is monitored and reviewed by SLT, Governors, teachers and the College Student Council.
- Regular discussion and staff training is carried out.
- Staff share classroom work and practice.
- The implementation of the policy is the responsibility of all staff.

Summary: SMSC/The Eight Essentials/CST:

All areas of life at St Anselm's provide opportunities to develop the SMSC dimension of an Anselmian Education. This policy provides the background but it is the responsibility of colleagues, as individuals and as teams, to develop the practice. It is important therefore that we provide opportunities in lessons, in assemblies during trips and visits for SMSC and British values to be explored as well as the tackling of and prevention of extremism and radicalisation, and those we see our Gospel values at work in all areas of the curriculum.

At St. Anselm's College, the **Eight Essentials of an Edmund Rice Education** and the teachings of **Catholic Social Teaching** also form the foundation of who we are and all that we do. These guiding principles are not only taught but lived out daily, shaping our relationships, decisions, and commitment to justice, compassion, and service. They call us to recognise the dignity of every person, to act with integrity, and to build an inclusive community rooted in faith and respect. Both the Edmund Rice charism and Catholic Social Teaching are deeply embedded within our curriculum and culture, ensuring that every member of the Anselmian community is inspired to learn with purpose, lead with empathy, and serve with love continuing the mission of Edmund Rice in our modern world.

For further information on how the Eight Essentials are underpinned by our curriculum please see our website -

<https://st-anselms.com/storage/2025/09/the-eight-essentials-in-our-curriculum-2025.-final.pdf>