



*Saint* GREGORY'S  
*Bath*

# Spiritual, Moral, Social and Cultural Development Policy

## Key Information

<b>Title</b>	Spiritual, Moral, Social and Cultural Development Policy	
Prepared By	Mr Robinson, Lay Chaplain	27.1.2023
Checked By	Mrs Pecchia, Chair Christian Vision Committee	30.1.2023
Approved By	Christian Vision Committee	30.1.2023
Version	V2	
Document Update	January 2026	

## Version History

Version	Date	Amendments
V02.0	20.01.2020	Updates include OFSTED definitions
V0.3.0	27.1.2023	Updated school information including staff roles and latest school opportunities

*'Our schools aim to make the promotion of the human person the goal of education.'*  
(Called to be a People of Hope – Schools Edition p3)

*'Children and young people must be guaranteed the possibility of developing harmoniously their own physical, moral, intellectual and spiritual gifts, and they must also be helped to develop their sense of responsibility, learn the correct use of freedom, and participate actively in social life.'* (CDRE p3)

*'To flourish in Christ'*  
(St Gregory's School Motto)

*'We believe that every child is made in the image of God and should be valued as a unique and gifted creation with a divine origin and eternal destiny. As a Catholic school our aim is to promote the dignity and well-being of every child and ensure that they flourish in the course of their journey with us in a safe, happy and enriching environment.'*  
(St Gregory's Mission Statement)

*'At St Gregory's we are a family, we walk together in the footsteps of Jesus.'*  
(Student School Creed)

*"Let us pray before starting whatever we need to do."*  
(St John Baptiste De La Salle)

As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

"Flourishing in Christ", sums up the source and aim of St Gregory's as an educational and worshipping community. Education at St Gregory's is concerned with more than the purely academic development of students. The development of the whole person in all areas is the fundamental reason for the school's existence. All members of the community have an impact upon the formation of others within the school. Every legitimate activity and subject has a role to play in a person's holistic development, especially in the areas of Spiritual, Moral, Social and Cultural development. For students, the school offers a supporting role in helping parents undertake the Spiritual, Moral, Social and Cultural development of their children at home.

Some departments make an explicit and clear contribution to students' SMSC such as Religious Education and through Relationships and Sex Education. All other subjects make a significant contribution to the SMSC development of students through the delivery of their curriculum and Schemes of Work.

*"We are bearing witness to God's presence in society, but we are also being a sign and touching the lives of those around us, in many undiscerned and perhaps unintended ways."* (CES document 'Spiritual and Moral Development' page 7)

Since the 1988 Education Act, schools now have the responsibility to promote  
*"...the spiritual, moral, social and cultural development of students... and of society."*  
(Education Reform Act Part 1 Chapter 1)

## Spiritual Development

### Principles

Spiritual development at St Gregory's is grounded in and draws life from the rich and varied spirituality of the Catholic Church. Students and staff are given the opportunity to reflect and develop their spirituality in the regular celebration of the liturgical life of the Church, through the sacraments, prayer and liturgy, Chaplaincy, in Religious Education, and through opportunities within the wider curriculum and life of the school.

Conscious of the backgrounds of some members of the school community, it is recognised that though spirituality is closely linked to and is a key element of Christianity, it is not exclusively a religious term. For some their spiritual development will not be explicitly religious, but will be a natural human response to God, to themselves, to the world and to the society around them. For those people of faith, spirituality is a fundamental aspect of their lives and helps to deepen the personal response to God of every individual. Every legitimate activity from this perspective has a spiritual dimension.

This view is further supported by part of the OFSTED definition of Spiritual Development.

*"Spiritual development is the development of the non-material element of a human being which drives and sustains us and...is about the development of a sense of identity, self-worth, personal insight, meaning and purpose..."*

Spiritual development of students is shown by 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

The continuing search for "more penetrating truths", "the quest and love of what is true and good", are what spiritual development is all about. It is in this sense of "The spiritual" that we must help our students, each in their own unique way, to think, appreciate, question, struggle, suffer, wonder, love, reflect and indeed work!" (CES Document Pg11). CESEW

### Practices

Explicit spiritual development and formation take place through the Religious Education Programme in all Key Stages, the liturgical celebrations, involvement in faith based action groups, Chaplaincy initiatives, all forms of prayer and liturgy and involvement in charitable activities (eg The Christmas Market).

It is important to note that spiritual formation involves the whole community and the whole curriculum and it is more than the preserve of the Religious Education Department and Chaplaincy.

As a Catholic school prayer and worship are central to our daily routines. Every lesson begins with a prayer and each assembly is spiritual in theme and message in the format of a liturgical assembly.

There are numerous Chaplaincy groups from a variety of year groups, with purposes ranging from care of the Chapel/sacristans, volunteering, charity work and collaboration with other Catholic secondary schools. They are all supported and facilitated by the work of the Lay Chaplain. A range of activities both implicitly Christian and others that are evangelistic in nature take place in the school Chapel

throughout the week at break and lunch times. These include Morning Prayer, the Rosary, Lectio Divina, Exposition of the Blessed Sacrament, meditation and more relaxed sessions or workshops, e.g. artwork, music or design.

The school retreat programme gives students ample opportunity to explore their spirituality and their place in the world with a diverse programme of themes as they journey through school. In Key Stage 3 every student takes part in annual day retreats at nearby venues. There are many additional residential opportunities available to students from Year 8 onwards at the De La Salle centre, Kintbury and other centres. Some of these retreats are shared experiences with other Catholic schools from Clifton Diocese and schools from across the UK.

## **Moral Development**

### **Principles**

Jesus' moral imperative 'To do unto others what you would have them do to you' places ethical development at the heart of the Christian ethic. Our aim is to enable students to build a framework of moral values for themselves so as to help them regulate their personal behaviour. We operate on the understanding that moral development is attuned to maturation and expect young people to take greater responsibility for themselves as they get older and this is reflected in our PSHE programme. We also endeavour to develop our students' understanding of shared and agreed values held in society as a whole. Students need to recognise that society's values can and do change and they need to understand the reasons for this. Both Gospel and British Values underpin the assembly programme and are informed by them.

The moral development of students is shown through their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 their ability to understand and appreciate the viewpoints of others on these issues.

### **Practices**

Much of this is explored in detail in the Religious Education, Humanities, Science and the Creatives where the opportunity for discussion about moral issues is taken. In PSHE consideration is given to moral issues which affect our society in an age appropriate fashion. Other subjects make a contribution to student's moral development. The school behaviour code is aimed at our students taking responsibility for their own actions.

## **Social Development**

### **Principles**

According to OFSTED, social development is:

*"...about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about developing the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society using the inter-personal skills necessary for successful relationships."*

The social development of students is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- 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. The students should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Our aim is to enable students to flourish within the community. The school aims for students to develop positive relationships with one another and with adults in the community, to have a sense of personal and corporate responsibility and to participate in the various aspects of the life of the school community and the values attached. All subjects have a contribution to make to the social development of students, sometimes through the subject material but equally on a daily basis through the interaction of students and staff.

### **Practices**

Other areas where students experience personal growth and the development of social skills are drama productions, careers education and links with the Careers Service, sporting activities, charity events, retreats and open evenings.

### **Cultural Development**

#### **Principles**

As a Christian educational community we have a duty to promote the cultural heritage of the students in the school. *'Catholic schools aim to promote an understanding of the human person as a relational being, and a respect for diversity which attempts to understand rather than to simply exist. We believe that social cohesion is more than tolerance'* (Called to be a People of Hope p11). Conscious of the diverse cultural nature of modern society in the United Kingdom, St Gregory's seeks to equip members of the community with an increasing understanding and appreciation of the rich variety and expression of different cultures.

The cultural development of students is shown by 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 within 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 practice 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, sporting and cultural opportunities.

- Interest in exploring, improving their 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.

### **Practices**

Through the curriculum the school offers staff and students the opportunity to appreciate and understand a range of cultural experiences.

Annually there is an Enrichment Week through which cultural and sporting values are promoted. The usual timetable is suspended and workshops are run either by staff or visiting workshops leaders.

As an International School we are outward looking and we have partnerships with schools in Spain, India and throughout the Lasallian District of Ireland, Great Britain and Malta. There is a diverse range of trips abroad including to France, Switzerland, Germany, China, Italy and Spain.

There are also a variety of activities that enable SMSC education, i.e. sporting activities, history, science and coding clubs, musical instrument tuition, choir, Chaplaincy groups, the Duke of Edinburgh Award Scheme and fortnightly sessions working with students from Threeways School.

In all of these activities, the students learn to, as OFSTED put it,

*“understand their own culture, other cultures in their town, region and in the country as a whole. To understand about cultures represented in Europe and elsewhere in the world. To understand and be comfortable in a variety of cultures and to be aware of the shared experiences provided by television, travel and the Internet...”*

This policy should be read in conjunction with:

Worshipping Together – A Policy for Prayer & Liturgy

Behaviour for Excellence Policy

Equality Objectives Policy

British Values Policy

SEND Policy