

**MULBERRY STEPNEY GREEN
MATHS, COMPUTING & SCIENCE COLLEGE**

**SPIRITUAL, MORAL, SOCIAL &
CULTURAL DEVELOPMENT
POLICY**

Ratified on: November 2025

Ratified by: Local Governing Body

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|---------------------|---------------------|
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| Version 1 | Nov 2022 | No changes |
| Version 2 | Nov 2023 | New Policy |
| Version 3 | Nov 2024 | Appendix added demonstrating examples against each strand |
| Version 4 | Nov 2025 | Updated intro referring to equality act and Ofsted framework Added online safety and digital ethics Added character and employability Evaluation and impacts language update Grammar changes from she/her to their/they Added links to other policies Added reference to prevent |

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Mulberry Stepney Green Maths, Computing and Science College Spiritual Moral, Social and Cultural Development Policy

Introduction

At Mulberry Stepney Green College, we believe that the development of students' Spiritual, Moral, Social, and Cultural (SMSC) aspects is central to their overall growth and education, and this is recognised by our

governors, staff and parents of the school. This is taught through all subjects of the curriculum, including Religious Education and Personal, Health and Social Education (PSHE).

This policy supports all areas of learning and aligns with the Department for Education's statutory guidance on SMSC and Character Education (updated 2025). It also fulfils statutory duties under the Education Act 2002 and the Equality Act 2010 (s.149 Public Sector Equality Duty), and reflects Ofsted's 2024 Education Inspection Framework, which evaluates pupils' personal development, behaviour, attitudes, resilience, digital literacy, and readiness for life in modern Britain.

This policy also supports the school's duties under the Prevent Strategy (2015), ensuring that students are resilient to extremism and radicalisation through the promotion of critical thinking, mutual respect, and tolerance.

"Spiritual, Moral, Social and Cultural Development have to do with relationships with other people and, for believers, with God. It has to do with the search for individual identity and with our responses to challenging experiences...and encounters with good and evil. It is to do with the search for the meaning and purpose in life and for the values by which we live" (NCC document)

The implementation of this policy is the responsibility of the Head-teacher and all members of staff because it is accepted that the *values* and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values.

Aims and Implementation of the Policy

The aim is that through the implementation of this policy all pupils will inculcate a positive attitude towards themselves and others, show respect for the world in which they live and deal with everyday life experiences in a confident and understanding way.

1. Spiritual Development

1.1 The Education Reform Act refers to a dimension of human existence which is termed 'spiritual' and which applies to all pupils. It goes on to state that the potential for spiritual development is open to everyone.

1.2 In developing the spirituality of young people at Mulberry Stepney Green, the aim is to help them become aware of:

- The human search for meaning and purpose of life
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of non-material dimension of life
- The need to understand themselves and their feelings
- The need to value themselves and their feelings
- The need to recognize the feelings and achievements of others

1.3 In this way, spiritual development encourages:

- Self-awareness
- Reflection

- Reasoning
- A sense of identity
- Good relationships co-operation and empathy
- The formation of ideas

1.4 The school aims to promote spiritual development by:

- Engendering high-self-esteem by encouraging the students to take risks or face challenges in their reading within a secure and positive environment
- Demonstrating its appreciation for the work of the pupils' imagination and provide opportunities for them to employ their own creativity and imagination.
- Offering opportunities for aesthetic experience in art, music, dance, literature etc.
- Making time for stillness and reflection
- Posing questions that encourage pupils to consider issues of meaning and purpose
- Developing pupils' good listening skills; the school will be able to show that it is taking account of children's views through its responses to issues raised by them, via a variety of channels, including the School Council.
- Fostering emotional well-being by encouraging pupils to express their feelings and to have the ability to control their emotional behaviour.
- Improving co-operation and understanding in relationships
- Spiritual development includes opportunities to reflect critically on moral dilemmas, human rights, and global challenges, helping students form reasoned personal convictions
- Developing the capacity for evaluative reasoning and critical thought by encouraging pupils to look beyond the surface.

As a school we value the contribution that can be made to the spiritual development of the child by **all** areas of the curriculum.

2. Moral Development

2.1 Moral development relates to pupils' developing an understanding of what is 'wrong', 'right' and 'fair'.

2.2 The moral development of the Mulberry pupil is concerned with:

- Developing their awareness and understanding of the moral code of the school and the community(ies) in which they live
- Helping pupils to realize that to enjoy rights, they must also accept responsibilities
- Developing pupils understanding of why rules are necessary
- Developing pupils' self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions.
- Giving pupils the knowledge and ability to question and reason so that they can decide on the most appropriate action after considering the consequences of an action
- Valuing physical well-being, privacy, feelings, beliefs and rights of others.

2.3 Mulberry School seeks to promote the moral development of its pupils by:

- Showing respect to all
- Having a consensus of core values that are stated explicitly and clearly and owned by everyone at Mulberry
- Building up the self-esteem of all pupils
- Encouraging all at Mulberry to behave in acceptable ways towards each other

- Training pupils to understand the consequences of their actions
- Ensuring pupils develop moral reasoning by engaging with contemporary issues such as climate change, inequality, and social justice initiatives
- Encouraging students to make ethical decisions in local and global contexts and to understand the consequences of their actions on others and the wider world
- Actively promoting the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs, as outlined in DfE guidance (2014, updated 2023).

It is crucial there is a consistency in the approach to this among all staff.

2.4 At Mulberry Stepney Green, the moral development of pupils is underpinned by a belief in:

- Respecting the rights and property of others
- Being considerate to each other
- Caring for each other, and especially for those who are less fortunate
- Accepting responsibility for one's own actions
- Self-discipline.
- The school is firmly committed to a policy which is opposed to bullying, irresponsibility, dishonesty, selfishness. It seeks to recognise and affirm good conduct, commitment to service to others through its reward system and through celebration of achievements

3. Social development

3.1 Social development encourages students to relate positively to others, take responsibility, participate fully in the community and develop an understanding of citizenship" (Ofsted Framework)

3.2 Pupils will acquire an understanding of being members of families and different communities (school, local, national and global) and an ability to relate to and work with others for the 'common good'. The school sets out to foster the commitment and ability to live and work with others, to share resources and show concern and responsibility for others in the school and wider community

3.3 Pupils will display a sense of belonging and an increasing willingness to participate. The school seeks to offer a wide range of educational, social, sporting and extra-curricular activities to all members of its community

3.4 Pupils will develop knowledge, skills, understanding, and qualities and attitudes they will need to make an active contribution to the democratic process in each of their communities. **Classroom management will seek to promote group co-operation and mutual responsibility. Pupils will be pointed to the value and importance of working and playing together. Social development equips pupils with collaboration, teamwork, leadership, and conflict resolution skills necessary for higher education, employment, and active citizenship**

3.5.1 Students are supported to develop moral and ethical decision-making in digital contexts, including responsible online behaviour, critical evaluation of media, and awareness of online risks and misinformation

3.5.2 Social development also includes building resilience, confidence, teamwork, leadership, and employability skills to prepare students for the next stages of education, employment, and life

3.6 The school aims to develop social skills and insights through a full range of activities in school involving all members of the community, and by creating situations where they have opportunities to relate to visitors and do so with increasing politeness, tact and confidence

The school's programme of fund-raising and the charitable causes chosen to contribute to developing the habit of care and support for those in need. Pupils are given the opportunity to choose charities the school community should support and to take an active part in their planning and carrying out fund-raising activities.

4 Cultural Development

4.5 Cultural development is concerned with teaching pupils to appreciate their own cultural traditions and the diversity and richness of other cultures. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. Pupils need to appreciate the distinctive features of their own culture and those of others. We all need to remember that cultures are dynamic and are constantly changing.

4.6 The School aims to promote cultural development by:

4.6.1 Introducing pupils to a range of cultural activities and experiences

4.6.2 Building up an appreciation of their own cultural heritage and traditions

4.6.3 Introducing them to examples of the variety of human cultures, beliefs and ways of life

4.7 Opportunities to nurture the cultural development of pupils will include:

4.7.1 Experiencing and appreciating the rich heritage and range of cultures through all areas of the school's curriculum

4.7.2 Developing links and sharing activities with other schools (both UK and international)

4.7.3 The many visits to museums, events and places of cultural and historic interest

5 Context for promoting the Spiritual, moral, social and cultural development policy at Mulberry

5.5 In order to ensure that the policy works for the benefit of the school, it is important to have an awareness of other existing policies.

5.6 Assemblies, Celebrating Diversity Programme and Tutorial programmes

These provide opportunities to consider aspects of SMSC and bring to the fore matters of topical concern as well as recurrent issues

5.7 Faculty/departmental handbooks

Faculty/departmental heads are responsible for the inclusion and updating of relevant SMSC criteria in their handbooks, including current practice and relevance to schemes of work

5.8 External links

These provide a most useful channel for promoting SMSC policy among pupils. Such relationships provide opportunities to help our pupils to develop an awareness and understanding of different cultures and practices

5.9 Extra-curricular activities

Those with responsibility for running clubs, societies, trips and other events should develop their awareness of the opportunities their activities have for SMSC policies and maximise the benefits they bring to pupils' learning

6 Staff development

All members of staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the School

7 Other School Policies

The following policies need to be considered in connection with this SMSC policy:

- Collective Worship (Assemblies)
- Curriculum
- Racial Equality
- Inclusion
- Anti-Bullying
- Safeguarding and Child Protection Policy (including KCSIE 2024 compliance)
- Online Safety and Digital Citizenship Policy

8 Monitoring of this policy

The SLT will monitor the effectiveness of this policy through liaising with Year Learning Co-ordinators and Faculty/Department Heads. The SLT and Careers/PSHE Leads will monitor the impact of SMSC provision through student voice, staff feedback, curriculum audits, and analysis of participation and behaviour data. Outcomes will inform annual improvement planning and the school's self-evaluation framework

9 Review

The policy will be reviewed by the Headteacher and staff. Following a review, any suggested amendments will be presented to the Governing Body of the School.

10 "Personal development cannot be hived off into one segment of school life, confined to such activities as assemblies...or classes in Religious and Personal or Social Education....The very teaching process contains numerous opportunities for encouraging such development" (Ofsted Discussion Paper)

APPENDIX 1: Examples of SMSC Practice and Impact in Our School

Spirituality

| Aspects | Examples of student experiences |
|---|--|
| Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life | <ul style="list-style-type: none"> • Throughout the curriculum e.g. in • RE, PSHE, Tutor time, Assemblies, • English and Workshops • All year 11 cohort sit an RE GCSE |

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| Knowledge of, and respect for, different peoples' faiths, feelings and values | <ul style="list-style-type: none"> • Throughout key areas of the curriculum for eg: RE, PSHE, Tutor time, • Assemblies, English, Science and Workshops • Celebrating Diversity Programme |
| Sense of enjoyment and fascination in learning about themselves, others and the world around them | <ul style="list-style-type: none"> • Throughout the curriculum, students are exposed to opportunities for visits for eg: music, art and theatre events, History, English workshops, drop days |
| Use of imagination and creativity in their learning | <ul style="list-style-type: none"> • Throughout the curriculum |
| Willingness to reflect on their own experiences | <ul style="list-style-type: none"> • Throughout the curriculum and during PSHCE lessons |

Moral Development

| Aspects | Examples of student experiences |
|--|---|
| 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 | <ul style="list-style-type: none"> • Code of conduct, anti-bullying policy, equal opportunities policy, tutor work student councils, department schemes of work, teaching and learning styles and MSG values |
| Understanding of the consequences of their behaviour and actions | <ul style="list-style-type: none"> • School values are made clear to our students, code of conduct • Restorative workshops |
| 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 | <ul style="list-style-type: none"> • Cross curricular opportunities and extracurricular clubs • Through RE GCSE subject content, exam sat by all students |

Social Development

| Aspects | Examples of student experiences |
|---|--|
| Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religions, ethnic and socio economic backgrounds | <ul style="list-style-type: none"> • Students work with their peers and with teachers, • students work with other adults and the wider community • House programme • Cultural Day • Assemblies informing on and celebrating religious festivals |

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| Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflict effectively | <ul style="list-style-type: none"> • Students work with their peers and with teachers, • Students work with other adults and the wider community • House programme • Teachers and governors, parents and governors, the Academy with the wider community • Restorative workshops |
| 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. | <ul style="list-style-type: none"> • school values are made clear to our students, code of conduct, MAS Values visiting speakers and workshops • PSHCE curriculum • Throughout the curriculum e.g: History and RE |

Cultural Development

| Aspects | Examples of student experiences |
|--|---|
| Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others | <ul style="list-style-type: none"> • Throughout the curriculum e.g. History, Modern Languages, • Assemblies, tutor activities • Visit/Trips • Celebrating Diversity Programme • Cultural Drop-Down Day |
| 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 | <ul style="list-style-type: none"> • Extension of our cultural horizons through the influence of other cultures. E.g. History, Modern Languages, Geography • Assemblies • Cultural Day • House Programme |
| Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio - economic communities | <ul style="list-style-type: none"> • Cross curricular opportunities e.g. PSHCE, Humanities lessons • House System |
| Knowledge of Britain's democratic parliamentary system and its central | <ul style="list-style-type: none"> • Cross curricular opportunities e.g. RE, History |
| role in shaping our history and values, and in continuing to develop Britain | <ul style="list-style-type: none"> • Assemblies and opportunities to take part in events such as The Young Mayor elections • Student Voice |

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| <p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p> | <ul style="list-style-type: none"> • Opportunities are promoted and readily available, through departmental provision, House and Year group activities e.g. theatre trips, Trust Music events • Overseas trips/visits |
| <p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> | <ul style="list-style-type: none"> • Opportunities across the curriculum e.g. PSHCE, Citizenship, RE, History, • Extra-curricular opportunities for clubs, debates and workshops |