

# **Model policy for Spiritual, Moral, Social, Cultural Development in Church of England Schools/Academies in the Diocese of Southwell and Nottingham**



Guidance from the  
Diocesan Board of Education

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**Schools/academies should note that where ‘pupil’ appears in this document it should be substituted for ‘student’ as appropriate.**

This sample policy could be used as a template for the governing bodies of Church of England schools/academies in the Diocese of Southwell & Nottingham to discuss, amend and adopt in the light of their unique school context. Following agreement on a school policy it should be signed by the Chair of Governors.

## **Introduction to all Policies**

As with all policies this should start with the schools mission or vision statement

**The policy should include:**

**An introduction outlining the schools approach to SMSC development. This should include:**

- that the policy statement has been formally adopted by the governing body, in consultation with the headteacher
- that it is consistent with the overall aims of the school as expressed in the Prospectus and Mission Statement. (Schools may wish to include these as appendices to the policy)
- that it is consistent with the Christian Foundation of the school as expressed in the Trust Deed and School Ethos Statement
- that it takes account of the following: (e.g. Vision & Values, Framework for the Statutory Inspection of Anglican & Methodist Schools (SIAMS), that it makes reference to the Nottingham and Nottinghamshire Agreed Syllabus for RE which contains a section providing guidance and support on SMSC and RE.

## **Details of the Policy**

### **1. Paragraphs outlining the school’s approach to SMSC Development.**

**This should include:**

- the school’s understanding of spiritual/moral/social/cultural development (a full definition of each should be included here or as an appendix) Further guidance on this is provided in the document ‘Promoting Spiritual, Moral, Social, and Cultural Development in a Church of England School – Guidance from the Diocesan Board of Education’
- the importance of SMSC in the school/academy
- its Christian dimension
- that the school’s approach to SMSC development will be evident through the following. (These should just be listed at this point and links made to appropriate policies. Further development can be made later)
  - I. Collective Worship
  - II. School Ethos Statement
  - III. Behaviour Policy and Home/School Agreement
  - IV. Multicultural and Equal Opportunities Policies
  - V. RE
  - VI. PSHE

- VII. Each Curriculum area (an outline of opportunities for each curriculum area can be added either as an appendix or at 2 below)
- VIII. Other areas of school life, including extra-curricular activities e.g. clubs, visits, visitors
- IX. Links with the Parish Church

## **2. Opportunities for SMSC Development**

**Here it is possible to give more detail about what opportunities are provided in the following areas:**

- planned / unplanned opportunities in the curriculum (including how to include these in future planning)
- RE and Collective Worship
- the School Ethos
- outside the curriculum in residential, after school activities etc

## **3. Monitoring and Evaluating**

- strategies for the monitoring and assessment of SMSC development (these should focus on ensuring the provision of opportunities rather than formal assessments)
- details of roles and responsibilities for monitoring and evaluating

## **4. Any other issues including:**

- regular staff development in SMSC development in the context of a church school
- budget issues relating to SMSC
- roles and responsibilities to ensure opportunities for SMSC development across the school

## **5. Date of Adoption of Policy and Date when Next Reviewed.**