

ST AMBROSE PREPARATORY SCHOOL



POLICY ON Spiritual, Moral, Social and Cultural Policy (SMSC)

September 2025

Review: September 2026

This policy has been written in consultation with staff and governors of St. Ambrose Preparatory School and with due regard to the school's mission statement:

At St Ambrose we aim to provide an independent Catholic education for boys and girls of all faiths aged 3 to 11; St Ambrose is an inclusive school where the Gospel teachings and our school values are at the centre of everything that happens in our school family. At St Ambrose we strive to develop happy, fulfilled, well educated, confident and caring children who know and understand the love, joy and peace of Jesus; and to show our Faith by the way we live, showing care and consideration for each other, those around us and the environment.

Our Vision

Our Vision is to be an exemplar Edmund Rice School, with an enviable reputation amongst our peers, both as an organisation and for the services and facilities we provide, making us first choice for parents and pupils in our geographic area.

Our Ethos & Values

At St Ambrose we provide a Catholic school community in which pupils feel welcome, safe, recognised for their individuality – supported by a community of love, and affection. We strive to live the Gospel in all aspects of school life and policy, following Blessed Edmund's footsteps.

Mission Statement

At St Ambrose Preparatory School
we are joyful learners and are inspired to always do our best.
We nurture the many gifts we have been given and seek to use them wisely for the benefit of
ourselves and others.
We put love into action each day so we are advocates of change in the world,
Living the Gospel and the Catholic faith and Celebrating the values of Blessed Edmund Rice,
With our family and the whole Ambrosian community.
'Have courage, the good seed will grow up in the children's hearts'
Blessed Edmund Rice

Introduction

At St Ambrose Preparatory School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. The Catholic ethos of our school is at the heart of all learning and socialising that takes place in the school day. We therefore aim to give an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and the richness of other cultures and a respect for their own faith and other religions.

Through SMSC, we strive to ensure the beliefs and values of the Catholic Church permeates every aspect of the learning experience. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- The importance of the dignity of all people
- their own values and beliefs
- spiritual awareness
- high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of social and cultural traditions
- and an appreciation of the diversity and richness of all God's family

As a school, we have a duty to provide a positive influence whilst at the same time allowing students freedom of expression and the ability to reach decisions for themselves. The example set by adults in the school and the quality of relationships is of importance in promoting spiritual, moral, social and cultural development.

Development in SMSC takes place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This takes place through PSHE, RSE, assemblies and a wide range of other activities within the school and on external visits. The school aims to guide the children towards an understanding of the importance in our daily life of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.

Teachers aim to inspire pupils through the enthusiasm for and modelling of learning. Teachers use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

DEFINITIONS

Spiritual development

To live by the principles of the Gospel and in the tradition of the Catholic Faith.

To have an understanding of the values of Edmund Rice and their relevance to everyday life.

As a Catholic community we believe that spiritual growth is the process of becoming more and more like Jesus Christ. When we place our faith in Jesus, the Holy Spirit begins the process of making us more like Him, conforming us to His image. Spiritual growth is described in [Peter 1:3-8](#), which tells us that by God's power we have “everything we need” to live lives of godliness, which is the goal of spiritual growth.

Spiritual development is concerned with how an individual acquires personal beliefs and values. Spiritual education helps pupils to acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality. Through it, children are able to understand their own feelings and emotions and this enables them to form their response to life and experiences. It also equips them to ask questions about the universe.

Learning Environment and Curriculum

Planning of the learning environment and the curriculum should:

- Give pupils the opportunity to explore values and beliefs and the way in which they impact on people's lives;
- Support and develop the children's religious belief in ways which are personal and relevant to them;
- Encourage pupils to explore and develop what animates themselves and others;
- Encourage pupils to learn from reflection;
- Give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful in their relationships;
- Develop an ethos within which all pupils can grow and flourish, respect others and be respected;
- Accommodate difference and respect the integrity of individuals;
- Promote teaching styles which value pupils' questions and give them space for their own thought, ideas and concerns.

Moral Development

To be honest citizens and make a contribution to society.

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong. Moral education provides a framework within which to operate on a daily basis. Moral development involves developing a broad general knowledge of and respect for public institutions, democracy and a balanced range of political views.

Learning Environment and Curriculum

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom;
- Clear and consistent rewards and sanctions that children understand and believe to be fair;
- Class assemblies that discuss moral values and define expectations;
- Activities that enable pupils to give opinions and develop their values;
- Discussing the choices made by the pupils and others (such as historical figures) and the resulting outcomes.
- Visits from emergency services such as the Police and Fire Brigade.
- Observation and celebrations of national events such as Remembrance and royal occasions.

Social Development

To be happy and confident and have a good sense of humour.

To be caring and appreciate and be sensitive to differences in others.

Social development is about young people working effectively with each other and participating successfully in the community. It is about the development of the skills and personal qualities necessary for living and working together. It involves growth in knowledge and understanding of society in all aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles responsibilities and life as a citizen, parent or worker in the community. It also involves the development of the inter-personal skills necessary for successful relationships.

Learning Environment and Curriculum

At St Ambrose Preparatory School, social skills are developed through:

- Modelling of positive social behaviour by all staff
 - Lunch/After school clubs
 - Sporting activities
 - Play partners and team games at playtimes and lunchtimes
 - Turn taking and team building activities
 - Collective worship preparation and leading
 - Talking to visitors
 - LAMDA lessons
 - Parts in plays/concerts
 - Pair and small group work within the classroom
 - Meeting members of the public on curriculum visits and when performing at out of school venues
- Star of the week treat with all year groups in Head teacher's office

Cultural Development

To have a good understanding of the world and to be adaptable to change.

To be caring and appreciate and be sensitive to differences in others.

Cultural development is about student's understanding of their own culture and other cultures in their town, region and in the country as a whole. It is about understanding the cultures represented in Europe and elsewhere in the world. It is about understanding that cultures are always changing and coping with change. Promoting student's cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

Learning Environment and Curriculum

Children are introduced to a regional and global perspective in life through:

- Celebrating the diverse cultures within the school e.g. Multi-Faith week
- Links with local and international Edmund Rice schools

- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of national and international fundraising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship

Monitoring and review

This policy will be reviewed by the subject leader and Headteacher. This policy will also be reviewed in light of any changes to statutory guidance, feedback staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Policy reviewed by:	Mrs. M. Cooke
Review Date:	September 2025
Next Review Due:	September 2026

