



## **Spiritual, Moral, Social and Cultural Policy**

Policy written – March 2020

To be reviewed – March 2023

## **Spiritual, Moral, Social and Cultural (SMSC) Policy**

### **Aims and objectives**

At The Acorn Federation we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points.

### **Spiritual Development**

#### **Definition**

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

#### **Our learning environment and curriculum**

Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder (e.g. scientific investigations)
- Empathise and consider the viewpoints of others, (e.g. debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (e.g. R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (e.g. self-assessment, target setting activities)

### **Moral Development**

#### **Definition**

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

#### **Our learning environment and curriculum**

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children.
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school assemblies that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes.

### **Social Development**

#### **Definition**

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

## **Our learning environment and curriculum**

At The Acorn Federation social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Our Federation joint days

## **Cultural Development**

### **Definition**

Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

## **Our learning environment and curriculum**

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

- 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 fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures when raising money for charity
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

## **Monitoring and review**

The planning and coordination of SMSC are the responsibility of both the RE and PSHE curriculum leads, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.