

**Sand Hutton and Warthill Federated Schools**  
**Spiritual, Moral, Social, Cultural (SMSC) Policy**

This policy is effective in conjunction with Behaviour PSHE, RE and SEND policies

**1 Corinthians 13 4-7 Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth.**

**To learn and to grow and ‘to be the best we can be’**

**Love abounds. Our community embraces opportunities to support one another in being ‘The Best We Can Be’. Biblical teaching underpins all relationships providing networks which we all use, helping to understand the principle ‘practice makes better.’ This vision drives the way in which we live, marrying distinctiveness and effectiveness together.**

**Aims and objectives**

At Sand Hutton and Warthill Federated Schools, 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 school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. It also promotes all forms of equality and fosters greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations.

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 empathise with others as well as giving them the confidence to provide their opinions and develop their own viewpoints. We believe, Small Schools with Big Hearts and Big Ambitions for all pupils.

**Spiritual Development**

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 their viewpoint on the world; this enables them to reflect and to learn. Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape).

- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories).
- Consider how a belief can change people's lifestyles, (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, (self-assessment, target setting activities).

We articulate spirituality through Windows, Mirror and Doors (see articulating Spirituality doc)

### **Moral Development**

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong. The classroom environment and curriculum promote moral development through:

- Codes of conduct and shared values, articulated by the children.
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school collective worship and 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, character studies, studies of historical figures).
- The values within 1 Corinthians 13 4-7 are explicitly taught, recognised and rewarded.

### **Social Development**

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 which allow them to form successful relationships and to become a positive team member. Pupils learn resilience and perseverance and an awareness of when to be independent. There is 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.
- Working with others across the local community (cluster schools, local Secondary schools, local parish).
- The values within 1 Corinthians 13 4-7 are explicitly taught, recognised and rewarded.

## **Cultural Development**

Cultural development enables learners 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. Children are introduced to regional and global perspectives through:

- Links with local and global charities.
- Stories from different cultures.
- First hand experiences through local visits, theatre, art, authors and artists.
- Visitors from the local, national and international community over time.
- Being part of national and international fund raising events.
- Studies of different lifestyles including: different food, dress, festivals and places of worship.
- Learning about other cultures through RE and Geography and in courageous advocacy, 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 our world.

## **Monitoring and review**

The planning and coordination of SMSC are the responsibility of the SLT with the PSHE lead, supported by Governors, who also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC.
- Speak to the children about different elements of SMSC and use this to inform future planning.
- Consider the evidence within the children's work and observe elements of SMSC across the school.
- Ensure that staff meetings across the curriculum refer to SMSC, our identified values and the SMSC links that may exist within these.

Policy to be reviewed as per schedule