



Spiritual, Moral, Social and Cultural Development

Rationale

At Poplar Farm, we aim to create a welcoming school where everyone can be safe, happy and therefore able to learn.

The spiritual, moral, social and cultural (SMSC) development of our pupils is a crucial element in all areas of our curriculum. It is often implicit and hidden. We aim to make it explicit and open.

We accept that SMSC development is at the core of education and therefore some contribution must be possible from each area as opportunities occur across the curriculum for pupils to come to terms with issues and values of a religious, spiritual, moral and cultural nature. We need to identify these opportunities clearly.

The Nature of Spiritual, Moral, Social and Cultural Development

Effective provision for Spiritual development needs a curriculum and approach to teaching that embodies clear values and enables pupils to gain understanding through reflection on their own and others' lives and beliefs. It relies on teachers valuing pupils' contribution across the whole curriculum. Religious education and Collective Worship can make a significant contribution to spiritual development.

Effective provision for moral development is to build a framework of values regulating personal behaviour through principles rather than through fear of punishment. The school needs to foster values such as honesty, fairness, and respect for truth and justice. Pupils need the opportunity to explore ideas to enable them to express themselves, to extend their understanding and to further develop.

Social development needs an acceptance of group rules and the ability to set oneself in a wider context. The forming of attitudes to good social behaviour and self-discipline is of crucial importance. There needs to be opportunities for pupils to work co-operatively, in competition, taking the initiative and responsibility towards contributing to the life of the school.

Cultural development is concerned both with participation in and appreciation of cultural traditions. The school needs to seek to enrich pupils' knowledge and experience through visits to museums and art galleries and to work with artists and performers. Music of other cultures is valued as is the contribution of many cultures to development of science and technology.

Implementation

Spiritual

Aim: to create opportunities for spiritual development across the curriculum including RE and Collective Worship in order to:

- Sustain the self-esteem of pupils;
- Develop capacities for critical and independent thought;
- Foster emotional life, the ability to express one's own feelings and extend appreciative range;
- Provide opportunities for the development of imaginative and empathetic experiences;
- Encourage the setting apart of moments for stillness and reflection;
- Provide learning material and situations which encourage moral responses and obligations towards other people;
- Provide opportunities to discover the values and identity of a person and human life;
- Experience feelings of 'transcendence', giving rise to an awareness of an ability to go beyond above everyday experiences - a consciousness of a divine being.

Moral

Aim: To foster pupils' knowledge, understanding, attitudes and behaviour in relation to what is right and wrong:-

- Telling the truth
- Keeping promises
- Respecting the property and rights of others
- Helping those less fortunate and weaker than ourselves
- Acting with consideration towards others
- Taking personal responsibility for one's actions
- Self-discipline

Social

Aim: to create opportunities across the curriculum for pupils to:-

- Take their place in a wide range of roles relating to adult life;
- Relate positively to others;
- Think and act for themselves;
- Become self-disciplined;
- Take on initiatives and responsibilities;

Cultural

Aim: to create opportunities across the curriculum for pupils to:-

- Participate in their own and other cultural traditions
- Appreciate the diversity and richness of their own, and other cultural traditions

ENGLISH

- Literature and poetry - writer's perception of issues in events and activities;
- Development of empathy - seeing from a different point of view;
- Awareness of careful approach when expressing own points of view in discussions;
- Listening to others - evaluating issues.

Maths

- Appreciation of applications in life - order, balance, perspective, shape, relationships in number principles and rules;
- Basis of investigation and exploration.

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Science

- Awe and wonder - of nature;
- Ethical issues in environment - pollution, health, genetics etc;
- Man's use of good and evil - power to decide.

Technology

- Awe and wonder:- skills and initiatives;
- Development of good-evil - fitness for purpose;
- God's gifts to be explored and potential maximised.

History

- Other lifestyles and values - appropriate for past - change and development;
- Actions and decisions – morality;
- Heritage - Christian and others.

Geography

- Develop understanding and consider other ways of life, systems, cultures and values - developing countries and issues involved.

Religious Education

- Understanding relationships between belief and behaviour;
- Christian values and practices, beliefs, obligations, responsibilities;
- Impact on history - past and present;
- Evaluate issues.

Music

- Appreciation of skill, order, pattern;
- Expression of feeling;
- Development of spiritual and cultural qualities;
- Co-operation in performance.

Drama

- Complexities of human relationships - self and others;
- Understanding of other points of view and behaviour;
- Co-operation in performance.

PE

- Appreciation of skills, teamwork, discipline;
- Self-expression and fulfilment.

Art

- Self-expression, skill, technique;
- Understanding of others - past and present, interpretation of ideas and thoughts.

PSHE and Moral Education

- Personal views, independent judgements, moral issues, rights and wrongs - exploring self/society - sex, drugs, bullying etc.

I.C.T.

- Impact on lives - have/have-nots;
- Applications;
- Awe and wonder;
- Man's use of.....

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Environmental Education

- Care of environment - differing views;
- Citizenship - responsibilities of and in society.

Extra-Curricular

- Co-operation with others;
- Teamwork;
- Relationships.

Pastoral Care

- Nature of relationships...Care for others...
Viewpoints...Rights...Decisions...Obligations...Responsibilities.

Collective Worship

- Support, reinforce moral values of school community;
- Spiritual development;
- Participation;
- Transcendancy.

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All policies are currently being ratified as appropriate by The Local Governing Body

