



Social, Moral, Spiritual and Cultural Development Policy

Audience:	Parents School staff Local Governing Bodies
Approved:	Sept 2020
Other related policies:	Curriculum Policies
Policy owner:	Debbie Conroy
Policy model:	SMFA
Review:	
Version number:	1

Rationale

At Sir Martin Frobisher Academy, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the Academy. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

Moral development relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities.

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.

Strategies

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live. For example:

Social

- There is a high level of staffing at mealtimes and on the playground to promote appropriate social interaction. Pupils play together in group games and imaginative play on their own and with adults.
- Circle times feature in all classes promoting turn taking and social interaction.
- The PSHE scheme of work contains units on Healthy Me and Relationships.
- Children learn to be effective communicators through the school's approach to teaching and learning, including the use of symbols, photos, visible timetables and technology.
- Educational visits within the community, including swimming and museum visits.

Moral

- There is an agreed reward system in place so that all children can earn rewards for good behaviour as well as academic achievement. The rewards are handed out at weekly celebration assemblies so that everyone shares in the success.
- Regular meetings are held to discuss behaviour to ensure that all staff are supported and that ideas are shared.
- Support plans are agreed and implemented with the help of the SENCo.

- The PSHE scheme of work has units dealing with issues to do with rules, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community.

Spiritual

- The RE scheme of work contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism and Judaism.
- Children are encouraged to take part in periods of reflection at different times throughout the school week.
- Through PSHE and circle time activities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.
- Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. looking at beautiful objects in an assembly, looking for signs of Spring on a Geography trip, visiting a planetarium as part of their learning in Science.

Cultural

- There are regular celebrations of religious festivals over the year including harvest, Diwali, Christmas, Easter, Eid, Chinese New Year.
- Geography and RE have units on other cultures and religions.
- English includes units on stories from other cultures.
- All pupils are accepted equally and play an active part in the school community regardless of their colour, religion or gender.
- Children participate in a range of artistic, sporting and other cultural opportunities provided by the school.

Where you can find SMSC at Sir Martin Frobisher Academy

- The curriculum as a whole
- The Religious Education Curriculum
- The PSHE Curriculum
- Assemblies
- Behaviour policy
- Structured and personalised reward systems
- Extra-curricular activities
- Educational visits
- Pupil Voice (Student Council)
- Special days (fundraising, cultural experiences and immersion days)