



Social, Moral, Spiritual and Cultural Development

Responsibility: Robin Wilson (Headteacher)

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Next Review: 1 July 2016



At the heart of all that we do at Woodlands School is the holistic development of all pupils socially, morally, spiritually and culturally. The concepts are defined as Social Development

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Moral Development

Definition: Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Spiritual Development

Definition: Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and nonmaterial wellbeing.

Cultural Development

Definition: Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture. They can recognise extremist views and protect themselves from indoctrination by extremist groups.



SMSC at Woodlands School

At Woodlands School SMSC is not delivered as a specific subject or area of the curriculum as it is at the core of everything that we do.

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive relationships, attitudes and values.

SMSC has particularly strong links to Religious Education, Collective Worship and Personal, Social, Health and Citizenship Education (PSHCE) and Humanities.

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people.

Some examples of how elements of SMSC are covered:

- Good relationships between staff and pupils.
- Key values, effective relationships and core qualities are modelled by staff.
- An ethos of fairness, equality and respect.
- Clear rules and expectations.
- Assemblies which focus on current news and issues.
- Engaging lessons which motivate, engage and interest pupils. • High expectations for all pupils regardless of their social groups.
- In the curriculum content of all subjects but more specifically PSHE and Humanities
- Trips, visits and residential experiences.
- Visitors such as artists, authors and community members.
- Whole school, collaborative activities such as fundraising.
- Opportunities to work with a wider community such as at college or through work experience.

Monitoring

The PSHE / Humanities coordinator monitors the development of pupils in these areas.

Progress is also tracked using PSD and subject specific assessments in PSHE, Humanities and all curriculum areas.

At times specific areas of SMSC are targeted due to either pupil need or to ensure effective coverage of a particular issue, for example to enable pupils to recognise and protect themselves from extremism and CSE.