



Sledmere and Wetwang Federation

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY – October 2026

Adopted by Sledmere and Wetwang Federation Policy Review Group

Signed: Andrew McCormack

Position: Chair of Governors

To be reviewed by Governors October 2027

Vision

‘Learning and growing in the love of God’ (1 John 4:16)

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

Introduction

Aims

At Sledmere and Wetwang Federation we strive to create a learning environment which promote 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.

1.2 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. Teachers outline the areas in which they will meet SMSC objectives in a termly SMSC planning outline. We ensure that all SMSC work links closely with RE and our PSHE work.

Spiritual Development

2.1 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.

2.2 Our learning environment and curriculum

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 and target setting activities)

Moral Development

3.1 Definition

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

3.2 Our learning environment and curriculum

The classroom environment and curriculum promote moral development through:

- School rules agreed with children and displayed in the classroom.
- Clear and consistent rewards and sanctions that children understand and believe to be fair.

- Class and school assemblies and collective worships 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 and studies of historical figures.
- The values of 'Honesty' and 'Forgiveness' are explicitly taught and modelled throughout the school.

4 Social Development

4.1 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.

4.2 Our learning environment and curriculum

At Sledmere and Wetwang 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
- Working with others across the local community (members of the church community, senior citizens, cluster schools, local secondary school and Open the Book Worship team)

The values of 'Friendship', 'Honesty', 'Responsibility', 'Respect' and 'Perseverance' and 'Forgiveness' are explicitly taught and modelled throughout the school.

5 Cultural Development

5.1 Definition

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.

5.2 Our learning environment and curriculum

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

- Learning about other cultures when raising money for charity
- Links with children in different parts of the world
- 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
- Children are taught to understand the lifestyles and choices made by different groups of people

Review

The planning and coordination of SMSC are the responsibility of the RE/Worship subject leader, 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
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school
- Plans regular staff meetings to explore identified values and the SMSC links that may exist within these.

This policy will be reviewed annually.