



Venture  
Learning

**Spiritual, Moral, Social & Cultural Development Policy**  
**Venture Learning**

**Document Owner**

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## **Introduction**

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and important for society as a whole. Embedding into the curriculum and general culture of the provision is essential help students grow and develop as people and effective participants in modern Britain.

Spiritual, Moral, Social and Cultural Development is cross curricular and this policy aims to demonstrate how teachers are expected to embed it throughout the curriculum through appropriate teaching & learning strategies such as discussion, reflection and student participation.

The importance of relationships and positive role modelling is vital. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all students. Students should be encouraged to ask questions and engage in meaningful, respectful discussion.



## **Section 1: Defining spiritual, moral, social and cultural development**

### **The spiritual development of pupils is shown by their:**

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

### **The moral development of pupils is shown by their:**

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

### **The social development of pupils is shown by their:**

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **The cultural development of pupils is shown by their:**

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



<b>Subject</b>	<b>Spiritual Development Opportunities</b>	<b>Moral Development Opportunities</b>	<b>Social Development Opportunities</b>	<b>Cultural Development Opportunities</b>
<b>Maths</b>	<p>1) Students are encouraged to make and explore connections between mathematics and everyday life.</p> <p>2) Students are encouraged to see the sequences, patterns, symmetry and scale both in the man-made and the natural world and to use maths as a tool to explore it more fully.</p>	<p>1) Students are encouraged to analyse data and consider the implications of misleading or biased statistics.</p> <p>2) Students are made aware of the fact that the choices they make lead to various consequences. They must then make a choice that relates to the result they are looking for.</p>	<p>1) Problem solving skills and teamwork are fundamental to mathematics through creative thinking, discussion, explaining and presenting ideas.</p> <p>2) Students are always encouraged to explain concepts to each other and support each other in their learning.</p>	<p>1) Various approaches to mathematics from around the world are used and this provides an opportunity to discuss their origins. We try to develop an awareness of the realisation that many topics we still learn today have travelled across the world and are used internationally.</p>
<b>English</b>	<p>1) Students are encouraged to make predictions and alternative endings for things that they have read. This encourages imagination and creativity.</p> <p>2) By asking students to infer what characters are thinking or feeling students reflect on themselves and others.</p> <p>3) Through exposure to a wide variety of texts students can experience and learn about others' values and beliefs.</p>	<p>1) Students are encouraged to analyse and discuss the morality of choices and subsequent consequences presented in various texts.</p> <p>2) In creative writing, students are encouraged to choose pathways and actions for their characters and consider the consequences of such.</p> <p>3) Through recounts, students consider different moral perspectives.</p>	<p>1) Through speaking and listening focused work students are encouraged to cooperate and communicate effectively, whether working on group presentations or taking part in a planned debate.</p> <p>2) Students work together to generate ideas for writing tasks, learning to make contributions that others can benefit from, as well as taking on board the ideas and contributions of others.</p>	<p>1) Within each unit students engage with a variety of texts from different cultures.</p> <p>2) Students are encouraged to tell their own stories in their writing and bring in influences from their own cultures.</p> <p>3) Listening to other's cultural experiences encourages students to appreciate other cultures.</p> <p>4) Students may access plays as a cultural experience.</p>
<b>Science</b>	<p>1) Students are encouraged to be curious and ask questions about how things work.</p> <p>2) Students learn about how living things interact with, rely on and contribute to their environment.</p> <p>3) Learning about space encourages students to reflect on the universe and their own beliefs about how it was formed.</p> <p>4) Making discoveries and participating in experiments increases student's sense of enjoyment and fascination in learning.</p>	<p>1) Students are given the opportunity to learn about scientific discoveries and inventions and consider whether they have made a positive contribution to the world or if negative impacts (e.g. environmental) make them harmful.</p> <p>2) Students are encouraged to be both open minded (generating a hypothesis) and critical (demanding evidence) and to use their understanding of the world around them in a positive manner.</p>	<p>1) Students are encouraged to explore the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p> <p>2) Sharing ideas, data, and results (for further testing and development by others) is a key principle of the scientific method. Students are encouraged to work together on scientific investigations and to share results (to improve reliability).</p>	<p>1) Students are taught about the heritage of scientific discoveries and the traditions and cultures that have led to scientific development.</p> <p>2) Students will explore how scientific discoveries have shaped the, beliefs, cultures and politics of the modern world.</p>

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<b>PSHE</b>	1) Students are encouraged to listen to, reflect on and respond to others' needs, desires, beliefs and perspectives. 2) Students are encouraged to explore meaning and purpose for individuals and society. 3) Students work on the tools they need to develop resilience and inner strength. 4) Units on identity and diversity encourage students to reflect on their own beliefs and others.	1) Students are encouraged to explore what is right and wrong, analyse different scenarios and make suggestions to how people could best deal with situations. 2) In community and relationship based modules students think about how they can make healthy choices for themselves and those around them. 3) In units about gangs & crime students learn about legal as well as moral consequences.	1) Students engage in a democratic process for agreeing the rules for group discussions. 2) Students are given opportunities to lead discussions. 3) Students are encouraged to interact and socialise with different peers than they do in lessons and social times. 4) RSE gives students the tools to engage and communicate in healthy and sustainable relationships.	1) Students explore issues of identity, belonging, diversity and discrimination; helping them to understand feelings of those from other cultures and encourage them to accept people regardless of their religious, cultural or socio-economic backgrounds.
<b>Topic</b>	1) HISTORY – students explore how beliefs about the world have changed over time (e.g. Aztecs/Greeks/Vikings topics). 2) GEOGRAPHY – Students explore the wonders of the world around them (e.g. Space/ Mountains/Extreme Earth topics) 3) RE – Students learn about festivals, traditions and beliefs of other religions 4) Students explore religious beliefs about the creation of the universe (Space topic) 5) ART – students are encouraged to express their own beliefs and interpretations 6) Students review and evaluate, building reflection skills 7) MUSIC – students explore how music makes them feel.	1) HISTORY – students explore historical injustices and question what could have been done differently. 2) GEOGRAPHY – students are encouraged to explore how they can make the world a better place (e.g. Extreme Earth topic) 3) RE – students explore moral teachings of different religions 4) ART – students explore how emotions are expressed and invoked through art	1) HISTORY – students explore societies and social structures of history and compare them to our own. 2) GEOGRAPHY – students develop an understanding and build positive links with the local community (e.g. Me, Myself & I topic) 3) RE – students explore the impact of religion on different societies throughout history 4) ART – students are encouraged to share ideas and resources	1) HISTORY – students explore British culture and history (e.g. Brilliant Britain/Victorians topics) 2) Students explore local history (e.g. Me, Myself & I topic) 3) Students explore the history of other cultures (e.g. China topic) 4) GEOGRAPHY – Students explore other cultures (e.g. Amazing Africa topic) 5) RE – students are exposed to the religions of different cultures 6) ART – students explore and take inspiration from the art of different cultures 7) MUSIC – students explore the music of different cultures
<b>PE</b>	1) Students become aware of their strengths and limits	1) Students explore attributes that are positive to sporting success	1) Students work as part of a team towards a common goal	1) Students see other cultures through global sporting events

