**Spiritual Moral Social and Cultural (SMSC) development at VLC**

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| **Spiritual**  |
|  | **Whole School** | **Phase 1** | **Phase 2** | **Phase 3** |
| * Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
* Knowledge of, 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
 | Show Racism the Red CardHolocaust Memorial DayCurriculum Implementationhttps://www.voyagelearningcampus.org.uk/assets/curriculum-elements.pngYoung Writers external national competitionInternal Art/Food CompetitionsLiteracy competitionArt Exhibition – virtual & IRL | Calendar events, e.g. Holi, Diwali, Easter, Christmas, explored and celebratedReflective strategies books per childMindfulness activities and exercisesDiversity explored through PSHEMonday motivators – start of day activitiesHealthy lifestyles cooking lessons + taste testing foods from around the worldRemembrance Day – poppy art and wreath layingEmotional literacy textsCurriculum design – lines of enquiry | Tutor Programme: Debates& Poetry by HeartEnglish – texts often prompt conversation, reflection and open discussion & debate. Relevant parts of text enable discussion on faith, feelings and values. In creative writing students have the opportunity to be expressive and develop their imagination and reflect on their experience – competition entries - whole and national, the spoken language assessment is an opportunity to show a willingness to express their own personal experiences.Literacy CompetitionsAdditional Learning Curriculum - students will be exposed to a range of people in the different subject areas of the curriculum of different races, religions and cultures. A culture of personalised learning is encouraged to develop learning, imagination and creatively. Students will reflect on their own experiences, peers and others, and their learning in all subjects in the faculty, e.g. reflecting on their own artwork, cooking, skills learnt in MV and other activities.Maths – lessons and activities will include/reference themed holidays, religious holidays and how and where the artwork is used in the ‘real world’ e.g. patterns, shape, tessellation and sequences. | Citizenship: Taking Citizenship ActionCitizenship: What is identity?Additional Learning Curriculum (Art, Food) - students will be exposed to a range of people in the different subject areas of the curriculum of different races, religions and cultures. A culture of personalised learning is encouraged to develop learning, imagination and creatively. Students will reflect on their own experiences, peers and others, and their learning in all subjects in the faculty e.g. reflecting on their own artwork and cooking. |
| **Moral**  |
|  | **Whole School** | **Phase 1** | **Phase 2** | **Phase 3** |
| * Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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
 | Relationships and Behaviour Policy Restorative approaches | Reflective strategy books per child + restorative approach and shine the light conversationsInterventions, e.g. A 5 is against the lawWould you rather Wednesdays + Monday motivators – start of day activities and discussionsTopics in the curriculum, e.g. ‘Help!’ And ‘If I ruled the world’School councilPCSO termly visits | Tutor Programme: DebatesEnglish – literary texts given students the opportunity to discuss characters actions and links with their own experiences. Consequences of actions both imagined and real are often discussed. Students are encourage to give viewpoints regarding a range of issues.Additional Learning Curriculum - where appropriate students are encouraged to follow legal (H&S) laws in the practical subjects. In Flex lessons topics explore the law, consequences and action. Key people in the arts, kitchen, MV industry may prompt discussions and raise questions about moral and ethical viewpoints.Maths – The curriculum covers data, analysis and statistics; looking at news articles and real-world problems to recognise the difference between right and wrong. There is a lot of questioning of actions and behaviours and viewpoints. | Citizenship: What is the law for and how does it affect us?Additional Learning Curriculum (Art, Food) - where appropriate students are encouraged to follow legal (H&S) laws in the practical subjects. Key people in the arts and the kitchen may prompt discussions and raise questions about moral and ethical viewpoints. |
| **Social** |
|  | **Whole School** | **Phase 1** | **Phase 2** | **Phase 3** |
| * 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 of 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.
 | Cross phase working e.g. Phase 1 students working in Phase 3School CouncilTutor Time/Social Games/Breakfast ClubsChildren in NeedCelebrating successes through social media channels | Social games (Theraplay)Fudraising events, e.g. Macmillan coffee morning, comic relief, Ukraine supportForest schoolTrips, e.g. Puxton Park / swimmingStructured playtimes and PE sessionsLunchtimes and playtimes – mixed peer groupingsCooking in the KitchenPen pals with link school in MalawiFundamental British Values displays in classroomsCelebration Assemblies | Work ExperienceTutor programme – weekly quiz, number games, mindfulness Monday activitiesEnglish – social skills are learnt through literacy games, discussion and debates where they have to take turns and learn to interpret social cues and body language. British values are discussed with as and when a text highlights a particular issue regarding, value, liberty, respect, tolerance, faith and belief.Additional Learning Curriculum - Students are encouraged to support each other in the art room through questioning, positive comments and sharing ideas. In the kitchen students, collaborate, share the work load and share their dishes. In the MV workshop students complete tasks together and discuss any issues. Acceptance and respect are expected in all subjects of the faculty.Maths – game play, paired and group work is used to help students develop and explore social skills. They learn from one another and to support each other. | Citizenship: Migration and its impactAdditional Learning Curriculum Students are encouraged to support each other in the art room through questioning, positive comments and sharing ideas. In the kitchen students, work collaborative, share the work load and share their dishes. Acceptance and respect are expected in all subjects of the faculty. |
| **Cultural** |
|  | **Whole School** | **Phase 1** | **Phase 2** | **Phase 3** |
| * Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
* Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
* Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
* 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.
 | Celebration of Black History Month and LGBT History MonthDisplays e.g., celebration of neurodiversityWord of the week in English, Art, Food, MV/BM | School council – electionsHealthy lifestyles – cooking around the worldDiversity display in foyerFrench, music and Art lessons – exploring artists around the worldCurriculum topic linksCalendar events explored through curriculum planning | AssembliesTutor programme – cultural quizzes, debatesEnglish – where possible texts are chosen to reflect different cultural lifestyles and beliefs and their influence and effect on modern Britain, democracy, religions, and history in Britain, when prompted by a given text or other media. Students are given the opportunity in drama lesson to explore cultural and musical opportunities in a variety of forms.Additional Learning Curriculum (Art, Food, MV, Flex) - students across all subject areas of the experience a wide range of British, international and cultural opportunities. Looking at and creating artwork inspired by a wide range of artists. Cooking dishes designed by a variety of chefs, cultures, diets using a range of ingredients from around the globe and native to the UK. In MV/MB & Flex lessons students will be exposed to British and multicultural systems, practices and ethos, ideas and skills.Maths – investigating British systems including voting, the benefits system, PAYE, proportional representational. British systems of measure, use of different system around the world. Origins of maths is discussed and explored. British cultural quiz programs – Countdown, blockbuster and other relevant quiz to develop knowledge and understanding. | Citizenship: How have communities developed in the UK?, Who runs the country?, How does Parliament work?Additional Learning Curriculum (Art, Food) - students across all subject areas of the experience a wide range of British, international and cultural opportunities. Looking at and creating artwork inspired by a wide range of artists. Cooking dishes designed by a variety of chefs, cultures, diets using a range of ingredients from around the globe and native to the UK. |