



St. Gregory's Child Care Trust,

SPIRITUAL MORAL SOCIAL & CULTURAL Policy 1.33

June 2022

To be reviewed by June 2023

Spiritual, Moral, Social and Cultural (SMSC) Policy

Aims 1.33

It is the policy of the St. Gregory's Childcare Trust to promote the spiritual, moral, social and cultural development of all the children in our care. The Trust understands that these areas of development are of fundamental importance in the establishment of values and attitudes which will influence the individual's role in adult society. We aim to provide opportunities for the children to explore and develop their individual values and beliefs, spiritual awareness, personal behaviour, a caring and positive attitude towards others, an understanding of the social and cultural traditions of themselves and others and an appreciation of the diversity and richness of all cultures.

Spiritual development involves the exploration of beliefs and experience; respecting other's faith, feeling and values; the enjoyment of learning about oneself, others and the surrounding world; using imagination and creativity and reflecting.

Moral development involves the recognition of right and wrong; respect for rules and the law; an understanding of consequences; investigating moral and ethical issues and offering reasoned ideas.

Social development involves investigating moral issues; appreciating diverse viewpoints; volunteering and cooperating and engaging with "British values".

Cultural development involves an appreciation of cultural influences; participation in cultural opportunities and understanding, accepting, respecting and celebrating diversity.

Actions: In order to achieve this:

The Trustees will:

- * Ensure the policy is understood and practiced by all connected with the trust
- * Provide funds for equipment and resources necessary
- * Annually review and, if necessary, revise the policy

The management committee will:

- * Develop the policy with the staff
- * Ensure that the policy is understood and practiced by all staff
- * Regularly review practice to ensure these elements are being promoted
- * Provide appropriate resources to support these areas of learning

The staff will:

- * Act as positive role models promoting expected behaviour, treating all as unique and valued individuals.
- * Be aware of the importance of treating all children as individuals valuing their cultural backgrounds, ideas and opinions in order to develop their confidence, self-esteem and personal identity.
- * Provide opportunities for the children to develop an understanding of their social and cultural environment, gaining an appreciation of the varying cultures in today's society.
- * Allow children to explore social and moral issues developing a sense of responsibility in this area and promoting an understanding of right and wrong.

Resources, activities and practice promoting these areas of learning include:

- * The welcome board celebrating many different cultures.
- * All children being part of, and involved in, key groups developing friendships and fostering positive relationships with adults and their peers.
- * The development of self-confidence, an understanding that their views matter and a sense of responsibility through circle time, the "all about me box" and travelling bears as well as encouraging the children to make choices and decisions for themselves, for example the Kid's Club Committee.
- * Children and key persons discussing rules, the reasons for them and suggested consequences should they be broken.
- * Using stories and dolls, such as the persona doll, to develop an understanding of the feelings, both of the individual and others.
- * Inviting children and families to regular Liturgies and assemblies shared with school and inviting the children to join prayer at various times of the day.
- * Celebrating festivals, for example, Diwali, Christmas and Chinese New Year, inviting visitors and using different resources such as dressing up, puzzles, books and changing the home corner to reflect the theme.
- * Welcoming and valuing Parents input in the children's learning journeys through regular parent meeting and the use of "WOW" vouchers.