



Inspiring Learners, Growing Together

Castletorpe First School • North Crawley CE School • Sherington CE School • Stoke Goldington CE School
St Andrews CE Infant School • Newton Blossomville CE School

The Village Schools Federation aspires to nurture and inspire every child to experience life in all its fullness. Our schools are rooted in inclusive Christian values to enable all to flourish by building knowledge, confidence and resilience for the future. We strive to be the best we can be.

“Whatever we do, we work at it with all our heart”

Colossians 3:23

Social, Moral, Cultural, Spiritual Policy

1 Aims and objectives

- 1.1 At Village Schools Federation CE Schools we strive to create a learning environment which promote respect, inclusivity, 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 opportunities that encourage pupils to work together and use imagination in their learning. Teaching and learning is planned which requires pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points and world view.
We use Roots and Fruits Christian values materials across all the schools and closely link SMSC with our PSHE materials, PSHE Scheme of work – PSHE association 2017.

2 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 begin a lifelong journey to be able to understand their own feelings and emotions, and this enables them to reflect and to learn.
- 2.2 Our learning environment and 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, religious and non-religious world views, 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, target setting activities)
- Reflect on learning/own selves/behaviour etc
- Offer opportunities for moments of peace/quiet and reflection

3 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:

- Class rules, agreed with children and displayed in the classroom.
- Clear and consistent use of the behaviour policy.
- Class and school collective worship and assemblies 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, studies of historical figures.
- The values of 'Justice' and 'Forgiveness' are explicitly taught and modelled throughout the school
- British Values are explicit throughout the school.

4 Social Development

4.1 Definition

Social development involves learners working effectively together and participating successfully in the school community. 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 our schools' social skills are developed through:

- Modelling of positive social behaviour by all staff
- Behaviour policy and restorative practises
- After-school clubs
- PE and sports clubs
- Play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with pupils from the other schools; federation sports day, federation concerts, federation trips

- 4.3 The values of 'Friendship', 'Generosity', 'Trust', 'Courage' and 'Perseverance' 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:

- Links with local and international schools through 'Global Neighbours', Advantage Africa, Olney Newton Link
- Stories from different cultures
- First hand experiences through local visits, theatre, musicians, art and artists
- Visitors from the local and international community
- Being part of National and International fundraising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures when raising money for charity
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

8 Monitoring and review

Reviewed:	September 2025
Approved by governors:	October 2025
Next Review:	September 2027