

# Spiritual, Moral, Social and Cultural Education

“Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum...

Ofsted continue to put SMSC ‘at the heart’ of school development. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.” - **OFSTED 2019**

## Spiritual Education

Firstly, each enquiry starts with a piece entirely about the children’s own experience and understanding. This allows them to consider their own feelings about the concept being explored within the enquiry (belonging, commitment, action etc). This is revisited in piece six of the enquiry when the learning is taken back to their own world, and what they have learnt about the concept from the point of view of that worldview can be applied to their own lives, should they wish to do so.

In addition to this, there are opportunities for reflection and spiritual development within each piece. Pause Points allow the children a moment to stop and think about the learning, and Help me reflect at the end of every piece gives them a defined moment to consider wider or more personal questions about the content covered in that piece.

## Moral Education

Questions of morals and ethics will always be part of the conversation within RE and children are taught to listen to each other’s point of view and debate with respect. Throughout the programme, big questions are approached and both sides of every argument are examined. The children consider concepts like living a good life, commitment and the importance of promises and each child can consider both their own response and put themselves empathetically in the place of a person of that worldview to answer the question. Stereotyping is also addressed, ensuring that people are not judged by way of media reporting or common misconceptions. The children will understand the value of diversity and each individual’s right to follow the path of their own individual worldview.

## Social Education

Learning about concepts such as belonging to a worldview and the contribution that can make both to the feelings of the individual and also to the wider social community are studied across the programme.

Examples include social activities such as the Sikh langar, charity actions run by different worldviews (for example, Mitzvah Day, Islamic Aid, Christian Aid etc.), praying together in a place of worship rather than alone, celebrating festivals or rites together, working together for the common good.

The children learn how somebody may prefer this social aspect but also how sometimes peace and quiet are necessary for reflection, so they learn to have a balance.

Added to this, there are multiple opportunities for social interaction within the pieces themselves. Each piece starts with revisiting the charter which reminds us how to work together, and then moves into Connect our learning which is an activity-based section of the lesson where children revisit prior learning in groups or partners to share ideas.

### **Cultural Education**

Throughout Jigsaw RE, we encourage the children to be really interested in exploring and improving their understanding of different worldviews. We stress the diversity within worldviews so that they understand that there is no one right way of belonging, and that much of this may depend on individual beliefs but also on cultural diversity. All our resources have been created to demonstrate the maximum possible diversity and to ensure that children understand the context of the worldview and where it may have originated.

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