



FRANK CHAPMAN CENTRE

Actively Green

Social, Moral, Spiritual and Cultural development

Social, moral, cultural and spiritual education is integrated into the values of the centre. Detailed below are the ways in which FCC helps develop SMSC awareness.

The use of these hands in the activity outlines will show which activities meet which aspect of SMSC.



Social development is about young people working effectively with each other and participating successfully in the community as a whole.

- ❖ Young people will develop qualities that help them to work together through team work, listening skills, discussion, sharing ideas, leadership and problems solving. This is facilitated through adventurous activities such as climbing, canoeing, pioneering, building a shelter or crossing the crocodile pond. Older pupils share their views and opinions and work towards trying to reach a sensible solution to problems.
 - ❖ Young people show respect for living things, property and the environment through being a part of the FCC community and taking part in activities such as conservation, recycling and waste reduction or fulfilling their responsibility of daily duties, composting and using litter bins.
 - ❖ Functioning effectively in a **multi-racial, multicultural society**.
 - ❖ Students living at the centre will **develop social skills** through sharing living space, bed rooms, washing facilities, interacting in free time on the playing field, common room or games room, to learning about the dining room set up including laying the table. Socially aware students will adjust appropriately and sensitively to a range of contexts.
-



Moral development is about building a framework of 'moral' values which guide a person's behaviour.

- ❖ **Students develop an understanding of societies shared and agreed values.** Students will be living within the FCC community, contributing through daily tasks, taking responsibility for their own possessions in the boot room and dormitories and encouraged to look out for others during activities. They will help to maintain the FCC for future generations by respecting their environment especially through activities such as conservation.
- ❖ **Students should be encouraged to develop principles rather than acting in a certain way in order to gain rewards, or avoid punishment.** Students are encouraged only to take onto their plate what they will eat to minimise waste, they have the opportunity to compost some of their waste.



Spiritual development - pupils learn to reflect on their experiences and how they can use them to shape their lives.

- ❖ Students will be encouraged to set group and personal goals and **reflect on their experiences** at FCC after activities but also at the end of their week.
- ❖ FCC is a computer game and mobile phone free zone for students who are encouraged to enjoy the outdoors and **value a non-material dimension to life.**
- ❖ Students will start to understand **different forms of life experience** and **form questions about the wider world** through a variety of environmental and adventurous activities.
- ❖ Students will **develop self and spiritual awareness** and understanding of the world around.



Cultural development is intimately linked with attempts to value cultural diversity and prevent racism.

- ❖ Developing pupil understanding of their own culture and other cultures in their town, region and country as a whole by comparing their locality to that of the rural setting of the FCC or Bewdley town.
- ❖ Recognise, explore and understand their own **cultural assumptions** and values and compare these with their peers through visits to a rural environment e.g. farm visit.
- ❖ Enable young people to embrace and understand **cultural diversity** by bringing them into contact with **attitudes, values and traditions** of other cultures.
- ❖ Encourage **an historical perspective** by relating contemporary values to the processes and events that have shaped them through activities such as bushcraft skills, pioneering and visits comparing and contrasting Bewdley to their own locality.
- ❖ Enable young people to understand the **evolutionary nature of culture** and the processes and potential for change.