



Spiritual, Moral, Social and Cultural (SMSC) Education Policy

Mission Statement: Where Every Child Matters

Introduction

The promotion of spiritual, moral, social and cultural education and the teaching of religious education will take place through an agreed and consistent approach. It will be addressed in different ways and to varying extents through all aspects of the curriculum. It will be supported by the Personal, Social and Health Education curriculum, Nurture Group and through the normal curriculum.

Opportunities for collective reflection are planned through Assemblies and frequent 'Thought for the Day' sessions.

All pupils spiritual, moral, social and cultural values will be respected, and those whose values maybe different from the majority will always be shown great sensitivity.

Aims

The aims of SMSC education are to develop open and consistent relationships, to develop pupil's confidence and to help them to learn to treat each other and their environment with respect. All staff will provide a range of opportunities for pupils to extend their social experiences and understanding. The content of the curriculum and styles of teaching and learning offered will aim to encourage an increasingly mature response to social and moral issues. The practice of all staff will be based upon social qualities and will be founded on a moral code that will affect everything that is done in the school setting.

SMSC education is inextricably linked to the Shepwell mission statement, and we believe that each child will be valued as an individual and enabled to develop intellectually, socially and emotionally within a caring, purposeful and flexible framework. In particular, SMSC education support the Shepwell aims:

- To recognise and value the qualities, abilities and dignities of each individual
- To provide high quality and appropriate environment in which pupils are encouraged to develop to their full potential
- To encourage the greatest possible independence of thought and action
- To work effectively with parents/carers, other professional and agencies in the best interest of the pupils and Shepwell
- To promote the spiritual, moral, social and cultural development of each pupil

- To provide as far as possible, a broad, balanced, relevant and appropriate curriculum for each individual pupil
- To ensure equality of opportunity is provided for all within the education provision offered

Spiritual education

The aim of spiritual education is to promote opportunities for pupils to reflect on aspects of their lives and the human condition through, for example, literature, theatre, music, art, science, religious education. Through spiritual education, pupils will acquire beliefs and values to learn the basis for personal and social behaviours. Not only will pupils be given opportunities for spiritual development through the curriculum on offer, but also through the ethos and climate of the team.

Aims: for pupils at Shepwell to be able to:

- Have a respect for yourself and for others
- Have an awareness and understanding of their own and other's beliefs
- Have an increasing ability to reflect and learn from reflection about their own beliefs that inform their perspective on life
- Have an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- Have an appreciation of beauty, truth, love, goodness, order and mystery
- Have respect for insight as well as knowledge and reason
- Have an understanding of feelings and emotions, and their likely impact
- Have an expressive and creative impulse in their learning
- Have the ability to reflect on their own experiences
- Enjoy learning about themselves and others
- Have a readiness to challenge all that would constrain the human spirit
- Have a sense of empathy with others, concern and compassion
- Have a respect for different people's faiths, feelings and values

These aims will be encouraged through:

- The values and attitudes that Shepwell identifies, upholds and fosters.
- The contribution made by the curriculum
- Through religious education, acts of collective reflection and other group discussions.
- Through the ethos and climate of Hospital & Outreach Education

Cross Curricular elements may include:

1. Art – the study of artists and their spiritual and cultural domains
2. History – including such concepts as conversion, faith and beliefs, and Christendom, crusade, reformists, monasticism and missionary;
3. English – including a wide range of literature, including stories, poetry and plays and debate.

Outcomes of spiritual development will be demonstrated in such qualities as:

- **Knowledge** of the central beliefs, ideas and practices of major world religions and philosophies;
- **An understanding** of how people have sought to explain the universe through various myths and stories, including religious, historical and scientific interpretations;
- **Beliefs** which are held socially, and the ability to give some account of these and to derive values from them;
- **Behaviour and attitudes** which derive from such knowledge and understanding and from social conviction, and which show awareness of the relationship between belief and action;
- **Social response** to questions about the purpose of life, and to the experiences of e.g. beauty and love or pain and suffering.

Moral education

The aim of moral education is to promote opportunities for pupils to uphold a series of values which will serve them well throughout their lives. Staff will be role models for upholding of values and will promote moral education through the ethos and climate of the team. Pupils will be encouraged to uphold the following values:

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Acting considerately towards others
- Helping those less fortunate and weaker than ourselves
- Taking social responsibility for ones actions
- Self discipline

Shepwell will reject the following values:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- dishonesty

Cross curricular elements may include:

1. Performing Arts/Music – whereby pupils may explore such concepts as conflict, tension, love and hate.
2. Science – including the ways in which scientific discovery and technological development might cause moral problems and dilemmas e.g. genetics, pollution, atomic power, greenhouse effect, conservation, organic farming, fertilizers etc.

Outcomes of moral development will be demonstrated in such qualities as:

- **Knowledge** of the language and ideas of morality
- **Knowledge** of Local, national and world issues such as the individual and the community – rights, duties and responsibilities, war and peace, human rights, exploitation and aid, medical issues, environmental issues and equal opportunities.
- **Disposition** to act and behave in accordance with such values, including the skills of making moral decisions and forming moral judgements
- **Understanding** of the nature and purpose of moral discussion, with the desire to persuade, combined with respect for and listening to, others' viewpoints
- **Understanding** the consequences of their behaviour and actions
- **Ability** to recognise the difference between right and wrong and readily apply this understanding to their own lives, and in doing so, respect the civil and criminal law of England.
- **Social values** in relation to interpersonal skills and relationships with others
- **Tolerance**; respect for persons and property including truthfulness, compassion, co-cooperativeness, sensitivity, love and empathy.
- **The self** with reference to such aspects as: Self-awareness, self-confidence, self-esteem, self-control, self-reliance, self-respect, self-discipline and responsibility.

Social development

For many pupils the underpinning element of social development will be enabling individuals to acquire a growing awareness of their own identity and positive self image. This, in turn will lead on to exploration and understanding of:

- co-operation
- partnership
- leadership
- responsibility

Cross curricular elements may include:

1. Technology – including group projects which develop effective team work and engender such skills as negotiating, persuading, understanding others' points of view.
2. The active curriculum – including the need for rules and the need to abide by them. Again working in groups can promote learning how to share, acknowledgment of the members of the group and their skill and role within the group.
3. Mathematics – including how numerical and mathematical ideas can be used as a means of communication, Also the need for numerical competency as a survival skill.
4. Drama – including role play, whereby pupils can explore their own beliefs and feelings and their relationship with others,

Outcomes of social development will be demonstrated in such qualities as:

- **knowledge** of the ways in which society functions and are organised – from the family to the school and thence to wider groupings (local, national, international);
- **understanding** of how individuals relate to each other and to the institutions, structures and processes of society, and of how what is learnt in the curriculum relates to life in society;
- **attitudes** which show the capacity to adjust to a range of social contexts by appropriate and sensitive behaviour;
- **Skills** in taking on, as appropriate, the roles of leader and team worker, exercising responsibility initiative and co-operation.
- **Skills** in working and socialising with pupils from different religions, ethnic and socio-economic backgrounds
- **Willingness** to participate in a variety of communities and social settings e.g. volunteering, cooperating with others and being able to resolve conflicts effectively
- **Ability** to make a strong social contribution to the well-being of social groups and to form effective relationships with them.
- **Acceptance** and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of people with different faiths and beliefs
- **Demonstrate** skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development

Cultural development can be a challenge within our setting with pupils who have medical and mental health difficulties, as they often have an in-built distrust of things they don't understand.

Cultural Development will be encouraged through:

- Valuing and encouraging pupils' own cultural interests and achievements.
- Enrichment, deepening and broadening of pupils' experience of all aspects of culture.

Cross curricular elements may include:

1. Music – including a range of musical style, and music from a variety of cultural traditions. Development of pupils' musical interests and accomplishments, shared music making and listening. Music should be acknowledged from musical masterpieces from various periods and places, including contemporary society.
2. Art and Design – including development of creative and aesthetic skills, experience of different two dimensional and three dimensional media,

- appreciation of artistic culture, the impact of graphical design on the 20th Century, appreciation of works of art judged to be outstanding from different times and places.
3. Information Technology – including the impact that the information revolution and technological explosion have had in the 20th Century culture e.g. on communication, language, leisure, business, employment, the home, health and medical care and disability.

Outcomes of cultural development will be demonstrated in such qualities as:

- **Knowledge** of the nature and roots of their own cultural traditions and practices, be these religious, social, aesthetic, ethnic, or political, and also of the key features of other major cultural groups within their own society;
- **Knowledge** of Britain's democratic parliamentary system and its central role in shaping our history and valued in continuing to develop Britain;
- **Willingness** to participate in and respond positively to artistic, sporting and cultural opportunities
- **Understanding** of the diversity of religious, social, ethnic and political traditions and practices – nationally and internationally – as an essential element of the preparation for life in modern Britain;
- **Social response and accomplishment** in a range of cultural fields. These will include literature, both prose and verse, music, technology, including information technology, art and design, and physical movement, including dance and sport;
- **Capacity** to relate what they learn, in school generally and in particular areas of the curriculum, to their appreciation of wider cultural aspects of society, and to evaluate the quality and worth of cultural achievements.
- **Interest** in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, respect, accept and celebrate diversity, as shown in their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Implementation

Some pupils will have significantly greater difficulties in learning than others, and therefore skills that might otherwise develop instinctively may need to be organised and taught in a structured way. Teaching is normally taught in small groups and in integrated topic and individual work or in discreetly timetabled sessions. Spiritual, Moral, Social, and Education is also supported via the ethos of Shepwell. Where relevant, there is input from other professionals and outside agencies. Parents are encouraged to become involved in specific areas as appropriate.

Social, Moral, Spiritual and Cultural Education will be included in curriculum subjects on and off site including the hospital classroom as appropriate. It may

also be covered in pupil's individual short term objectives or through discrete lessons for individuals.

Entitlement

The aims of Shepwell are to ensure that equality of opportunity is provided for all. To achieve this all pupils will have access to Social, Moral, Spiritual, and Cultural Education. This is more straightforward in the outreach centres, and outreach teachers are encouraged to include SMSC elements in their core subjects e.g. as a topic for speaking and listening in English. Due regard is given to parents' wishes where possible and cultural traditions, religious beliefs and individual differences and personal needs are taken into account. The ethos of the team encourages frank and open pupil/adult discussions in all matters relating to social and/or emotional problems in dealing with and accepting disability and vulnerability. .

All Social, Moral, Spiritual, and Cultural Education activities will take account of Hospital & Outreach Education Health & Safety Policy and where appropriate, teachers will carry out risk assessment for specific activities.

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