



**St Thomas's Centre**

**Social Moral Cultural and Spiritual (SMSC) Policy and  
British Values**

**May 2017**

## **SMSC Policy**

At St Thomas PRU we recognise that the personal development of pupil, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- Their own values and beliefs
- Spiritual awareness
- High standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of the cultures

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of the PRU and is an essential ingredient of school success.

## **Guidelines**

All curriculum areas have a contribution to make to the child's spiritual, moral social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

## General Aims

- To ensure that everyone connected with the school is aware of our values and principles
- To ensure a consistent approach to delivery of SMSC issues through the curriculum and general life of the school
- To ensure that pupils know what is expected of them and why
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

## DEFINITIONS

**Spiritual development** relates to the understanding of self and others at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development.

**Moral development** is concerned with pupil's ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

**Social development** refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to growth of knowledge and understanding of society in all its aspects.

**Cultural development** at the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same acquiring awareness, understanding the tolerance regarding the cultural traditions of others.

### **Pupils' spiritual development**

Learning opportunities will develop the students' sense of self, their unique potential, their understanding of their strengths and weakness, and their willingness to achieve. As their curiosity about themselves some of life's fundamental questions. They will have the opportunity to:

- Discuss their beliefs, feelings, values and responses to personal experiences
- Sustain their self -esteem in their learning experience
- Foster their emotional life and express their feelings
- Develop their capacity for critical and independent thought
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life
- Experience moments of stillness and reflection
- Prepare themselves for the challenges of independent living

### **Pupils' morals development**

Learning opportunities will provide students with the chance to acquire an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They will have the opportunities to:

- Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral responsible decisions and act on them
- Recognise the unique value of each individual
- Recognise the challenge of life today and the role they play in it
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrongs

- Show respect for the environment

### **Pupils' social development**

Learning opportunities will involve students in acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national, global) and an ability to relate to others and to work with others for common good. This will have opportunities to:

- Display sense of belonging and an increasing willingness to participate
- Make an active contribution to the democratic process in each of their communities
- Develop an understanding of individual and group identity
- Learn about service in the school and wider community
- Begin to understand the place they have within society and the role they need to play
- Understand the changing nature of society and how this is an opportunity not a threat
- Develop their compassion for others in society
- Take initiative on wider social issues and establish ways they can help on an individual, local, national and global scale

### **Pupils' cultural development**

Learning opportunities will involve the young people in acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They will acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They will have the opportunity to:

- Recognise the values and richness of cultural diversity in Britain and how these influence individual and society
- Recognise world faiths and beliefs and the impact they have on our culture
- Develop an understanding of Britain's' local, national, European and global dimensions.
- Broaden their perspective on different communities and cultures within the local area

- Interact with different cultures/lifestyles and explore their advantages and disadvantage

## **British Values**

St Thomas PRU is committed to serving its community. It recognises the multi-cultural, multi-faith and ever changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the PRU are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. St Thomas PRU is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British Values to all its students.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those different faiths and beliefs

## **British Values**

At St Thomas Centre PRU British Values are reinforced in the following ways:

### **Democracy**

St Thomas is working towards Recognition of Commitment stage of the UNICEF Rights respecting school award. All young people are asked to reflect upon and share their own fundamental value to be respected by staff and peers and these are displayed in the classrooms; this becomes a charter, shared by and owned by everyone equally. Young people have the opportunity to elect a peer to represent their form and discuss class council meetings and pupil voice, every half-term. Democracy is learned about by a mixture of

classroom teaching and activities and visiting speakers as well as the opportunity to take part in elections to form the steering group.

### **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school or the country are consistently reinforced throughout the curriculum as well as when dealing with behaviour. Children and young people are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

### **Mutual Respect**

Mutual respect is at the heart of our values. Children and young people learn that their behaviours has an effect on their own rights and those of others. All members of the school community treat each other with respect. Our staff work hard to model that behaviour for and with our young people and children who have often missed out on the experience of mutual respect and functional adult relationships.

### **Tolerance of those of Different Faiths and Beliefs**

St Thomas's places a great emphasis on promoting diversity with the children and young people. SMSC opportunities include stories and celebrations from a variety of faiths and cultures, visits to and from people from all walks of life, different faiths, different sexuality, and different disabilities. Our PSHE and RRSAs teaching reinforce this. Children and young people visit places of worship that are important to different faiths.

## Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning and to recognise any challenges that there may be to their own attitude and lifestyles. Teachers will inspire pupils through the enthusiasm for the modelling of learning. Teachers at the PRU will use creative strategies and challenging questions to engage pupils in their learning and relate it to their own experiences.

All curriculum areas should seek illustrations and examples from as wide a range of cultural contexts as possible.

Class discussion, assemblies, form time and SMSC mornings will give pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death, domestic abuse
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider others needs and behaviour
- Show empathy
- Develop self - esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable pupils to develop socially, morally spiritual and culturally - e.g. empathy, respect, open mindedness, sensitivity, critical awareness.

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different
- Agree and disagree
- Take turns and share equipment
- Work co-operatively and collaboratively

## **Links with the wider community**

- Visitors are welcomed into school
- The development of a strong home-school and hospital link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

## **Specific responsibilities:**

### **Teachers will:**

Plan and deliver high quality lessons that promote SMSC development in their curriculum area, using curriculum opportunities to increase understanding the diversity and other cultures, offer a range of cultural opportunities and raise awareness of and discuss ethical, social and spiritual topics.

Ensure their learning space is one where everyone feels safe and confident to contribute.

Utilise opportunities for learning outside the classroom .Refer students for support, guidance and additional intervention where needed. Accurately assess the progress of their students. Keep to all school policies in particular: Safeguarding, equality, behaviour, anti-bullying, teaching and learning, assessment, the use of SMSC grid maker. SMSC celebrates progress and success contributes to enrichment activities and school events.

### **Heads of Faculty will in addition:**

Ensure that schemes of work are in place in support their team's curriculum delivery. Ensure SMSC opportunities are identified in scheme of work and in school development plan. Monitor the quality of provision in their subject area. Monitor student progress and intervene to ensure value is added to learning. Support members of their team in meeting their responsibilities. Liaise with other middle leaders within school. Identify further opportunities for students and staff. Develop links and partnerships with other agencies and the wider community. Deliver appropriate information advice and guidance to

staff and students. Monitor input and assess the SMSC sheets on the SMSC grid maker.

### **Pastoral Leaders will:**

Support their tutors and Key stage provision.

Ensure there is an engaging and developmental programme for their tutors to follow.

Liaise with other middle and senior leaders. Plan and deliver high quality, inspiring assemblies. Plan and arrange other activities for their provision including trips and out of hour's opportunities.

Monitor the progress of all students in the provision, intervening as needed to ensure value is added to the learning of all. Contribute to the school ethos by being high profile around the school, modelling the communication and behaviour expected, and intervening when needed to ensure all students feel safe and can learn.

Liaise with parents regularly, organise Family Academic Review days (ARD) and liaise with other professionals as needed. Monitor the information, advice and guidance for their students.

### **Senior Staff (SLT) will:**

Ensure the ethos of the school is one where everyone feels safe and can learn

Ensure there is a range of events and opportunities across a year to develop the SMSC development of all students.

Ensure, through CPD provision that all staff know what SMSC development looks like and are able to develop effective strategies to promote it. Monitor the progress of students. Monitor the quality of SMSC provision across the school, including in lesson observations.

Support links and partnerships with other agencies and wider community that promote SMSC development

Represent the school with other professionals and in the wider community.

