

# The SENAD Group

## Section 7 Spiritual, Moral, Social and Cultural Development Policy Including Fundamental British Values

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## **Curriculum Policy Statement Spiritual, Moral, Social and Cultural development**

### **What we do**

- To meet our students' needs by fulfilling our Social Inclusion Policy in the areas of :
  - ❑ Physical needs
  - ❑ Social needs - Including religious and cultural needs
  - ❑ Learning needs
  - ❑ Emotional needs
  - ❑ Material needs
  - ❑ Medical needs
- To create a social and learning environment that addresses behavioral difficulties through the development of core interactive skills.
- To maintain and develop these targets by ongoing self-evaluation.

We also review students' attendance, punctuality and disruptive behaviour to check that they are engaging in education and improve their own involvement in learning.

### **The Independent School Regulations**

#### **The Welsh Government has set out a specific regulation<sup>1</sup> as follows:**

##### **PART 2 Spiritual, moral, social and cultural development of pupils**

The spiritual, moral, social and cultural development of pupils at the school meets the standard if the school promotes principles which –

(a) enable pupils to develop their self-knowledge, self-esteem and self-confidence;

(b) enable pupils to distinguish right from wrong and to respect the law;

(c) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;

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<sup>1</sup> The Education (Independent School Standards) Wales Regulations 2003

- (d) provide pupils with a broad general knowledge of public institutions and services; and
- (e) assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

**The DfE in England has set out a specific regulation<sup>2</sup> as follows:**

**PART 2**

**Spiritual, moral, social and cultural development of pupils**

5. The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
- (a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
  - (b) ensures that principles are actively promoted which—
    - (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
    - (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
    - (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
    - (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
    - (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
    - (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
    - (vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
  - (c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
  - (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—
    - (i) while they are in attendance at the school,
    - (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or

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<sup>2</sup> The Education (Independent School Standards) (England) Regulations 2014

(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.

## Our Aims

All our students will reach their full potential and therefore:

- find a way of life which suits them;
- achieve their maximum communication potential;
- achieve the maximum possible sense of physical and emotional well-being;
- behave less often in ways that are generally regarded as socially unacceptable and have maximum opportunities for inclusion;
- achieve their maximum potential level of independence;
- enjoy contributing to their physical and social settings;
- improve their attendance and punctuality;
- encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; and
- **Promote Fundamental British Values (FBV)**

They will do this by being encouraged to explore and develop ideas of:

1. the identity
2. relationships
3. diversity in our society
4. the environment
5. avoid radicalisation

## Our Philosophy

**The spiritual, moral, social and cultural development of the student is recognised as being fundamental to achieving these aims.**

It is promoted through all areas of the curriculum and through learning in all settings. It supports all areas of learning and can contribute to the students' motivation to learn, make progress and contribute to society.

It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour.

The quality of relationships and the atmosphere within the school and home should reflect an appreciation of shared values.

It is also necessary to ensure that all learning is within the level of understanding of the student, and utilises appropriate therapeutic and cognitive support mechanisms to that individual e.g. sensory diet, photo schedule, individualised Alternative & Augmented Communication tools (e.g. PECS books, iPads, Tablets etc.).

## **Our Objectives**

- We will develop interpersonal and social communication skills to enable working together in a variety of situations.
- We will develop each student's personal beliefs, attitudes and values which will guide and motivate them through life.
- We will develop students' skills in making choices, making decisions, exercising self-control, interacting socially and advocating for themselves.
- We will extend students' knowledge and experience of different cultures and accepted values within society.
- We will enable students' them to recognize and respect social differences and similarities.
- We will enable students' to recognize and understand their own culture.
- We will ensure that students' have access to the wider community, to develop social skills, encourage cultural development and support spiritual development and practice.
- Children and young people will learn together. We will not form our classes or segregate them based on our students' gender, religion or cultural identity.

- We will teach Monday – Friday inclusive, reflecting the learning week of the majority of English and Welsh schools. We are unable to vary this in a material way otherwise students will miss out on learning.

## Spiritual Development

To **support spiritual development** we provide opportunities to experience:

- The joy of being alive, through excitement, happiness, wonder, exhilaration and pride.
- The ability to understand a sense of peacefulness and how to generate this sense in themselves.
- The beauty of the natural world.
- The world of imagination and creativity.
- The value of non-material things.
- Deep feelings and an ability to recognise them.
- Feelings of self-esteem.
- Recognition of the feelings and achievements of others.
- Motivation driven by beliefs and values.

We do this by:

- Supporting students who have strong religious and cultural beliefs.
- Giving students opportunities to look at different religious beliefs and cultural practices.
- Encouraging students to take risks or face challenges in their learning within a secure and positive environment.
- Demonstrating appreciation for their work.
- Offering opportunities for aesthetic experience in art, music, dance, and literature.
- Posing questions that encourage students to consider issues of meaning and purpose.
- Listening to students.
- Showing that it is not always possible to provide an absolute answer.
- Showing that people have differing points of view.
- Structuring group activities to foster team work and cooperation.
- Fostering emotional well-being by encouraging students to express their feelings including the medium of augmentative communication.
- Building self-management skills into behavioural programmes to help students control their emotional behaviour.
- Encouraging self-evaluation of behaviour.

- Developing their understanding of their own emotional triggers at appropriate levels to their understanding.
- Improving attendance and punctuality
- Addressing disruptive behaviour that inhibits engagement in learning and making progress in SMSC.

## **Moral Development**

To **support moral development** we provide opportunities to identify:

- right and wrong
- fair and unfair
- the need for rules
- cause and effect
- Understand fundamental British values of an inclusive, respectful and tolerant Society.

We do this by;

- Having a consensus of values that are owned by everyone and implicit in the behaviour of all members of the school community.
- Building a culture of mutual respect.
- Including students in identifying school and class rules.
- Helping the student to realise that to enjoy rights we have to accept responsibilities.
- Developing the student's understanding of why rules are necessary.
- Developing the student's self-management skills so that rules are observed intrinsically.
- Developing the skills necessary to explain their own behaviour.
- Promoting physical well-being, feelings, beliefs and rights of others.
- Positive reinforcement.
- Students appropriate privacy.
- We will not promote a political ideology; where politics are part of the subject curriculum, balanced perspectives will be offered
- Extremism will be addressed with pupils, parents and local authorities.

## Social Development

We **support social development** by:

- Teaching the rules of social interaction.
- Encouraging mutual cooperation and making collective decisions.
- Supporting team work.
- Encouraging politeness and courtesy.

We do this by:

- Making effective links with the wider community through work experience, community activities, college links and youth activities.
- Providing effective role models.
- Providing explicit rules for different situations.
- Running social interaction groups.
- Encouraging sharing and turn taking.
- Having common expectations of behaviour around the school, at meal times and in community settings.
- Providing opportunities to learn about the community in which they live.
- Encouraging students to have a say in their community and to contribute to its development.
- Students are offered a balanced presentation of opposing views.

## Cultural Development

We **support cultural development** by encouraging our students to understand their own culture and that of others by:

- Providing experiences of other cultures and religions through cross cultural activities such as music, art, literature and food by using materials in all learning situations that reflect diverse cultures.
- Encouraging students to accept or respect what they do not understand or believe.
- By celebrating festivals and events from a variety of cultures.
- By focusing on a specific culture across school and home settings at different times through the year
- By exposing students to a diversity of dress and adornment.



## Fundamental British Values

SENAD's schools, specifically, **Alderwasley Hall School, Aran Hall School (Wales), Bladon House School, Pegasus School and Rowden House School**, are committed to encouraging our students to be **'the best they can be'** and take their rightful place within the community. We promote positive regard for our immediate, local and wider community and have high standards of behaviour and tolerance of difference.

**We have a specific safeguarding policy on addressing anti-radicalisation (506.8).**

Our waking day curriculum is holistic addressing academic, social, behavioural, medical and postural needs; and has a strong emphasis upon social, moral, spiritual and cultural development. In this respect we aim to develop and maximise our students understanding of:

- Right from wrong both in personal actions and the actions of others;
- Tolerance of others including those who have different opinions and beliefs;
- Respect for others and their way of life; and
- Understanding the concept of fundamental British values of tolerance, inclusion and respect.

### **For each individual student we aim to:**

- Maximise their self-esteem and self-confidence both within school and the wider community;
- Maximise their understanding of harmony between people and within a community;
- Enable them to partake in democratic processes at their level of understanding and advocate for those who require a voice in the democratic process;
- Maximise their understanding of their community, the institutions within the community and the role of members of that community. In addition how they, as an adult, can influence who makes decisions within a community and the country at large; and
- Avoid becoming radicalised and/or radicalising other students.

**In both the school and children’s home settings we aim to develop our students understanding of:**

- How rules and laws protect people and their well-being, keeping them safe;
- How within any diverse community the rules and laws allow people freedom of choice and freedom of belief;
- How within any community friends, colleagues and neighbours can hold different beliefs on many issues but these should be tolerated;
- How we can all prevent discrimination; and
- That we do not engage in unsafe radicalisation behaviours

Our community visits ensure pupils see different aspects of the community in which they live. The school is committed to improving advocacy access for all pupils and is working with Onside Advocacy service to enable the views of students to be expressed, shared, valued and acted on. Thoughtful and wide ranging promotion of SMSC and physical well-being through effective Key stage planning and a consistency of approach within the home and school environments enables pupils to thrive.

**We Deliver these Outcomes as Follows**

The Spiritual, Moral, Social and Cultural Curriculum is delivered across all SENAD schools. Within the school setting, in particular, cross curricular links are made at the planning stage. Objectives are also identified in multidisciplinary planning such as the Individual Learning Plan (ILP); the Looked after Students Personal Education Plan (PEP) and the Statement of Education Needs Individual Education Plan (IEP) or Education Care and Health (ECH) plans.

Spiritual, Moral, Social and Cultural (SMSC) development is about life. Therefore learning takes place every day in all areas of the curriculum and across all aspects of school life.

**Proprietor Oversight**

SENAD will oversee the SMSC agenda by regular visits to the school and allied children’s homes. The school’s self-assessment will be reviewed and provide challenge to ensure that the school regulations are properly implemented.