



## **Policy for Spiritual, Moral, Social & Cultural Development (SMSC)**

### **1. Introduction**

Greenside School regards the spiritual, moral, social and cultural aspect of education as a core entitlement for all students. It is provided in all formal and informal settings and permeates every aspect of the school's work, although there are many ways of interpreting the terms Spiritual, Moral, Social and Cultural (SMSC) development. Through the school's SMSC curriculum British values are promoted.

The development of SMSC is an inherent part of the way we work. It is embedded in the culture of the school, modelled by staff and pupils throughout the day, taught overtly in Personal Social Development (PSD) and Religious Education (RE) lessons and is recognised and celebrated alongside academic achievement.

Greenside is co-located with Barnwell Middle School, our partnership provides additional opportunities for SMSC which is of value for the pupils of both schools.

### **2. Defining spiritual, moral, social and cultural development:**

#### **2.1 Spiritual development**

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

*'Spiritual development is an important element of a child's education and fundamental to other areas of learning. Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, young people would lack the motivation to learn, and their intellectual development would be impaired. Deprived of self-understanding and potentially the ability to understand others, they may experience difficulty in co-existing with neighbours and colleagues to the detriment of their social development. Were they not able to be moved by feelings of awe and wonder at the beauty of the world we live in, or the power of artists, musicians and writers to manipulate space, sound and language, they would live in an inner spiritual and cultural desert.'* ('Spiritual and Moral Development' - NCC).

We have adopted this definition because of its relevance to our pupils.

The NCC paper describes spiritual development as:

**A sense of awe, wonder and mystery** – being inspired by the natural world, mystery or human achievement; although this is not easy to teach, it is possible to offer pupils the opportunities to try to develop this sense for themselves.

Outdoor learning is a very important aspect of the whole curriculum; this aspect is led by a specialist teacher. All pupils have opportunities to learn about the wonder and importance of nature and the environment. The school has an allotment as well as a greenhouse. We share a small wooded area with Barnwell Upper School.

Pupils are given opportunities to learn about caring for animals, the school works in partnership with Guide Dogs to provide a “Buddy Dog.” Animal care is a key part of the opportunities provided for post 16 students at Church Farm. Greenside is an Eco School and has gained the Green Flag award.

Art displays around the school celebrate and promote achievement in a wide range of subjects and our weekly celebration assembly and “Golden Book” reinforces this in order to promote awe and wonder. The development of these concepts is also a key element of the RE curriculum.

**Self-knowledge** – an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; an ability to build up relationships with others.

This is an essential part of our work with children. Some pupils have to be helped to understand who they are and how they are separate from other people. Pupils are helped to understand what they are good at, through praise, reward and celebration. For many pupils, the PSD curriculum focuses on aspects of self-knowledge - from the very practical aspects of ‘*who am I?*’ (which often involving mirror work) to more fundamental questions of “*what am I good at?*”, “*what do I still need help with?*” and “*how can I move forward?*”;

**Relationships** – recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

A key area of our work at Greenside School is the development of positive relationships. Although most pupils can make relationships with the adults who reach out to them and empathise with them, often find it harder to develop friendships with peers. Therefore, in order to help the pupils to develop the confidence and skills needed to form positive relationships, members of staff model the key behaviours throughout school life. These skills are also taught in PSD, supported in class via Circle Time and social skills activities and promoted on the playground. Through these supported activities, the pupils are given strategies through which they can develop relationships with their peers.

**Creativity** – expressing innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.

Greenside is a creative school and has achieved the Gold ArtsMark. Music is a very important aspect of our whole curriculum. The school benefits from a music specialist, music teacher and music therapist who are able to help some children individually to express their inner feelings through music. Art and dance are used with pupils to provide a means of developing their creativity as a means of self-expression, encourage students to explore their ideas and movements, developing workshops and performances which combine dance, video and art. The school also engages a professional artist as well as 2 specialist dance companies: Corali and Act One Base One, both groups are supported by dancers who have severe learning difficulties, who provide very positive role models for the pupils of Greenside School. .

**Feelings and emotions** – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when to it is important to control emotions and feelings, and how to learn to use such feelings as a source of growth.'

Our school has specialist resources to help pupils understand their feelings and emotions. Pupils are helped to express feelings and emotions through a range of activities such as role play. The use of Intensive Interaction, a nurturing approach as well as music and rebound therapy support individual pupils express, understand and manage their emotions.

Teachers and assistants receive specialist training in supporting pupil's who have complex emotional needs. We recognise that pupils learn better when they have an emotional attachment to the person imparting information or knowledge. Pupils are supported through positive, caring relationships based on comfort and forgiveness.

## 2.2 Moral development

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

At Greenside we regard moral development as the building of a framework of values which regulates personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

At Greenside we seek to ensure that pupils have an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures; a confidence to act consistently in accordance with their own principles; an ability to think through the consequences of their own and others' actions; a willingness to express their views on ethical issues and personal values; an ability to make responsible and reasoned judgements on moral dilemmas; a commitment to personal values in areas which are considered right by some and wrong by others; a considerate style of life; a respect for others' needs, interests and feelings, as well as their own; a desire to explore their own and others' views; an understanding of the need to review and reassess their values, codes and principles in the light of experience.

We promote moral values through: providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school; promote a range of measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria; gives the pupils a variety of opportunities, across the curriculum, to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong; develops an open and safe learning environment in which pupils can express their views and practise moral decision-making; rewards the expression of moral insights and good behaviour; makes an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school; models, through the quality of relationships and interactions, the principles that they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts; recognises and respects the codes and morals of the different cultures represented in the school and wider community; encourages pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour; provides models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship; reinforces the school's values through images, posters, classroom displays.

We have an established and embedded ethos that underpins our school aims and is mirrored in the school. The school has a positive behaviour policy where good behaviour is modelled, promoted, rewarded and celebrated.

### **2.3 Social development**

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflict effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

At Greenside we regard social development as focusing on supporting young people to work effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multiracial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects.

We encourage pupils to identify with key values and principles on which our school is based; foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish; encourage pupils to work co-operatively; encourage pupils to recognise and respect social differences and similarities; provide positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions. We help pupils develop personal qualities which are valued in a civilised society - for example, thoughtfulness, honesty, respect for difference, moral principles, self-respect, interdependence, independence; help pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community; help pupils resolve tensions between their own aspirations and those of the group or wider society; provide a conceptual and linguistic framework within which to understand and debate social issues provide opportunities for engaging in the democratic process and participating in community life; provide opportunities for pupils to exercise leadership and responsibility; provide positive and effective links with the world of work and the wider community.

All pupils have a status in the school. Many pupils have jobs to do in their own classrooms and this extends into the work of the school as they become older and more able to take on more responsibilities. Additionally, we take every opportunity for the pupils to also have a role in the local community. The school's social enterprise "The Greenside Studio" provides opportunities for pupils to develop a sense of responsibility and service to others.

Pupils are encouraged to show respect to staff and peers, through overt teaching and through good modelling. Team work is emphasised in P.E. lessons and children are encouraged to work together to achieve goals.

Greenside particulates in various inter- school events including football, netball, cricket, swimming, Boccia, athletics tournaments, which provide opportunities to feel part of a team, this also helps the school to develop as a community, with pupils able to rally behind support and celebrate the various team achievements.

#### **2.4 Cultural development**

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

At Greenside we promote cultural development through providing practical opportunities for pupils to explore experiences, values and traditions of diverse cultures. We seek to extend pupils' knowledge and use of cultural imagery and language; recognise and nurture particular gifts and talents; provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encourage pupils to reflect on their significance; develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign visits. We reinforce the school's cultural values through displays, posters, exhibitions, etc.

We aim to support pupils to become culturally aware by providing opportunities for each to have an openness to new ideas and a willingness to modify cultural values in the light of experience; an ability to use language and understand images/icons – for example, in music, art, literature which have significance and meaning in a culture; a willingness to participate in, and respond to, artistic and cultural enterprises; a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures; a regard for the heights of human achievement in all cultures and societies; an appreciation of the diversity and interdependence of cultures.

It is more relevant for pupils with complex learning difficulties to approach the idea of 'culture' as "the artistic and social pursuits, expressions and tastes valued by a society" rather than as "the total of the inherited ideas, beliefs, values and knowledge which constitute the shared bases of social action" (dictionary definitions).

Art and music are both on the timetable throughout the school.

Greenside is a creative school and has achieved The Gold Arts Award. There are many opportunities for pupils to experience music, dance, art, ceramics and drama. The school has a specialist music room and engages a range of creative practitioners.

### **Promoting British Values at Greenside School**

The DfE have identified a need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister in 2014. At Greenside School these values are demonstrated throughout the school:

Our whole school community code "*Working as One – Learning Together*" helps us to promote strong values in ways that are meaningful for our young people.

Much of our work on values is achieved as part of our Social, Moral and Spiritual and Cultural curriculum (SMSC) as well as our approach to teaching about “good choices”.

**Democracy:**

We listen to pupils’ and parent’s/carer’s voice. We are clear in showing that we want the young people to contribute and co-operate and consider the views and needs of others. Our pupil voice policy ensures that they have a real say in their school.

**The Rule of Law:**

We consistently reinforce our high expectations of young people. Whenever appropriate learners are taught the value and reasons behind our expectations (rules), that they are there to protect us, that everyone has responsibility and that there may be consequences when rules are disregarded.

**Individual Liberty:**

Within school, everyone is actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we try and help our young people learn about what makes a good choice. Young people are encouraged to express their views and we respond to their preferences and interests throughout our teaching.

**Mutual Respect:**

All staff demonstrate respect to everyone they come into contact with. They consistently promote the behaviours and attitudes that are the foundation of positive relationships. The strong school ethos encourages everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community.

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

A key theme in our teaching is understanding the world around us, and this includes providing experiences relating to different faiths, beliefs and cultures. This school will not tolerate any extremist political or religious views expressed openly by staff or governors either in school to students or other staff members or in more public forums such as social media. Staff members may be subject to disciplinary action if necessary.

This school does not tolerate extremist views expressed by any visitors to the school, including parents. If a staff member hears such views then they must refuse further dialogue with that person and inform a member of the SMT immediately.

**How we protect pupils from extremist views, including religious and political extremism**

Religious Education at Greenside School covers the main world religions and promotes tolerance and understanding of world views.

We follow the Hertfordshire agreed syllabus in its requirement to:

- promote discernment

- have secure values and beliefs, and have principles to distinguish right from wrong.
- challenge injustice, are committed to human rights and strive to live peaceably with others.
- reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs.

Pupils are given opportunities to visit different places of worship. Educational journeys include opportunities to experience and learn about different cultures. Parents and members of the wider community are invited into our school to talk about their religion, culture, customs and beliefs.

Different cultures are explored and celebrated as across the Greenside Curriculum particularly in EYFS/Primary - Understanding the world, Expressive Art & Design; Secondary - Humanities, RE and Art & Design; Post 16 - ASDAN Award Scheme and part of our Creative learning in drama, music and dance lessons.

Any of our pupils may come into contact with extremist views, literature or propaganda at any time, including when on school trips. Staff leading or accompanying trips must be vigilant to this possibility. It is our duty to support pupils who may be distressed or frightened by what they read or see. We must always help pupils to have a balanced view as well as give them coping strategies in dealing with what may be external pressures.