



## **Spiritual, Moral, Social & Cultural Development Policy**

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# **Spiritual, Moral, Social & Cultural Development Policy**

## **Introduction**

We consider the social, moral, spiritual and cultural education and development of our students as the most important part of our duty: it is crucial if the young men who attend our school are to take their place in society and maximise their life chances. SMSC has always been important and embedded into the school day: these values truly are at the heart of our work. The responsibility for this work is shared across the school leadership and all staff are involved in reviewing our programmes and suggesting new initiatives. In this way it is kept fresh and current and alive, students also contribute. Our student population is made up of multiple ethnicities and religions as well students with a wide range of disabilities or conditions and from a wide range of social backgrounds. This inclusivity really helps ensure we 'live' equality, tolerance, compassion and the rule of law.

## **Spiritual development**

The spiritual development of students is shown by their:

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

We believe it is vital for our students because they need extra special help sometimes to understand others and so they may experience difficulty in co-existing with neighbours and peers to the detriment of their social development.

**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 students the opportunities to try to develop this sense for themselves.**

Outdoor learning is a very important aspect of the whole curriculum.

All students have opportunities to learn about the wonder and importance of nature and the environment. The school has a full horticultural programme and facilities.

Students are given opportunities to learn about caring for animals. Horse and Dog care are part of the opportunities provided for post 16 students.

Art displays around the school celebrate and promote achievement in a wide range of subjects  
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 students have to be helped to understand who they are and how they are separate from other people. Students are helped to understand what they are good at, through praise, reward and celebration.

For many students, the PHSE curriculum focuses on aspects of self-knowledge - from the very practical aspects of 'who am I?' 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 Broadlands Hall is the development of positive relationships. Students often find it hard to develop friendships with peers. Therefore, in order to help the students to develop the confidence and skills needed to form positive relationships, members of staff model the key behaviours throughout school life. Through these supported activities, the students 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.

Music is an important aspect of our whole curriculum. The school benefits from a music therapist who is able to help some children individually to express their inner feelings through music. Art Therapy is used with students to provide a means of developing their creativity as a means of self-expression, encourage students to explore their ideas. Our school has specialist resources to help students understand their feelings and emotions. The use of Intensive Interaction, a nurturing approach as well as music and art therapy support individual students express, understand and manage their emotions. Teachers and assistants receive specialist training in supporting students who have complex emotional needs. We recognise that students learn better when they have an emotional attachment to the person imparting information or knowledge. Students are supported through positive, caring relationships based on comfort and forgiveness.

### **Moral development**

The moral development of students 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 Broadlands Hall we regard moral development as the building of a framework of values which regulates personal behaviour. It is also about the development of students 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 Broadlands-Hall we seek to ensure that students 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 students a variety of opportunities, across the curriculum, to explore and develop moral values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong; develops an open and safe learning environment in which students 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.

The school's values through images, posters, classroom displays have established and embedded ethos that underpins our school aims.

The school has a positive behaviour policy where good behaviour is modelled, promoted, rewarded and celebrated.

### **Social development**

The social development of students is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including charity work, cooperating well with others and being able to resolve conflicts 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 students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

We encourage students 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 students to work co-operatively; encourage students to recognise and respect social differences and similarities; provide positive corporate experiences – for example, through assemblies, House activities, charity events and school productions. We help students develop personal qualities which are valued in a civilised society - for example, thoughtfulness, honesty and respect for difference.

Students are encouraged to show respect to staff and peers, through overt teaching and through good modelling.

### **Cultural development**

The cultural development of students 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.
- 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.

We seek to extend students' knowledge and use of cultural imagery and language; recognise and nurture particular gifts and talents; provide opportunities for students to participate in literature, drama, music, art, crafts and other cultural events and encourage students to reflect on their significance; develop partnerships with outside agencies and individuals to extend students' cultural awareness, for example, theatre, museum, concert and gallery visits.

It is more relevant for students 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).

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. Our values are demonstrated throughout the school and we believe they are in tune with British values.

### **Democracy:**

We listen to students' 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.

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 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. If a staff member hears such views, then they must refuse further dialogue with that person and inform the Head Teacher immediately.

Any of our students 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 students who may be distressed or frightened by what they read or see. We must always help students to have a balanced view as well as give them coping strategies in dealing with what may be external pressures.