



# St Anne's School and Sixth Form College

## S.M.S.C. Social, Moral, Spiritual, Cultural

This policy was adopted in the Summer term 2013 and updated September 2018

### 1. INTRODUCTION

This policy document is written after consultation with the teaching staff and the Governor with responsibility for curriculum development.

It is a working document, which reflects the ethos and practice within the school in relation to the Spiritual, Moral, Social, and Cultural Policy (SMSC). It has been written with due regard to the requirements of pupils and students in a special school setting catering for the needs of pupils with severe and profound learning difficulties.

SMSC aims to support the development of the life-long learning skills identified at St. Anne's: Communication, Taking part, Choosing, Keep on trying, Working with others and By myself. Outdoor learning opportunities are embedded in the SMSC curriculum and evident in planning.

This policy relates to the school ethos, safeguarding, race equality multicultural education, positive handling and anti-bullying.

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### 2. FUNDAMENTAL PRINCIPLES

We recognise that the personal development of children and young people spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve.

Due to the complex learning difficulties of our children and young people we are aware of the need to safeguard them and teach them through many different learning opportunities how to tolerate and work alongside others in a co-operative and friendly manner.

The majority of the school's population do not understand the term "Bullying" because of their level of understanding hence bullying is rare.

However we recognise that due to the number of pupils and young people with challenging behaviours, children and young people may be physically hurt by their peers, but not targeted by a bully.

We therefore aim to provide an education that provides children and young people with opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of social and cultural traditions

- an appreciation of the diversity and richness of their cultures.

SMSC plays a significant part in the ability to learn and to achieve.

All curriculum areas have a contribution to make to children and young peoples' spiritual, moral, social and cultural development.

### 3. ROLES AND RESPONSIBILITIES

The governing body with the head teacher will determine the school's approach to SMSC.

The curriculum committee will ensure the policy is reviewed regularly to reflect the schools changing population whilst ensuring equality and diversity in line with this policy.

### 4. TEACHING AND LEARNING

**Spiritual Development** (the understanding of self and others is at the heart of spiritual development and is not linked to a particular doctrine or faith) – as a school we aim to provide learning opportunities that will enable children and young people to:

- develop self-esteem through their learning experiences
- develop an appreciation of the world around them
- understand human emotions and feelings, the way they impact on people and how an understanding of them can be helpful
- explore values and beliefs of different religious beliefs and cultures
- offer opportunities to appreciate the beauty and wonder of the natural environment
- form and maintain worthwhile and satisfying relationships

**Moral Development** – (refers to their knowledge and understanding, values and attitudes in relation to what is right or wrong. It should enable children and young people to become increasingly responsible for their own actions) - as a school we aim to provide learning opportunities that will enable children and young people to:

- recognise the unique value of each individual
- listen and respond appropriately to 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 wrong
- show respect for the environment
- make choices and form their own opinions
- understand the school's values by posters, displays etc
- be rewarded and recognised for positive behaviour

**Social Development** (the development of abilities and qualities to enable children and young people to play a full and active part in society) – as a school we aim to promote opportunities that will enable children and young people to:

- appreciate self and others
- learn about their school, local and the wider community
- understand the need for racial, religious and other forms of equality
- work co-operatively with staff and peers
- recognise social differences and similarities e.g. families, where they live
- experience special occasions
- participate in making decisions
- have the opportunities to be responsible
- welcome professionals and visitors

**Cultural Development** (to develop a sense of personal identity while acquiring awareness, understanding and tolerance for cultural traditions of others) – as a school we aim to promote opportunities that will enable children and young people to:

- hear and respond to music from a range of times, cultures and places
- opportunities in music to learn songs from different cultures and experience playing a range of instruments
- use extra curricular activities to enhance their experiences
- access professionals within the community, including sports coaches, artists and musicians
- participate in a variety of educational visits
- participation in live performance e.g. Rock challenge, Sing up
- use of assembly themes to explore important events and achievements,
- listen to stories from other cultures
- participation in traditional English country dancing as well as dance from other cultures e.g. maypole dancing, line dancing, wheelchair dancing
- learn about famous people who have made significant contributions to society e.g. role play
- experiencing art from different cultures supported by visits to museums and looking at modern art
- opportunities to make and evaluate food from other countries

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to Religious Education, Assemblies, SEAL, PSHCE / Citizenship Education.

## 5. MONITORING

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- monitoring of RE and PSHCE teaching and learning by the appropriate curriculum leader
- regular discussions at staff and governors' meetings
- audit of SMSC provision by SLT and all curriculum leaders
- RE/PSHCE development and, when relevant, inclusion in the SIP
- collation of evidence of children's work/experience in a school portfolio.

## 6. IMPLEMENTATION

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff. All teaching must evidence the inclusion of SMSC within their medium and short term planning. All teaching staff must also display SMSC information cards on their display boards both in the classroom and around the wider school.

## 7. LINKS WITH OTHER SCHOOLS AND THE WIDER COMMUNITY

- visitors are welcomed into our school.
- links with the local churches are fostered.
- visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- the school supports the work of a variety of charities.
- the development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- children will be taught to appreciate and take responsibility for their local environment.
- liaison with local secondary schools to support the primary curriculum and

- effective transition, takes place regularly.
- support of the local community e.g. work placements

## 8. REVIEW OF POLICY

A review of the policy will be undertaken in line with the policy review timetable and any amendments or updates will be reported to the Governing Body.

Any new legislation or directives will be incorporated into the policy as necessary