

Local Procedure Title	Spiritual, Moral, Social and Cultural Development and Community Cohesion and British Values
Site	Clay Hill School
ECS Policy number and title	ECS 34 Spiritual, Moral, Social and Cultural Development and Community Cohesion
Local Procedure template reference	ECS LP 34
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Local Procedure Author(s)	Neil Joice
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1. Aims / Rationale
<p>Clay Hill School places a high value on the holistic development of the individual to ensure that they are able to become and grow into a well-rounded young adult who is able to functional successfully in today's society.</p> <p>The school has a board and balanced curriculum offer that is personalised to meet the variety of individual needs whilst meeting the requirements of external bodies (ISS, OFSTED). Within the curriculum and running alongside the 'traditional' curriculum a strong emphasis is developing the whole learner through Spiritual, Moral, Social and Cultural learning and a development and understanding of British values.</p>
2. The Curriculum
<p>The traditional curriculum is planned and implemented to provide a breadth of subject areas that engages all learners, with a number of subject areas directed towards the personal development of the learners, these subject areas include:</p> <ul style="list-style-type: none"> ❖ Personal Social Development (PSD) – The Personal and Social Development curriculum offers imaginative ways of supporting young people in: <ul style="list-style-type: none"> • Becoming confident individuals who are physically, emotionally and socially healthy; • Being responsible citizens who make a positive contribution to society and embrace change • Managing risk together with their own wellbeing; • Introducing them to new activities and personal challenges. ❖ Religious Education (RE) – Aims to provide a knowledge, understanding and acceptance of the variety of religions that are practiced within the UK and further afield; ❖ Citizenship – The aim is to develop knowledge, skills and understanding that learners need to play a full part in society as active and responsible citizens. They will learn about

politics, parliament, voting, human rights, the law and the economy and the skills of active citizenship.

- ❖ Social Skills – The aim is to develop appropriate and effective personal interaction and conduct. Learners will look at speaking and listening, common courtesy, appropriate behaviours (context specific), resolving conflict and their ability to handle frustration and anger amongst the curriculum, although this list is not definitive and the curriculum will be designed for each individual.
- ❖ Partisan political views will not be promoted in the teaching of any subject in the school. Where political issues are raised with pupils, staff must offer a balanced presentation of opposing views to pupils. This relates to provision while in attendance at the school, while taking part in extra-curricular activities which we provide or organise, and in the promotion at the school (including through the distribution of promotional material) of extra-curricular activities.

These subject areas are planned to ensure that their learning objectives are focused at developing the young person and their understanding and tolerance of the world around them, ensuring that they are able to understand others views without prejudice.

Alongside these directed subject areas, all other curriculum areas plan their curriculum taking in to account SMSC and British values and plan where learning opportunities are present to further enhance and develop the understanding of SMSC and British Values. All medium term plans (MTPs) have dedicated planning areas set aside for cross-curricular and SMSC links.

Outside of the taught curriculum Clay Hill School has a variety of structures and procedures to further enhance and support the development of SMSC and British values; these include (but are not exclusive to):

- School / educational visits;
- Inter-school sports fixtures;
- Cultural awareness activities / focus days;
- Staff eating lunch with pupils (modelling);
- An open culture to discuss view points;
- Use of Pupil voice / School council

The school has individual cohort risk assessments ready in case any of the following issues should be raised as part of SMSC / British Values within the curriculum (RVE, FGM, E-Safety and CSE).

3. SMSC

Spiritual Development

Clay Hill School will aim to:

- Use their imagination and creativity in their learning
- Gain an understanding of feelings and emotions and their likely impact
- Explore beliefs, religious or otherwise and respect for different people's beliefs and values
- Experience moments of stillness and reflection
- Reflect on, consider and celebrate the wonders and mysteries of life
- Develop curiosity in their learning
- Foster an enjoyment and fascination in learning about themselves, others and the world around them
- Prepare themselves for the challenges of independent living

Moral Development

Clay Hill School will aim to:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Take initiative and act responsibly with consideration for others
- Make appropriate and informed decisions and choices
- Show respect for the environment
- Manage their own behaviour
- Develop and apply an understanding of right and wrong in their school life and life outside school.
- Understand the of consequence of their actions

Social Development

Clay Hill School will aim to:

- Develop a positive self-image and an awareness of their rights and responsibilities
- Learn to be effective communicators (including the use of augmentative systems)
- Help others in school and the wider community
- Develop personal qualities valued in society e.g. honesty, consideration, independence and self-respect
- Exercise leadership and responsibility
- Form and maintain worthwhile and satisfying relationships
- Take part in a range of activities requiring social skills
- Work co-operatively and collaboratively

Cultural Development

Clay Hill School will aim to:

- Recognise the value and richness of cultural diversity in Britain
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- Extend their cultural awareness through visits and residential trips
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school

4. British Values

'British Values' have been identified as:

Democracy:

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active School Council.

Rule of Law:

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as,

McMillan Coffee Morning, Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with students from other schools, coaches, theatre groups etc. The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Child Protection Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at the school are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

5. Monitoring and Quality assurance

As a school we place great value on the holistic development of each learner. To this end all learners have a logsheet tracking system that is completed every daily to take into account the progress, learning and emersion into each areas of SMSC. Each tracker will be reviewed 3 times during the academic year (Christmas / Easter / Summer), the review of the tracking / monitoring by tutors will allow the school to see how each learner is progressing with and across the curriculum, but also highlight where further and/or additional support is required to be implemented.

Where appropriate, Clay Hill School will access and use external parties, resources and speakers to enhance the educational experience for the learners. Whilst this can prove effective in engaging the learners the school aims to provide a balanced and co-ordinated approach to all of these 'resources' and aims to not to promote any single viewpoint or be partisan to particular ideologies. Across the academic year the school provides a balanced access to a range of external resources ensuring that fair coverage is offered to all aspects of the resource. This approach ensures that we provide a wide range of information to the learners, who, where required are able to make an informed choice or judgement based on an awareness / understanding of a variety of viewpoints and not from any single one.

To ensure that the school continues to provide an excellent standard of education including a robust implementation of structure of SMSC regular reviews and governance of its implementation are carried out.

As part of the HEX approach to teaching and learning a planning review is carried out to ensure that opportunities for the teaching of and development of SMSC are in place and used effectively. Weekly learning walks are carried out across the school so that staff are aware and have a full understanding of what is being delivered inside and out of classroom.

An annual report on SMSC is written by the curriculum co-ordinator reporting back to SLT on the areas that have been covered within the curriculum and any additional activities that have taken place that have supported its implementation and development. An annual audit of SMSC provision is also carried out to review where the school currently is and the areas that require development in order to move forward.

Contents Checklist (Local Sites may add additional items – this is a core list)			
Links to the aims/mission of the school			
How is SMSC delivered?			
How is SMSC tracked and monitored?			

Reference to the prevent agenda			
Visits and visitors programme			
Link to the Priory policy			

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions