

EASTWOOD GRANGE SCHOOL

POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT AND COMMUNITY COHESION (SMSC)



Eastwood Grange Vision Statement:

“Building resilience and skills in our students for an independent, fulfilled life beyond education”

Overview

Eastwood Grange School is an independent, special day school for up to 50 boys and girls aged 5-18 years. The students exhibit a variety of severe and complex educational, social, emotional and mental health difficulties, which have impeded personal developmental and educational success. Many have a number of diagnoses. Our students have breakdowns in a number of educational settings and been failed by the level of support for their needs prior to their time at Eastwood Grange School. They arrive very disengaged with education and life after having experienced many crises and trauma.

Related Policies	Curriculum Policy SRE Policy PSHCE Policy SMSC and CC Policy (Priory, ECS34 V01)
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Author: Sarah Mason (Class Teacher/SMSC Lead)

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1. INTRODUCTION

Eastwood Grange 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 FBV (Fundamental 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 students throughout the day, taught overtly in specific and non-specific SMSC, PSHE and SRE lessons, and is highly regarded and celebrated, being given an equal status with academic achievement.

2. DEFINING SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

a. Spiritual Development

The spiritual development of students 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 student'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, students 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 students.

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

Outdoor learning is a very important aspect of the whole curriculum; both classroom teachers lead this aspect alongside the PE teacher, which is pre planned for a term within the year. All students have opportunities to learn about the wonder and importance of nature and the environment.

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 students. 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 SEAL/PSHCE 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 Eastwood Grange School is the development of positive relationships. Although most students 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 students 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 SEAL, PSHCE, and focused SMSC lessons alongside the daily conversations around the school site. 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 a very important aspect of our curriculum. The school benefits from a music teacher and a music therapist who are able to help some students individually to express their inner feelings through music. Art and dance are used with students to provide a means of developing their creativity as a means of self-expression, encourage students to explore their ideas and movements.

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 students understand their feelings and emotions. Students are helped to express feelings and emotions through a range of specialist functional rooms, such as the soft play area and the sensory room. The use of a positive rewards system, a nurturing approach as well as music and 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.

b. **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 Eastwood Grange 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 Eastwood Grange 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

As a school, our programme seeks to:

- promote moral values through providing a clear moral code as a basis for behaviour which is reinforced 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
- give the students 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 students can express their views and practise moral decision-making
- reward the expression of moral insights and good behaviour
- make 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
- model, through the quality of relationships and interactions, the principles that they wish to promote – for example, fairness, integrity, respect for people, students' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- recognise and respect the codes and morals of the different cultures represented in the school and wider community
- encourage students to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour
- provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
- reinforce the school's values through images, posters, classroom displays

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

c. **Social Development**

The social development of students is shown by their:

- Using a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds
- Being willing to participate in a variety of communities and social settings, including positive interactions, cooperating well with others and being able to resolve conflicts effectively
- Accepting and engaging 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.

At Eastwood Grange we regard social development as focusing on supporting students 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 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
- work co-operatively
- recognise and respect social differences and similarities
- engage in corporate experiences – for example, through assemblies, team activities, residential experiences, school productions.

We help students:

- develop personal qualities which are valued in a civilised society - for example, thoughtfulness, honesty, respect for difference, moral principles, self-respect, interdependence, independence
- to challenge, when necessary and in appropriate ways, the values of a group or wider community
- resolve tensions between their own aspirations and those of the group or wider society
- to appreciate a conceptual and linguistic framework within which to understand and debate social issues
- to engage in the democratic process and participating in community life
- exercise leadership and responsibility
- learn to establish positive and effective links with the world of work and the wider community

Students 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 students are encouraged to work together to achieve goals.

d. **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 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 Eastwood Grange we promote cultural development through providing practical opportunities for students to explore experiences, values and traditions of diverse cultures. 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, 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 and local and nationwide visits
- reinforce the school's cultural values through displays, posters, etc.

We aim to support students 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.

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

Promoting British Values at Eastwood Grange School

The Department for Education has 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 the Prime Minister has reiterated these values in 2014. At Eastwood Grange these values are demonstrated throughout the school.

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

The Rule of Law

We consistently reinforce our high expectations of students. Whenever appropriate, students 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 students learn about what makes a good choice. Students 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 understands the world around us, and this 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, they must refuse further dialogue with that person and inform a member of the senior leadership team immediately.

How we Protect Students from Extremist Views, Including Religious and Political Extremism

SMSC focused lessons alongside PSHCE cover the main world religions and promote tolerance and understanding of world views.

To ensure all students are safe and protected from extremism within our school we:

- 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.

Students are given opportunities to visit different places of worship. Educational journeys include opportunities to experience and learn about different cultures.

Different cultures are explored and celebrated as across the Eastwood Grange Curriculum particularly in Primary - Understanding the world, Expressive Art & Design; Secondary - Humanities, PSHCE and Art.

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.

e. Female Genital Mutilation

Female genital mutilation is illegal in England and Wales under the FGM Act 2003. It is a form of student abuse and violence against women. FGM comprises of all procedures involving partial or total removal of the external female genitalia for non-medical reasons. At Eastwood Grange we

understand that as education providers we have a duty of care to report known cases of FGM in under 18's which they identify in the course of their professional work to the police.

The mandatory reporting duty is a legal requirement and necessitates all teachers within Eastwood Grange that they:

- Are informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show an act of FGM has been carried out on a girl under 18 and they have no reason to believe that was necessary for the girls physical or mental health or for purposes connected with labour or birth.

3. PROTECTED CHARACTERISTICS

The school's curriculum actively and explicitly references the teaching of respect for others, paying particular attention to the Protected Characteristics, as set out by the Equality Act 2010, and includes the teaching of lessons concerning the topics of age, disability, gender realignment, marriage and civil partnerships, pregnancy and maternity, race, religion, belief, sex and sexual orientation. All of these topics are allocated time in the timetable co-ordinated by the SMSC lead.

4. CURRICULUM PROVISION

Through teaching SMSC in our school, we provide opportunities for spiritual and moral development. Students are taught and acquire the knowledge, skills and values essential to a fulfilling membership to the immediate, local and wider communities of human society. We help students to recognise the difference between right and wrong through the study of spiritual, social, moral and ethical questions. We enhance their social and cultural development by helping them to build a sense of identity in a multicultural society and respect of other cultures.

Students may be taught outside of their curriculum year group depending on their need.

The SMSC curriculum is taught on a 32 week rolling program with a broad and deep range of subject matter in line with national frameworks and guidelines:

How SMSC will be delivered, monitored and reviewed:

- Within the curriculum plan facilitators will be able to be given an area to focus on that will be clearly identified within the Scheme of work provided.
- Each area must be covered and then tracked. Ensuring that all staff follow the assessment criteria that they have been provided with in order to maintain a consistent standard throughout the school.
- All staff must complete the tracking document so that the student's progression can be monitored, also provide the student with a predicted/target grade within SMSC that is a mutually agreed grade during the half termly progress review.
- Students will create a portfolio that will enable them to clearly demonstrate their engagement and learning within the SMSC curriculum.
- Learning environments will be required to reflect this curriculum and learning objectives will be carried through other subject areas and clearly displayed within each teaching environment.
- Embedding SMSC within other curriculum areas will be a fundamental aspect of this curriculum with the student's opinion at the heart of the entire qualification.
- Students will be involved in an e-Safety week to promote and teach other students of the ways to stay safe online; this will allow the students to provide information and guidance to be included within an online safety guide for the whole school.

This is how SMSC is delivered throughout Eastwood Grange School

1. SMSC is a core subject within the school's curriculum.
2. It is a requirement to follow the assessment criteria that is within the specification in order to maintain a consistent standard throughout the school. The tracking document will be completed so that the student's progression can be monitored, and also provide the student with a predicted / target grade within SMSC.
3. Students must complete a portfolio to be able to evidence SMSC development.
4. SMSC portfolios will be moderated on a termly basis. Moderation dates are notified throughout the year.
5. It is a requirement that each classroom has a specific SMSC display board. The criteria that you are exploring must be visible on this display board.
6. Learning walks will be completed termly to monitor these boards and appropriate feedback will be given.
7. A full SMSC termly report will be published to all staff.

5. THE CURRENT ACADEMIC YEAR'S PROGRAMME

Changes in British Society –Spring Term 1 and 2 2019

In order to remain relevant our current political social environment, students will undertake a significant amount of research and discovery in relation to Brexit, The EU and the migration of people. This will enable and encourage the students to have a broad and insightful understanding of how politics on a global scale may have significant impact upon them. This will be a discussion based process and the events of Brexit will be updated on a termly / weekly basis. Students will complete the appropriate learning outcomes in relation to this. This will form an extensive area of fundamental British values that the school will be focusing on during Spring Term 1 and 2 2019.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
4 th March 2019	Eric Knutsen	Format of text and paragraphs, clean-up of errors, addition of the required parts based on local procedures template. Updated vision statement and overview in light of material change.