



# Rugeley School

## Spiritual Moral Social & Cultural Local Procedures

Adopted: June 2015

Reviewed: December 2018

Next Review: December 2020

*Equal opportunities lie at the heart of all that we do at Rugeley. We are committed to ensuring that every member of the school community, whatever their disability, gender, sexual orientation, age, colour, ethnic origin, culture or religious belief is given the same chance as any other to access the services and support of our school.*

<b>Procedure for</b>	<b>Local SMSC Procedure</b>		
<b>Associated Priory policy</b>	Spiritual, Moral, Social and Cultural Development and Community Cohesion	<b>Number</b>	ECS (S) 34
<b>Setting</b>	Rugeley School Head Teacher – Lisa Price	<b>Signature</b>	
<b>Quality Assured by :</b>	Lesley Dalglish	<b>Signature</b>	
<b>Issue date</b>	12/2018	<b>Review date</b>	12/2020

### **Rationale**

Rugeley School believes in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for all students. Through effective teaching we aspire to equip our young people with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help young people to lead happy and rewarding lives. Our mission statement aspires:

**'Making every second count!**

***Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach, Rugeley School respects young people with autism and prepares them to be as happy and independent as possible'***

We aspire to collaborative working with the two Children's Homes associated with our site, Mayfield and The Crescent. Teachers and care staff work closely together to promote a seamless approach to agreeing, implementing and reviewing our young people's individual targets. This helps each young person to apply what they learn in lessons to their everyday lives.

Rugeley School aims to provide a caring, supportive and stimulating environment where high quality teaching leads to excellent outcomes for all our young people. Teachers at Rugeley School are expected to conform to the standards set within national government Teachers Standards.

We expect all our staff to deliver high quality, stimulating and dynamic lessons, where all Our young people are supported and challenged to make good progress in their learning

Rugeley School recognises that the spiritual, moral, social and cultural development and community cohesion elements of a pupil's education are crucial to their development as an individual, as it allows them to take their rightful place in their community as a local, national and global citizen.

SMSC & CC is about the values pupils are encouraged to hold, and their attitudes towards learning, knowledge and society. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of appropriate behaviour for all our students.

We promote 'British Values' through our spiritual, moral social and cultural education which permeates through the school's curriculum and supports the development of our young people. Rugeley School has a commitment to personal and social development of all our pupils.

Rugeley provides a high standard of teaching and curriculum provision that supports high standards of attainment, promotes common British values and builds students' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds.

### **Aims**

The aims of this policy are underpinned by reference to a set of basic principles:

- To advance the education of all our young people through a personalised structured learning environment underpinned by physical exercise and incorporating a multisensory approach.
- To ensure that the curriculum is informed, structured and relevant to meet the needs of all our learners.
- To meet individual's needs through an education programme that is implemented and supported across the disciplines of Education, Residential care, Speech and language Therapy and other required specialist areas.
- Learning will be incrementally structured in ways that enable all pupils to have the opportunity to build on what they already know and to generalise this, and what they need to make progress in, in order to overcome barriers to their learning and to take ownership of it.
- To ensure our curriculum is child centre and that assessment is used as a tool to ensure that learning fits individual needs and to helps every child gain their outcomes for the future.
- To promote a personalised, differentiated curriculum for all which is responsive to the particular (and changing) needs of individual pupils.
- To recognise the individual needs and talents of each young person and to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities.
- To develop within each pupil a respect for British Values at a level appropriate to their needs.
- To promote a caring and stimulating environment that gives positive encouragement to all, and which recognises and values the contributions of all its members equally.
- To ensure IEP's are infused into all aspects of provision as appropriate to the needs of the pupils.
- To link to statutory requirements.
- To use formative and summative assessment criteria to inform target setting to provide evidence of lateral learning as well as linear learning
- To create an inclusive curriculum with links to external accreditation which recognises our young people's, participation and achievements.

- To monitor standards of student achievement and the quality of teaching and to recognise and record the achievements of all our young people.
- To set achievable but challenging targets that promote an ethos of continual improvement
- To measure, assess and record the progress of each student in a systematic way, enabling us to ensure that each student achieves his or her highest possible outcome for the future.
- To encourage confidence, high self-esteem, independence and mutual respect.

### **3. Spiritual Development:**

Spiritual development is personal and unique to each individual. It is about the meaning of life, truth and developing a set of core values. It includes imaginations, inspiration and creativity and it also covers an awareness of self –identity and self-worth.

Spiritual Development at Rugeley School is focused on how a young person develops:

- Personal values and beliefs
- A willingness to reflect
- An ability to communicate these beliefs in discussion and behaviour
- An understanding of the value of and role of faith and religion in societies
- Tolerance of other people.

Each young person will have opportunities to explore and experience faiths, feelings and values. They will develop respect for themselves, others and the world around us. We believe Rugeley school promotes spiritual development as part as a young person’s personal development through:

- The School Rewards and Consequences system.
- Religious Education.
- All subjects of the Curriculum.
- Assemblies
- The ethos of the school values, attitudes and expectations.

### **4 Moral Development**

Moral Development is concerned with our young people’s knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices in society. The quality of relationships that our young people experience, the standards of behaviour in the school as well as the values promoted by the school’s code of conduct will form the basis of any judgement on moral development as well as the extent to which our young people show:

- An understanding of the difference between right and wrong.
- Respect for people, truth and property.
- A concern for how their actions may affect others.
- The ability to make responsible judgements on moral issues.
- Personal conduct that they take responsibility for their own actions.
- Personal behaviour through principles rather than fear of punishment.
- A knowledge of standards of morality.

Rugeley School is a social organisation and its functioning depends on the broad acceptance of rules, codes of conduct and a behaviour and discipline policy based on a clear set of moral

principles. The school has a clear set of aims, values and expectations which are shared with parents/carers, staff and young people including:

- Respecting the rights and property of others
- Respecting the beliefs and practises of others in a multicultural society.
- Taking responsibility for one's own actions.
- Being considerate towards other people and demonstrating good relationships
- Honesty
- Self-discipline

The essence of moral behaviour is to build a framework of values which regulate personal behaviour through principles rather than fear of punishment or reward. Moral development is about understanding the principles and social values behind actions and decisions. At Rugeley school we strongly act upon any incidences of :

- Bullying
- Intolerance including racism and homophobia.

At Rugeley our young people will explore and experience right and wrong and beginning to recognise boundaries and rules in their own lives. We promote moral development through a range of activities and opportunities both within and outside the classroom such as:

- Working with staff to teach and promote understanding of morality.
- Assemblies.
- Rewards and Consequences
- Welfare and guidance
- Whole curriculum including RE

## **5. Social Development**

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming young people's attitudes to appropriate social behaviour and self-discipline. The school helps prepare our young people to live in society by providing knowledge and understanding of society, its institutions, structures and characteristics, political, non-political and economic organisations.

The school systematically plans for the social development of our young people through a range of teaching and learning activities and opportunities including:

- Classroom organisation and management.
- Pupil grouping and opportunities for group work.
- School productions.
- Enrichment activities.
- School-work links.
- Opportunities to engage with the local community.

## **6. Cultural Development**

A young person's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At Rugeley school we seek to develop in our young people an understanding and awareness of their culture within a multi-cultural society and encourage personal values and self-esteem.

The school curriculum provides experiences of all aspects of cultures for our young people including the seven areas of the ISS and has a specific role in supporting the teaching and learning for pupils about cultural diversity through the curriculum in a range of activities including:

- Visits to centre of cultural interest
- Extra-curricular activities.

## **7. Planning**

**7.1** At all times we will strive for excellence in all our teaching by:

- The quality of learning that pupil's experience
- The quality of teaching that we provide
- The richness of the environment in which pupils learn.

**7.2** Staff are actively expected to promote and seek to secure our beliefs of the SMSC, CC and British Values aims and, in particular to:

- Have high expectations of pupils
- Employ a variety of appropriate teaching and learning methods
- Ensure that, wherever possible, pupils are found means of access to the curriculum and given opportunities to succeed
- Provide a wide range of learning experiences for pupils in each key stage suitable for their age
- Provide work which meets their pupils' needs and aspirations, which offer depth and challenge, and which motivates and inspires them
- Involve the learner in the process of learning – see progress path and next steps.
- Develop pupils' skills to become independent learners
- Encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment (see Marking Policy)
- Work in partnership with other staff, parents/carers and the wider community to achieve shared goals
- Keep parents/carers/Commissioners fully informed about the progress and achievements of Children and Young People

## **8. Delivery**

At Rugeley these values are reinforced regularly and in a variety of ways across the curriculum and through activities and events. The curriculum in all phases offers broad and balanced opportunities for SMSC, CC and British Values.

## **9. Promoting SMSC**

We promote SMSC through:

- Assemblies and collective acts of worship;
- The Personal, Social, Health and education (PSHE) curriculum;
- Curricular activities and events; including visits from external professionals e.g. Emergency Services
- Maintaining positive relationships with parents / carers and the wider community;
- The learning and teaching environment;
- Inclusion;
- Displays;

- Fundraising for charity;
- Duke Of Edinburgh's Award;
- A wide range of visits and visitors;
- The induction and transition procedures for students;
- Work Experience

This list is indicative not exhaustive.

## **10. Monitoring and review of SMSC , CC & British Values curriculum delivery**

- 10.1** The senior leadership team and audits SMSC, CC and British Values and Governors monitor it across school.
- 10.2** In order to maintain progression and ensure continuity, liaison between the phases is essential. Teachers collaborate on a regular basis to plan a co-ordinated delivery of the curriculum through structured PPA time and teacher meetings.

## **11. Resources**

The use of effective resources needs to be carefully monitored by each Subject Leader to ensure they provide value, are age-appropriate and comply with Health and Safety requirements.

## **12. Equal opportunities**

At all times, all staff will ensure that provision does not discriminate on grounds of cultural diversity, ethnicity, religion, gender, ability, disability or age.

## **13. Collective Worship**

At Rugeley School acts of Collective Worship take into account our young people's ages, aptitudes and family backgrounds. Our young people join together twice weekly to share the school song, a short period of reflection, brief celebration of achievements and a short prayer.

At Rugeley school we recognise that Collective Worship is important to provide opportunities for our young people in all aspects of SMSC, CC and British Values development.

## **14. Aims**

It is our aim that worship should:

- Contribute to the spiritual, social, moral and cultural development of each child.
- Give expression to, and reaffirm and practise the values of the school community.
- Allow reflection and response to the fundamental questions of life and those things that are of eternal concern and value to human beings.
- Celebrate and give thanks for the achievements within the school, local and international community and occasions of significance, including festivals.

- Foster and enable a concern for the needs of others, and recognition of the vulnerability of self and others.
- Provide members of the school community with the opportunity to praise and reach out to 'God'.
- Provide members of the school community with the opportunity to experience stillness and quiet.
- Provide members of the school community with the opportunity to respond to religious language and symbolism.
- Provide members of the school community with the opportunity to celebrate through music and song.
- Provide a foundation for a mature understanding and practise of worship in the future.

Each young person is encouraged to actively participate in the twice weekly gathering of the whole school. On occasions due to individual needs the young person may choose not to join the end of day Collection Worship for a range of personal reasons. This choice will be respected and an individual collective worship will be offered.

## **15. Rights of Withdrawal**

At Rugeley School we seek to be an inclusive community, however, we respect the right of parents/carers to withdraw their child from Collective Worship. This school expects that withdrawal will only be made following parents/carers discussion with the Headteacher followed by written confirmation of withdrawal.

## **16. Monitoring and Review**

It will be the responsibility of the Senior Leadership Team to ensure that Rugeley SEND is monitored and reviewed to make sure through the delivery it maximises learning by providing richness, breadth, balance in knowledge, skills and direct experiences in a way relevant to each individual and their own lives taking into account new national developments. The Governors will monitor the implementation across the setting.

See the Teaching & Learning Policy Number ECS(S) 34 version 1 for additional supporting policies.

## ***Safeguarding***

***This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.***

### "Prevent" Anti-Radicalisation

Rugeley School has a statutory obligation to train Staff and Governors in the national anti-radicalisation "Prevent" programme and to be vigilant for signs of radicalisation in the school and community, and to report any such signs through the established channels.

The line of approach is that those who seek to radicalise young people are engaging in a form of grooming and therefore the issue is a Safeguarding matter. Young people who are radicalised are seen as victims who need protection, help and support.



All teaching staff at Rugeley and Governors have had the Local Authority approved "Prevent" training.

Rugeley school has undertaken the statutory "Prevent" risk assessment for every individual student.