

<b>Local Procedure Title</b>	<b>Spiritual, Moral, Social and Cultural Local Procedure</b>
<b>Site</b>	<b>Sketchley School, Forest House and Progression House</b>
<b>ECS Policy number and title</b>	<b>ES10: Spiritual, Moral, Social and Cultural</b>
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<b>Local Procedure Author(s)</b>	<b>SJ Astbury</b>
<b>Local Procedure Ratification</b>	<b>Checked and Approved by:</b>

## Philosophy

Sketchley School, Forest House and Progression House aim to encourage and develop each students knowledge, skills, understanding and independence in each of the below areas.

## Spiritual

Spiritual development is the development of the non-material element of a human being which animates and sustains us. It is about the development of a sense of identity, self worth, meaning and purpose. Spiritual development involves the growth of a sense of self, of students' understanding of their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.

For our schools the term 'community' has a number of different meanings:

- School Community – the students served by the school, their families and the staff
- Geographical Community – the area around the school including those living and working in that area.
- Community of Britain – all schools by definition are part of this community
- Global Community – formed by EU and International Links

Spiritual development involves:-

- Excitement, generosity of spirit, reflection, creativity, enthusiasm, happiness, wonder, imagination, exhilaration and pride.
- Sharing and expressing thoughts, feelings and views.
- Recognising and celebrating achievement to develop self-esteem.
- Addressing the questions of life, grasp the idea of wonder, learning through nature. Sharing feelings about what happens to them and understanding different beliefs and values. Gaining individual experience and building self-confidence and appreciation.

This will be addressed through Religious Education, PSHE and Citizenship within the curriculum.

## Moral

The essence of moral development is the building of 'a framework of moral values which regulate personal behaviour through teaching and promoting principles rather than through reward or fear of punishment'.

Moral development involves:

- Honourable, respectful, ethical, kind and fair to others.
- Recognising their own rights and the rights of others, developing positive relationships.
- Understanding the meaning of rules and right and wrong within society.
- Explore, experience and question all that goes on around them.

This will be addressed through Religious Education, PSHE and Citizenship within the curriculum.

## **Social**

The quality of our relationships defines the kind of people we are and, ultimately, the kind of world we live in. Our capacity to participate effectively in social life is crucial to our well being and that of the communities we belong to. These communities are defined not only by the spaces we live in but also by the prevailing ideas and values and by the codes and structures for living together through links with other establishments, organisations and the community.

Students at school experience community on various scales. These start with their families and embrace local, national and global societies either directly and encouraging links with similar schools.

The education that our schools provide encourages students' social development concerning developing the skills and personal qualities necessary for living and functioning effectively in a multi-racial, multi-cultural society.

Social development involves:

- Politeness, courtesy, self-discipline, self-awareness and caring.
- Valuing their own work and that of others and understanding the need to be able to work with others, or as part of a group.
- Developing social skills and inclusion to the community and society.
- Addressing their own difficulties and the difficulties of others.
- Seeking to motivate and encourage students to relate to others. They learn to work together, valuing their own work and that of others, support each other and take collective responsibility as a member of their community, as they may do in a family. A strong sense of caring for others is a key characteristic of all our schools.

This will be addressed through Religious Education, PSHE and Citizenship within the curriculum.

## **Cultural**

Cultural development involves:-

- Awareness of their culture and that of others. Recognition of the individual and interaction between cultures.
- Being able to apply learning to different cultural circumstances(Art, sport and music).

- Experience enrichment from understanding, appreciating and experiencing other cultures values and traditions. Developing the knowledge, skills, understanding, qualities and attitudes needed to understand, appreciate and contribute to culture.
- Recognise individual need and the needs of others for a wide intellectual development.
- Acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. Students acquire an awareness and respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences.
- Students learn to understand that they live in a vast world of extensive cultures and traditions, even within their own community. Priory Group schools acknowledge the importance of developing within students an enjoyment of such variety through knowledge and experience. Schools encourage students' skills of interaction, which promote harmony and respect, dispelling prejudice and discrimination.
- All aspects of SMSC delivered through Religious Education, PSHE and Citizenship within the curriculum.

### **Schools Contribution to Community Cohesion**

Sketchley School, Forest House and Progression House subscribes to the following three principles for the promotion of community cohesion:

- a) Teaching, Learning and Curriculum – to teach students to understand others, promote common values and to value diversity. To promote human rights and the responsibility to uphold and defend them and to develop the skills of participation and responsible action
- b) Equality and Excellence – to ensure equal opportunities for all to succeed
- c) Engagement and Ethos – to provide a means for students and their families to interact with people from different backgrounds

The schools seek to have high standards of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds students' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds.

The schools seek to ensure:

- A programme of curriculum-based activities whereby students' understanding of community and diversity is enriched through visits and meetings with members of different communities, plus support for students who come from cultural backgrounds that are under-represented within the schools' student population.
- An effective voice and involvement of students in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

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## **Equity and Excellence**

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Sketchley School, Forest House and Progression House hope to secure high standards of attainment for all students from all ethnic backgrounds and of different socio-economic status, ensuring that all students and staff are treated with respect.

Procedures are in place to monitor incidents of prejudice, bullying and harassment. Monitoring takes place where students from particular groups are more likely to be excluded or disciplined than others occur.

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## **Engagement and Ethos**

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At our schools we seek to broaden the ways that we work in partnership with other schools. Priory Schools look either locally or further afield and the means of developing the relationship may be through exchange visits or more likely through the internet. We acknowledge that sharing facilities also provides a means for students to interact, as do opportunities for meaningful intercultural activities such as sport and drama.

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## **Good Partnership Activities with the Local and Wider Community**

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The schools seek to develop partnerships through strategies such as:

- a) Working together with community representatives
- b) Maintaining strong links with multi-agency working between the school and other local agencies, such as the youth support service, the Police and Social Care and Health Professionals
- c) Engagement with parents through social events, curriculum evenings, parents' evenings, annual reviews and other contact as appropriate
- d) Provision of extended services, and in particular bringing parents together from different backgrounds through parenting and family support
- e) Work with other schools and providers