

# Spiritual Moral Social and Cultural (SMSC) Policy

## Aims

At Burton Pupil Referral Unit (BPRU), we encourage pupils to take ownership of their learning and pride in what they achieve. All pupils who attend the school will have had challenges in their relationship with education and learning and our work has to be done within this context. It is our commitment that all people who come into our school - pupils, staff, parents and visitors - are valued as individuals. They should be entitled to expect from others good standards of behaviour marked by respect and responsibility.

Pupils across BPRU sites, are encouraged to make positive choices and to respect the choices made by others. They are encouraged to take responsibility for their actions and be honest with themselves and with others. Restorative & Relational approaches were introduced from Sept 2021 to support students taking responsibility for their actions and finding ways to restore relationships that might have been damaged by them.

## Expectations

Pupils at BPRU can expect a diverse range of activities that will enrich their experience. These include:-

Listen to/play music, theatre visits, taking part in sporting activities, visiting a gallery and a museum, taking part in cultural events during the year.

These are all designed to enhance the spiritual, moral, social and cultural development of the pupils. At BPRU, all the staff ensure each pupil is at the centre of decision making and will adapt and find other experiences to suit the needs and interests as required. Staff at BPRU will and do constantly seek out cross curricular themes and links to support pupils' development spiritually, morally, socially and culturally.

## Spiritual Development

### Definition

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn. Our Learning Environment and Curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, chemical reactions, new life, the global landscape). Gain a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories).
- Experience and consider beliefs of others and how it affects their lifestyles, (RE, investigating communities and faiths, historical case studies). Have a knowledge of different beliefs (religious or otherwise) which inform the pupils' view of life and a respect and interest in the values, beliefs and feelings of others.
- Use of imagination and creativity so as to explore their own feelings and viewpoints as well as gain an understanding of and empathy for the viewpoints of others.
- Celebrate their achievement and what they need to do to be successful in the future, (self-assessment, target setting activities). Gain a willingness to reflect on themselves and their own learning.

## Moral Development

### Definition

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

- Ability to experience and recognise the difference between right and wrong, and their readiness to apply this understanding to their own lives.
- Understanding of the consequences of their actions.
- Interest in investigating and offering reasoned views about moral and ethical issues.

Our Learning Environment and Curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed in the classroom.
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Assemblies that discuss moral values and highlight expectations.
- Activities that enable pupils to give opinions and demonstrate their values.
- Discussing the choices made by the pupils and others and the resulting outcomes

## **Social Development**

### **Definition**

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Our Learning Environment and Curriculum at BPRU ensures skills are developed through:

- Experiencing social activities across a range of contexts and cultures.
- Modelling of positive social behaviour by all staff.
- Sporting activities.
- Games with other pupils at breaks and lunchtime.
- Turn taking and team building activities.
- Pair and small group work within the classroom.
- Working with others across the local community (including charity work)

The pupils will use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.

- Participate in a variety of social settings, cooperating with others.
- Successful resolution of conflict.
- Successful management of personal and professional relationships, including their ending.

- Experience and show interest in, and understanding of, the way other communities and societies function.

## Cultural Development

### Definition

Cultural development enables learner's to experience and develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity. Build an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.

- Build an understanding and appreciation of their own culture and other cultures, locally, nationally and internationally.
- Build a respect and positive interest in the cultures of all peoples.

Our Learning Environment and Curriculum Children are introduced to a regional and global perspective in life through:

- Links with local and international organisations.
- Stories, art and music from different cultures.
- First hand experience through art, theatre and other visits.
- Studies of different lifestyles including different food, dress, festivals and places of worship.
- SMSC is taught in a cross curricular way through subjects, especially: English, Food, PSHE, RSE and Art and through weekly assemblies.

### Partnerships

The school works tirelessly to build up partnerships with other organisations - local colleges and venues, and support networks so that we can offer the students a range of opportunities.

### Monitoring Reporting and Evaluation

Pupils and parents will receive written and verbal feedback on their progress. Audits of all aspects of school life are regularly undertaken and pupil voice is encouraged. All students are encouraged to take part in a range of activities and direct feedback is always given. Additional opportunities are offered when a need is identified and so the development of all students is regularly under review.

### Policy Review

The policy will be reviewed regularly in accordance with school policy.