



# Serenity School

**Crawley**

## **SMSC (Spiritual, Moral, Social and Cultural Development) / PSHE Policy**

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As a therapeutic School we offer A Holistic Approach to Education and Childhood Development

At Serenity School, We **Care, Value and Challenge** every child to achieve their true potential. In doing so, we improve life chances of our young people through an unwavering commitment to **Inclusion, Independence and Self Worth** for all learners. We can confidently say this because our curriculum is designed to deliver a holistic approach to education and childhood development. Therefore, our Curriculum aims to develop the following 5 Core Principles of positive behaviour and action in everyone.

**We look after ourselves**  
**We look after each other**  
**We look after our learning and development**  
**We look after our School, our community and our world**  
**We look after our futures**

It is these Core standards that allow us to develop the essence of SMSC and British Values as a consistent in each of our pupils so that they can make informed choices as they grow and develop into adulthood.

The 2019 Ofsted Inspection Framework for the first time has a separate judgement of 'Personal Development'.

[According to Ofsted](#), this is to acknowledge the importance of "pupils' wider personal development and their opportunities to grow as active, healthy and engaged citizens."

It allows Ofsted to recognise schools' efforts to look after pupils' broader development and prepare them for life outside of education.

Personal development is familiar territory for schools as it includes:

- Spiritual, moral, social and cultural (SMSC) development
- Personal, social, and health education (PSHE) education
- Careers information, education, advice and guidance (See separate CEIAG Policy)

This Policy will work in unison and alongside the above policy set to offer a wider SMSC/PSHE curriculum framework and ensure full coverage of DFE criteria.

Our combined Curricula will cover the following;

- the curriculum addresses learners' broader development, enabling them to develop and discover their interests and talents
- support learners in developing 'character' traits such as resilience, confidence and independence
- schools help learners to understand how to keep physically and mentally healthy
- learners are prepared for success in the next step of their education journey
- learners are prepared for life in modern Britain; specifically, whether they:
- are responsible, respectful, active citizens who contribute positively to society
- understand fundamental British values
- appreciate diversity and respect people different from themselves

The School will evidence the standards by monitoring and evaluating the following:

- the quality, range and take-up of enhanced-curricular activities such as Charity initiatives
- the impact of personal, social, health and economic (PSHE) education, and relationship and sex education on learners' personal development
- how leaders promote British values through visits, discussions, assemblies, and wider opportunities
- how well leaders develop pupils' character through the quality of education
- the quality of debate and discussions that pupils have, where appropriate
- how well learners understand protected characteristics; how equality is promoted, and diversity is celebrated
- the quality of careers information, education, advice and guidance

The challenge for our schools will be how effectively we provide opportunities for pupils and staff to access wider SMSC/PSHE curriculum demands and how well the school can evidence on how we support personal development as part of the new Ofsted Framework.

### **SCHOOL VISION for SMSC**

SMSC makes a unique and substantial contribution towards the School's aims in its core belief that the personal development of young people is essential to their health, safety and achievements as individuals within society.

This policy was developed in response to national guidance from OFSTED and refers specifically to recent guidance from OFSTED, considering the critical role SMSC has to play in ensuring young people know how to be safe and develop into young adults with the capacity to make positive informed choices.

We aim to incorporate the four core themes; Spiritual, Moral, Social and Cultural by focusing on three areas of development

Health & Wellbeing  
Relationships  
Living in the Wider World

Our aims are to enable students:

- To form and manage supportive and stable relationships
- To develop awareness of themselves as learners and managers of change
- To anticipate the demands and challenges of adult life, including the world of work and leisure opportunities
- To demonstrate their creativity enterprise and economic wellbeing
- To make informed choices on their lifestyle.
- To be aware of the need for good health and physical well being
- To value themselves as an individual and promote their self esteem
- To promote a spirit of inquiry
- To have the confidence and skills to make learning a lifelong process
- To communicate appropriately, effectively and safely using all forms of communication and social media.

## **OBJECTIVES**

1. To deliver an interesting, enjoyable and thought-provoking programme, through tutorial times for some activities as well as assemblies with outside speakers through workshops and drop-down days.
2. To identify opportunities through the wider curriculum and to organise activities for students to participate in through school and community-based projects.
3. To collapse timetables for whole year group activities, where appropriate, to enhance PSHE/ SMCS understanding. Overall these objectives will provide a full and comprehensive programme of SMSC/ PSHE and Citizenship which with a coherent assembly programme will offer a holistic and inspiring experience enabling our young people to be responsible, reflective and active citizens with a strong sense of British values.

## **Personnel –**

Form Tutors – responsible for delivery, SLT to arrange assemblies. Middle Leader to coordinate/ oversee programme.

Specialist teams –

Outside Agencies - School Community Police Officer, Youth Workers, Drug Support Agencies, Theatre Companies, Croydon & Greenwich County Council for Healthy Schools.

In accordance with the guidelines provided from the radicalisation training all staff are mindful of the need to be alert to any potential radicalisation and should in the first instance report it to a senior member of staff who will take the appropriate action.

**Resources –** Various assemblies are allocated to outside agencies to introduce students to different speakers.

PSHE is also taught through the curriculum.

ICT deliver lessons on internet safety.

Involvement of other agencies/ external bodies who can deliver specialist information, advice and guidance.

**All resources and learning materials are quality assured to ensure that the potential for radicalisation is minimised.**

## **SUCCESS CRITERIA**

**Assessment-** this is monitored by the SLT, with the assistance of Form Tutors and SEN dept.

Overall responsibility- Middle Leader for SMSC alongside school consultant.

This policy should be read in conjunction with other school policies on Equal Opportunities, CEIAG, SEND, Safeguarding & Child protection and PSHE.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY**

### **1. A Statement of Aims and Values**

At Serenity School our aims and values are central to our work with young people and adults and they are expressed through the following statement: -

At Serenity School, We **Care, Value and Challenge** every child to achieve their true potential. In doing so, we improve life chances of our young people through an unwavering commitment to **Inclusion, Independence and Self Worth** for all learners.

The statement indicates that the spiritual, moral, social and cultural development of our learners is an important aspect of our work. The values were established after a great deal of discussion with staff, governors and the student councils. All stakeholders have been informed of our aims and values.

### **2. Towards Definitions**

Through planning work with staff and through our daily interaction with students the following working definitions have emerged. All four aspects involve getting our students to ask questions about their own experiences and the world, together with that of considering the feelings of others.

#### **SPIRITUALITY**

##### **Spirituality is concerned with:**

Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that students and adults share.

A sense of awe and wonder – the way in which students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities.

Feelings of transcendence – the opportunity for students to discuss unexplainable issues and to feel that there is something beyond themselves.

A search for meaning and purpose – this is encouraged through students asking questions about what is going on in their lives.

Relationships – recognising and valuing the worth of each individual developing a sense of community and building up relationships with others.

Creativity – where the student has the opportunity to express his or her thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.

Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

We therefore aim to promote spirituality through: -

The values and attitudes the School identifies, upholds and fosters  
The contribution made by the whole curriculum  
Through assemblies  
Extra-curricular activity, together with the general ethos and climate of the School.

## **MORAL DEVELOPMENT**

"Moral development refers to students'

- knowledge
- understanding
- intentions
- attitudes
- behaviour

in relation to what is right and wrong"

### **(OFSTED Framework)**

This involves making clear to our students the values that we subscribe to as an institution and as a community. The will to behave morally as a point of principle is fundamental to moral development. In this sense moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.

We therefore aim to promote moral development through: -

- quality of relationships
- standards of behaviour
- quality of leadership given by the School
- the values the School sets and exhibits through its structures
- the curriculum and teaching inclusive of therapies

## **SOCIAL DEVELOPMENT**

Social development is the students' progressive acquisition of the competencies and qualities needed to play a full part in society.

We therefore aim to promote social development through; -

- co-operation and partnership
- classroom organisation and management
- the grouping of students
- leadership and responsibility
- extra-curricular activity

## **CULTURAL DEVELOPMENT**

Cultural development is students' understanding of their own cultural identity. More than this however, it is also about understanding other groups in a particular society and of other societies beyond their own. The students need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

We therefore aim to promote cultural development through: -

- an explanation of the influences that have shaped our culture
- the extension of our cultural horizons, through the influences of other cultures therefore extending cultural horizons beyond the immediate and the local
- past cultural features which influence and shape the present
- a study of the present values and customs of our nation and of other nations' cultures and societies
- developing in our students respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups.

### 3. Policies and Practice

#### (A) SPIRITUALITY

ASPECTS	EXAMPLES OF STUDENT EXPERIENCES
(i) <b><u>Beliefs</u></b> This is seen in a study and discussion of formal religious beliefs and also through simply exploring what students themselves believe in respect to their own lives and the wider community.	PSHE Assemblies English Science Tutor time Life Coaching Workshops
(ii) <b><u>A sense of Awe and Wonder</u></b> Where students are struck by what they see, feel and hear.	Opportunities provided for visits to music, art and theatre events. Science History English
(iii) <b><u>Feelings of Transcendence</u></b> Where students are given the opportunity to feel that there is something more than just themselves, which includes unexplained issues.	English History Science Assemblies Workshops
(iv) <b><u>Search for meaning and purpose (in what is going on in their lives)</u></b> This has involved exploring such issues as self-awareness, planning ahead, understanding the pressures placed upon us and looking beyond 16.	Charity initiatives and WEX English Tutor time PSHE Career education Assemblies Workshops
(v) <b><u>Relationships</u></b> In particular the fostering of positive relationships, between student and student and student and teacher.	The range of educational experience
(vi) <b><u>Feelings and Emotions</u></b>	Therapy Life Coach English History/ Geography Assemblies Workshops



**(B) MORAL DEVELOPMENT**

<b>ASPECTS</b>	<b>EXAMPLES OF STUDENT EXPERIENCES</b>
(i) A statement of what is right and wrong. (ii) School values are made clear to our students	Code of Conduct Anti-bullying policy & Charter Equal opportunities policy Tutor work Student Councils Department Schemes of Work Teaching and learning styles.

**(C) SOCIAL DEVELOPMENT**

<b>ASPECTS</b>	<b>EXAMPLES OF STUDENT EXPERIENCES</b>
(i) <b><u>Co-operation</u></b>	Students work together Students work with teachers Students work with other adults and the wider community
(ii) <b><u>Partnership</u></b>	Students and students Students and teacher Teachers and teachers Teachers and Parent Students and Parents Teachers and Governors Parents and Governors The School with the wider community
(iii) <b><u>Classroom organisation and management</u></b>	Teachers and support teachers take account of the School's criteria for effective teaching and learning
(iv) <b><u>Extracurricular activities</u></b>	Subject departments Year or group activities

**(D) CULTURAL DEVELOPMENT**

<b>ASPECTS</b>	<b>EXAMPLES OF STUDENT EXPERIENCES</b>
(i) Influences that have shaped our culture	History PE and Sport Science Assemblies Workshops
(ii) Extension of our cultural horizons through the influence of other cultures.	History Geography Assemblies Workshops

4. Clearly in all the above, the ETHOS and CLIMATE of the School makes an important contribution. We would like to think that the ethos of the School reflects our values and aims. In all the above we believe that the following also play an important contribution:

- the pastoral system
- the emphasis on student care
- the student councils for each of the key stages
- the code of behaviour
- the system of rewards  
an emphasis on:
- praise
- target setting and review
- the anti-bullying policy
- the extra -curricular activities and clubs at lunchtime and after school
- the range of teaching and learning styles

5. In terms of Learning Experiences, as A School we attempt, across the curriculum, to encourage our students to:

- Discuss matters of personal concern
- Develop relationships with adults and peers
- Develop a sense of belonging to a community
- Be challenged by exploring beliefs and values
- Discuss philosophical questions.
- Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives
- Experience what is aesthetically challenging
- Experience silence and reflection

## 6. **Review and Monitoring**

**How do we record and evidence our SMSC development in school?**

### **SMSC Grid**

We have an electronic grid which tracks the progress and evidence of our SMSC development. It is split into the wider Ofsted success criteria and shows how we develop each criterion and promote SMSC. The evidence is dated and also shows how our SMSC Provision Map changes over time using the 3 Year Action Plan attached that will get us to an Ofsted Outstanding Judgement in this area of school improvement. To up the SMSC Provision Map staff are asked during a staff meeting once every term to bring evidence of what's been achieved against the overall termly action plan targets. The lead for SMSC the updates the action plan and the display board on site is updated within 48 hours. Updates are shared with all stakeholders via the Termly Newsletter three times per year.

### **Showing the impact of SMSC**

We also use GL Assessment PASS data to make informed judgements regarding;

1. Pupil attitudes to themselves and their learning/development
2. Pupil attitudes to school and their motivations

In addition to PASS we correlate data with SEMH data from Boxall Profiles. This help to identify early those most in need of internal and external wider help.

**Whole school Strategies:**

Questionnaires are also used as both whole school Ofsted questions and also subject surveys to see the impact on the children's development. We also look at their books which they can use during PSHE and Philosophy for Children lessons. We also give questionnaires to staff about how it impacts on the children's development to give us the whole picture from different points of view

In relation to our work an audit of practice is carried out and undertaken by SLT annually and action plan developed to make further gains. Staff development activities have been undertaken by SLT. The provision of Spiritual, Moral and Cultural development is monitored also by the Senior Management Team, together with Heads of Subject and Tutors. We have not identified performance indicators, but rather colleagues are asked to provide specific examples of student experiences.

In accordance with the guidelines provided from the radicalisation training all staff are mindful of the need to be alert to any potential radicalisation and should in the first instance report it to a senior member of staff who will take the appropriate action. All resources and learning materials are quality assured to ensure that the potential for radicalisation is minimised.

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