



SMSC Education Policy

The Woodlands

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1. Aims

SMSC education is inextricably linked to 'The Woodlands' values and ethos. We believe that each pupil will be valued as an individual and enabled to develop intellectually, socially and emotionally within a caring, purposeful and flexible framework.

SMSC education aims:

- To recognise and value the qualities, abilities and dignities of everyone;
- To provide a high quality and appropriate environment in which pupils are encouraged to develop to their full potential;
- To recognise that our pupils need significant support but to encourage the greatest possible independence of thought and action;
- To promote the spiritual, moral, social and cultural development of each pupil.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils.

3. Social development

The Woodlands seeks to encourage pupils to develop the skills required to become active citizens so that they can participate responsibly in the communities to which they belong. These include the skills of co-operation, teamwork, initiative, responsibility and collaboration.

The school participates in the wider community through charity events, working with outside agencies and off-site education. These experiences all contribute to the social development of the pupil.

Social Development enables pupils to relate to others successfully, developing social skills and characteristics such as tolerance, respectfulness, empathy and a willingness to get involved so that they can play a full and active part in the community and society as family members, citizens, workers and pupils.

The Woodlands will provide activities that encourage pupils to:

- Develop skills such as co-operation, leadership, collaboration, responsibility, teamwork and initiative
- Show respect for people, living things, property and the environment
- Develop experience and understand social relationships and the rights and responsibilities of individuals within the social setting
- To find out about and gain understanding of the ways in which societies function in order to become good citizens.

Outcomes of social development will be demonstrated in such qualities as:

- **knowledge** of the ways in which society functions and are organised – from the family to the school and thence to wider groupings (local, national, international);
- **understanding** of how individuals relate to each other and to the institutions, structures and processes of society, and of how what is learnt in the curriculum relates to life in society;
- **attitudes** which show the capacity to adjust to a range of social contexts by appropriate and sensitive behaviour;
- **Skills** in taking on, as appropriate, the roles of leader and team worker, exercising responsibility, initiative and co-operation.
- **Skills** in working and socialising with pupils from different religions, ethnic and socio-economic backgrounds
- **Willingness** to participate in a variety of communities and social settings e.g. volunteering, co-operating with others and being able to resolve conflicts effectively
- **Ability** to make a strong social contribution to the well-being of social groups and to form effective relationships with them.
- **Acceptance** and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of people with different faiths and beliefs
- **Demonstrate** skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

4. Moral Development

The aim of moral education is to promote opportunities for pupils to uphold a series of values which will serve them well throughout their lives.

Staff will be role models for upholding values and will promote moral education through the ethos and climate of the team.

The Woodlands seeks to encourage pupils to develop moral values by providing opportunities to look at choices, focusing on right and wrong and the idea of justice. It aims to develop characteristics such as honesty, responsibility and integrity so that pupils can live in ways that respect the well-being and rights of others.

The Woodlands will seek to allow and encourage pupils to take a thoughtful view of what is right and wrong, to recognise the interests of others as well as themselves and develop characteristics such as unselfishness, kindness, truthfulness and commitment to justice and integrity, so that they can live in ways that respect the wellbeing and rights of others and show respect for living things, property and the environment.

Activities will be provided that encourage pupils to be aware of and care for one's peers and community members as oneself, develop moral values, understand how to make right choices and learn the consequences of making wrong ones, develop self-esteem, learn to extend and receive forgiveness, understand the importance of belonging to a community and those rights should be balanced with responsibilities.

Outcomes of moral development will be demonstrated in such qualities as:

- **Knowledge** of the language and ideas of morality
- **Knowledge** of local, national and world issues such as the individual and the community – rights, duties and responsibilities, war and peace, human rights, exploitation and aid, medical issues, environmental issues and equal opportunities.
- **Disposition** to act and behave in accordance with such values, including the skills of making moral decisions and forming moral judgements
- **Understanding** of the nature and purpose of moral discussion, with the desire to persuade, combined with respect for and listening to, others' viewpoints
- **Understanding** the consequences of their behaviour and actions
- **Ability** to recognise the difference between right and wrong and readily apply this understanding to their own lives, and in doing so, respect the civil and criminal law of England.
- **Social values** in relation to interpersonal skills and relationships with others
- **Tolerance**; respect for persons and property including truthfulness, compassion, co-operativeness, sensitivity, love and empathy.
- **The self** with reference to such aspects as: self-awareness, self-confidence, self-esteem, self-control, self-reliance, self-respect, self-discipline and responsibility.

5. Spiritual education

The aim of spiritual education is to promote opportunities for pupils to reflect on aspects of their lives and the human condition through, for example, literature, theatre, music, art, science, religious education.

Through spiritual education, pupils will acquire beliefs and values to learn the basis for personal and social behaviour. Not only will pupils be given opportunities for spiritual development through the curriculum on offer, but also through the ethos and climate of the team.

The Woodlands will seek to allow and encourage the spiritual development of all pupils, of whatever religious tradition or none.

The Woodlands aim to help them become aware of the spiritual dimension within them, having time to reflect and to know that there is something deeper and more enduring than the outward and material world that surrounds them. Spiritual development is about the development of a sense of identity, self-worth, personal insight, meaning and purpose.

The school's ethos and values, as well as the explicit teaching and learning within the school, aim to provide pupils with the knowledge to develop, explore and respect the spiritual dimension of their lives and the lives of others, which might include those pupils with specific religious beliefs.

Outcomes of spiritual development will be demonstrated in such qualities as:

- **Knowledge** of the central beliefs, ideas and practices of major world religions and philosophies;
- **An understanding** of how people have sought to explain the universe through various myths and stories, including religious, historical and scientific interpretations;
- **Beliefs** which are held socially, and the ability to give some account of these and to derive values from them;
- **Behaviour and attitudes** which derive from such knowledge and understanding and from social conviction, and which show awareness of the relationship between belief and action;
- **Social response** to questions about the purpose of life, and to the experiences of e.g. beauty, love or pain and suffering.

6. Cultural development

The Woodlands seeks to develop and encourage pupils to explore and understand their own cultural identity and the cultural diversity within society. Opportunities are provided to appreciate other people's traditions, values and beliefs in the explicit teaching of Art, English, and PSHE. Cultural development can be a challenge within our setting as pupils often have an in-built distrust of things they don't understand.

Cultural Development will enable pupils to develop at their own pace as they explore their own identity and participate in their own culture and the cultures of others by developing their appreciation of, for example, the arts, sport and music. Fundamental to this will be an understanding that cultures are always changing. Promoting pupils' cultural development is significantly linked with The Woodlands' attempts to value cultural diversity and challenge racism.

The Woodlands will attempt to:

- Value and encourage pupils own cultural roots, interests and achievements and enrich, broaden and deepen these experiences to enable pupils to demonstrate knowledge about their own cultural traditions and its practices whilst also recognising and appreciating cultural diversity
- comprehend something of the global community and develop meaningful links where appropriate

Outcomes of cultural development will be demonstrated in such qualities as:

- **Knowledge** of the nature and roots of their own cultural traditions and practices, be these religious, social, aesthetic, ethnic, or political, and also of the key features of other major cultural groups within their own society;
- **Knowledge** of Britain's democratic parliamentary system and its central role in shaping our history and valued in continuing to develop Britain;
- **Willingness** to participate in and respond positively to artistic, sporting and cultural opportunities
- **Understanding** of the diversity of religious, social, ethnic and political traditions and practices – nationally and internationally – as an essential element of the preparation for life in modern Britain;
- **Social response and** accomplishment in a range of cultural fields. These will include literature, both prose and verse, music, technology, including information technology, art and design, and physical movement, including dance and sport;
- **Capacity** to relate what they learn, in school generally and in particular areas of the curriculum, to their appreciation of wider cultural aspects of society, and to evaluate the quality and worth of cultural achievements.
- **Interest** in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, respect, accept and celebrate diversity, as shown in their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

7. Promoting 'British values' as part of SMSC

The Woodlands will promote the value of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Opinions and behaviour contrary to these values will be challenged.

8. Entitlement

The aim of The Woodlands is to ensure that equality of opportunity is provided for all. To achieve this, all pupils will have access to Social, Moral, Spiritual, and Cultural Education. Teachers are encouraged to include SMSC elements in their core subjects and through the creative topics they teach. Due regard is given to parents/carers wishes where possible and cultural traditions, religious beliefs and individual differences and needs are taken into account. The ethos of the team encourages frank and open pupil/adult discussions in all matters relating to social and/or emotional problems in dealing with and accepting disability and vulnerability.

All Social, Moral, Spiritual, and Cultural Education activities will take account of The Woodlands' Health & Safety Policy and where appropriate, teachers will carry out risk assessment for specific activities.

8.1 Procedures and Implementation:

Social, Moral, Spiritual, and Cultural (SMSC) Education will be found integrated across the curriculum. It will also be delivered through assemblies, educational visits, special projects, tutorials and coaching sessions. All staff are involved in SMSC Education and will model positive attitudes and qualities outlined within this policy. These qualities should be evident in the way that pupils and adults interact throughout The Woodlands.

The Woodlands recognises that many of our pupils will need significant support in understanding some of the issues outlined in this policy and, supplementary to timetabled lessons, Spiritual, Moral and Social Education is also supported via the ethos of The Woodlands. Where relevant, there is input from other professionals and outside agencies. Parents/carers are encouraged to become involved in specific areas as appropriate.

To ensure all pupils make a positive contribution to society, pupils at The Woodlands are provided with:

- Quality teaching and learning to aid the development of skills and knowledge required to become responsible citizens;
- Opportunities to develop a supportive, caring and respectful attitude towards all members of the school community, actively promoted through the Values model;
- Opportunities to prepare for life in the wider community

At The Woodlands SMSC education will be developed through:

- The whole curriculum
- The tutor group system
- The school ethos
- Counselling and Therapeutic Services

8.2 Teaching and Organisation:

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

The provision of SMSC will allow pupils to:

- Talk about personal experiences and feelings;
- Express and clarify their own ideas and beliefs;
- Speak about difficult events, e.g. bullying, death etc.;
- Share thoughts and feelings with other people;
- Explore relationships with friends/family/others;
- Consider others' needs and behaviour;
- Show empathy;
- Develop self-esteem and a respect for others;
- Develop a sense of belonging;
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other;
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different;
- Agree and disagree;
- Take turns and share equipment;
- Work co-operatively and collaboratively.

8.3 Links with the wider community:

Visitors are welcomed into school;

- Pupils take part in activities such as Remembrance Day, MacMillan Coffee morning, Sport relief etc.
- The development of a strong home-school link is regarded as very important, enabling parents/carers and teachers to work in an effective partnership to support the pupil;

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it through Outdoor Education, and curriculum trips.

9. Monitoring arrangements

The Executive Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the management committee at least every 4 years.

This document will be approved by the management committee

10. Links with other policies

This document links to the following policies:

- PSHE Policy
- British Values Policy
- Equality policy
- Teaching and Learning Policy
- Health and safety policy