

**“I have come that
they may have life
and have it to the full”**

John 10:10



Spiritual, Moral, Social and Cultural (SMSC) Policy

Reviewed: September 2021

Our Vision:

Our vision is to enable our young people to live life to the full in a challenging and constantly changing world.

Our Mission:

Pield Heath House School owes its existence and special character to the belief that God loves us. The daily life of the school is nurtured by the teachings of Christ who showed us the Fathers Love: to believe; to hope; to forgive; to love.

We are a well organised educational community in which all young people are of equal importance and are valued for the individuals they are, regardless of race, culture or background.

We aim to provide these ideals in our relationships within our community.

We provide an educational community that is holistic as well as formal by involving parents, governors, and the local community.

We give all young people the opportunity for educational development to the highest possible level.

We aim to develop each individual's talents, abilities, skills and understanding, in order that they may live life to the full.

Our Values

Pield Heath 'CARES'

We are **Committed** to working collaboratively and listening to each other's views and wishes so that we can achieve more together

We are **Aspirational** for ourselves and others and encourage everyone to achieve and celebrate their accomplishments

We treat everyone with **Respect** and dignity and celebrate difference

We **Empower** everyone to be the best they can be

We **Share** our gifts, time and talents generously in order for our community to flourish

We seek to do this:

By creating a well organised educational environment in which each member of the school community is valued as a unique creation of God, regardless of race, culture and background, and opportunity is provided in the curriculum to raise academic achievement, together with the development of each pupils' talents, abilities, skills and understanding. We aim to help pupils with learning difficulties to develop their full potential through our policy of encouraging equal opportunities for all.

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1 Rationale – National Directives

- **The Education Reform Act (1988)** requires the school to: *'Promote the spiritual, moral, social, cultural, mental and physical development of pupils and students at the school and of society.'*
- **The Office for Standards in Education discussion paper entitled: Spiritual, Moral, Social and Cultural Development (2/93) and its Guidance on the Inspection of Schools (10/95)**
- **The National Curriculum Council Document (4/93) entitled Spiritual and Moral Development: A Discussion Paper**
- **The Dearing Report (1996)** states that: *All providers of education and training should take spiritual and moral issues into account in the design and delivery of the curriculum and programmes for young people.*
- **School Curriculum and Assessment Authority (SCAA) Dr Nicholas Tate** at a SCAA conference in January 1996 began an initiative to encourage schools to concentrate more explicitly on morality. A draft discussion paper has been produced from this **A Moral Code for Schools (10/96)**
- **The Qualifications and Curriculum Authority** Citizenship

Catholic Church / Community

- **The Diocese of Westminster in the Document 'Our Catholic Schools'** states:

Our Catholic schools "offer each pupil an education that promotes their human growth since a vision of education inspired by Jesus Christ is one which is concerned with the development of the whole person (social, intellectual, spiritual, moral, emotional and psychological)" Cardinal Vincent Nichols

School

- **Pield Heath School** prospectus states: *'Pield Heath offers young people with moderate to severe learning difficulties, autistic spectrum disorders and associated speech language and communication difficulties a caring, spiritual and secure educational community in which they are appreciated as individuals and given the opportunity to reach their maximum potential.'*

2. The Foundation

- *We consider the promotion of students' spiritual, moral, social and cultural development to be a 'whole school' issue.*
- *Spiritual, moral, social and cultural development should be promoted through all curriculum programmes, collective worship and the ethos of the school.*
- *The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.*

3 Definitions

➤ Spiritual Development

Spiritual is all that reality which seems to escape from the limitations of the physical, even if mediated by them; these feelings, this experience of love, of goodness, of beauty; this sense of being taken out of myself, the sense of wonder, of questioning, of awe; or just simply the instinct that 'there must be more to life than this.' Perhaps we have a clue of what is meant by the spiritual in a word used to describe spiritual experiences: ecstasies which means to be 'taken outside oneself', or 'to stand outside'. Bishop Vincent Nichols from an address given at a conference of head-teachers and governors entitled, 'Spiritual and Moral Development and the Catholic School.' (1993) That aspect of inner life through which students acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality. Spiritual is not synonymous with 'religious. However, it is recognised that spiritual and religious education may be complimentary.

➤ Moral Development

*Moral Development is concerned with students' ability to make judgments about how they should behave and act giving reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right and wrong. Moral development includes the commitment to British Values and understanding the **Rule of Law**.*

➤ Social Development

*Social Development refers to the development of the abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Students have opportunities to develop their understanding of **individual liberty and Democracy** under the requirement to teach British Values.*

➤ Cultural Development

*Cultural Development refers to the development of knowledge and understanding, and the appreciation of differing cultural beliefs, customs and traditions. A central idea concerns the development of a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance of the cultural traditions of others. This area meets the requirement of British Values in **respecting and tolerating people of other religions and beliefs**.*

4 Practical Implications

- *In terms of statutory requirements, educational philosophy, principles and practice, the requirements of this policy are incorporated within programmes of*

study across the school, and also within other 'whole school' policies where appropriate.

- *The implications of the above contextual statements, foundation principles and definitions, are to permeate all areas, activities and aspects of the school's work and life.*

Appendix A: Cultural Development Guidelines

'Cultural Development is the way in which we learn to celebrate our own identity by experiencing and understanding the beliefs, values, ideas, customs and traditions expressed in all aspects of life in the diverse societies in which we live'

By the time pupils and students leave they are expected to:

Know and Understand

- that a sense of cultural identity is their right
- that some people are different
- that self and others have needs and rights
- demonstrate respect and tolerance of others' beliefs and religions
- beliefs, values, ideas, customs and traditions of our and other societies

Outcomes

Students should show evidence of:

- expecting to have personal dignity respected
- expressing own needs and preferences
- appreciating others' needs and points of view
- relating effectively and meaningfully to people from other cultural groups
- explaining rights of self and others in everyday situations
- showing positive attitudes and mutual respect to people who are different
- naming religions, buildings and artefacts from other cultures e.g. mosque, church, Stonehenge, chalice
- greeting others appropriately
- listening to and appreciating views of others
- acting appropriately in response to others' needs
- talking about beliefs, values, ideas, customs and traditions of our and other societies

The following criteria for Cultural Development will be worked towards by the staff team in all programme areas of the school curriculum and in the residential provision during evenings:

- Promoting the British Value of mutual respect
- enabling pupils and students to meet people from other cultures
- encouraging openness to learning from other cultures
- reflecting on relationship between cultures and the ability to negotiate belief
- promoting interest in religious culture and its expression
- challenging racism and cultural elitism
- enabling discussion from different cultural perspectives
- enabling pupils and students to question from within the security of their own cultural traditions and practices
- encouraging pupils and students to see the worth of themselves, their family, religion and culture
- providing resources from different cultural perspectives
- examining cultural influences on language
- examining cultural influences on the development of subject matter
- discovering that culture moulds attitudes and perceptions
- encouraging positive attitude to travelling abroad

Provision will be made for cultural development through:

- the 24 hour curriculum including extracurricular activities
- the values the school sets and exhibits through its structures
- RE, values education, including fundamental British Values and collective and tutor group/class worship
- the celebration of other cultures through experiences, visits and visitors, e.g. dance, drama, celebrations of festivals

Appendix B: Spiritual Development Guidelines

'Spiritual is all that reality which seems to escape from the limitations of the physical, even if mediated by them; these feelings, this experience of love, of goodness, of beauty; this sense of being taken out of myself, the sense of wonder, of questioning, of awe; or just simply the instinct that 'there must be more to life than this.' Perhaps we have a clue of what is meant by the spiritual in a word used to describe spiritual experiences; ecstasies which means to be 'taken outside oneself', to stand outside.

Bishop Vincent Nichols from an address given at a conference of Head teachers and governors entitled, 'Spiritual and Moral Development and the Catholic School' (1993)

That aspect of inner life through which pupils and students acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality.

Spiritual is not synonymous with 'religious'

Spirituality has six areas:

** The development of beliefs*

** A sense of awe, wonder, mystery, transcendence*

** Search for meaning and purpose*

** Self knowledge*

** Creativity*

** Feelings and emotions*

By the time students leave they will be expected to:

Know and Understand

- the value of relationships and that each person is a person of worth
- the value of stillness, silence and reflection on their own feelings
- that it is important to empathise with others
- that there is more to life than the material
- that they are part of a community

Outcomes

Students should show evidence of:

- pursuing issues that impinge upon what a person is and give value and identity to life
- developing a sense of self knowledge and self-awareness and an acknowledgment of the principles and values by which we live
- being able to express themselves using imagination, inspiration, insight, empathy and understanding
- being able to show a sense of belonging to a community
- an understanding of Christian and other beliefs

The following criteria will be worked towards by the staff team in all programme areas of the school curriculum and in the residential provision during evenings.

- encouraging pupils and students to consider their own values and attitudes
- reflecting on human experience
- exploring their own and other people's beliefs
- providing knowledge and opportunities to understand other people
- encouraging pupils and students to consider and discuss their beliefs and those of others
- developing a sense of awe and wonder
- promoting understanding of ways that beliefs contribute to individual/group identity
- promoting awareness of the value of non-material dimension to life

- considering ways people have sought to promote the universe/purpose of life
- being concerned about the search for truth
- promoting self-understanding
- encouraging pupils and students to reflect on their own identity
- opportunity for problem solving and discovery
- awareness of the mystery that lies at the heart of all being
- presenting the challenge of belief
- encouraging the enjoyment and excitement of learning
- requiring students to think for themselves
- developing pupils and students' capacity to think, reflect and express themselves on spiritual matters
- exploring the convictions that are central to religious tradition
- encouraging an openness to being challenged through learning
- encouraging reflection on questions about religion and the meaning of life
- providing opportunities to see from another person's perspective
- developing language as a means of thinking, organising ideas and reflecting
- heightening the quality of pupils and students' perceptions
- exploring the creative power of language
- discovering the wonder of words
- examining the creative power of arts/aesthetic communication

Provision will be made for Spiritual Development of students through:

- the values and attitudes the school identifies, upholds and fosters
- the contribution made by the 24-hour curriculum
- RE, collective worship and Values Education, including British Values
- the fundamental ethos and climate of the school

Appendix C: Moral Development Guidelines

'Moral development is concerned with students' ability to make judgements about how they should behave and act giving reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right and wrong'

By the time students leave, they will be expected to:

Know and Understand

- the value to be gained by behaving appropriately
- that pupils and students should respect and be polite to one another and others
- the difference between right and wrong
- the Rule of Law
- how their actions and values can affect others
- the implications of wider moral issues e.g. abortion, animal rights, Third World debt

Outcomes

Students should show evidence of:

- knowledge of the ideas and language of morality
- understanding of the nature and purpose of moral discussions
- personal values in relation to:
 - the self (self-awareness, self-confidence, self-esteem, self-control, self-reliance, self-respect, self-discipline, responsibility)
 - relationship with others (tolerance, respect for persons/property, truthfulness, compassion, co-cooperativeness, sensitivity, love)
 - local, national and world issues (individual and community, rights/duties/responsibilities, war/peace, human rights, exploitation and aid, medical ethics, environmental issues)
 - the disposition to act and behave in accordance with such values, including the skills or making moral decisions and forming moral judgements

The following criteria will be worked towards by the staff team in all programme areas of the school curriculum and in the residential provision during evenings:

- developing a sense of right and wrong
- examining motives for action
- exploring links between beliefs and values
- considering the need for consistency between, values and actions
- challenging hypocrisy
- encouraging consideration towards others
- developing pupils and students' awareness of the needs of others
- promoting honesty and integrity
- promoting discussion of ethical issues
- challenging pupils and students to take responsibility for their own actions
- exploring issues of evil and suffering
- encouraging pupils and students to formulate and review their own values
- treating pupils and students courteously/respectfully and expecting them to behave similarly
- reflection on moral absolutes
- encouraging moral behaviour
- recognising the power of language for good and evil

Provision will be made for moral development of students through:

- the quality of relationships
- the standards of behaviour expected by students
- the quality of leadership given by the school
- the values the school sets and exhibits through its structures
- the 24 hour curriculum including extracurricular activities
- Values Education, collective and tutor group worship and the Personal and Social Education programme

Appendix D: Social Development Guidelines

'Social Development refers to the development of abilities and qualities that pupils and students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.'

By the time students leave they will be expected to:

Know and Understand

- That everyone has individual liberty
- that they have to wait for their turn
- that they should have a willingness to share
- that they should be helpful to others
- what it means to be responsible
- that their behaviour should be polite, open and friendly
- how society works and how its rules and regulations may apply to them – citizenship
- democracy
- that they should listen to and respect another's point of view
- that they may have to negotiate a compromise in a decision-making process
- that they must listen without interruption when others are talking
- that they must listen and respect another's point of view

Outcomes

Students should show evidence of:

- good listening skills
- good communication skills
- the ability to socialise in familiar and unfamiliar situations
- having developed appropriate behaviour and dress in a variety of situations
- increased involvement in community activities
- politeness, friendliness, helpfulness and awareness

The following criteria for Social Development will be worked towards by the staff team in all programme areas of the school curriculum and in the residential provision during evenings:

- handling controversial issues
- promoting good relationships between individuals and groups
- developing the capacity to discuss reasonably matters about which they feel strongly
- promoting concern for others with special needs
- promoting equal opportunities
- giving opportunity to work in a range of groups
- exploring aspects of citizenship
- recognising the need to live harmoniously in a pluralistic society
- communicating with increasing confidence
- negotiating conflict/difference of opinion on important issues
- promoting active social involvement
- encouraging concern for the common good/the good of others
- encouraging pupils and students to see issues from another's point of view
- listening to the views of others

- exploring the link between values and action
- exploring links between language and power
- using language in a range of groups and contexts
- writing for a range of purposes and audiences
- reflecting on social issues
- developing language as a means of communicating ideas
- providing vehicles for approaching personal issues
- enabling pupils and students to come to terms with their own experience
- respecting the right of others to hold views different from their own
- recognising that to be different is not to be wrong
- increasing pupils and students' self-confidence, self-awareness and self-esteem
- opportunities for exercising responsibility
- developing arts as a means of communicating ideas

Provision will be made for social development of students through:

- the 24-hour curriculum including extracurricular activities
- the values the school sets and exhibits through its structures
- the general ethos and climate of the school