

St John's Special School and College Spiritual, Moral, Social and Cultural Policy

Rationale

This policy statement outlines the aims, organisation and assessment, reporting, recording and monitoring arrangements for Spiritual, Moral, Social and Cultural Learning (SMSC) at St John's School.

The 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.

Spiritual Learning is defined as giving pupils opportunity to: *"Explore beliefs and experience; to respect faiths, feelings and values; to enjoy learning about oneself, others and the surrounding world; to use imagination and creativity; to reflect."*

Spiritual Learning includes and incorporates the National Curriculum Subject RE.

Teaching *Spiritual Learning* within our curriculum enables pupils:

- To develop their personal well-being
- To take part and share in special religious events
- To access places of worship such as the local Mosque, Gurdwara and Church
- For some students to understand and appreciate our rich religious heritage.

Moral Learning is defined as giving pupils opportunity to: *"Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views."*

Teaching *Moral Learning* within our curriculum enables pupils:

- To make positive choices about their own behaviour
- To understand rules, responsibilities and rights at both school and in the wider community; *for example following class rules, completing jobs such as watering the plants*
- To take part in activities which help others and other living things as independently as possible; *for example feeding and cleaning a class pet.*

Social Learning is defined as giving pupils opportunity to: *"Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance."*

Teaching *Social Learning* within our curriculum enables pupils:

- To interact appropriately with others including peers, staff and members of the public
- To access community facilities such as library, swimming pool and local shops
- To understand at an appropriate level British Values; for example taking votes on group choices and learning about the rule of law through learning about road safety and the role of people who can help us such as the police.

Cultural Learning is defined as giving pupils opportunity to: Appreciate cultural influences; “appreciate the role of Britain’s parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.” www.doingsmsc.org.uk

Teaching *Cultural Learning* with our Curriculum enables pupils:

- To develop age-appropriate motivators; for example, enjoying new types of music or food. This includes pupils developing their own creativity. Being able to access and share their own creativity promotes good mental health for pupils.
- Appropriately to access different social and cultural activities; for example, visiting a theatre, cinema or other event appropriately and safely.

Aims

The aims of our SMSC policy meet our mission statement, “achieving together”. We work in partnership with families to develop every pupil’s self-awareness, self-confidence and self-respect.

We do this through:

- Developing communication skills through spiritual, moral, social and cultural activities.
- Developing appropriate social skills such as effective expressive and receptive communication.
- Accessing a wide variety of age appropriate cultural-related activities.
- Accessing and develop understanding of different spiritual events and places.
- Developing and maintain appropriate positive behaviour.

This links to the following aims from the National Curriculum for RE, which apply to some of our pupils:

- provokes challenging questions
- encourages pupils to explore their own beliefs
- enables pupils to build their sense of identity and belonging
- teaches pupils to develop respect for others
- prompts pupils to consider their responsibilities

As a non-denominational Academy, St Johns’ School uses the Bedford Borough Agreed Syllabus.

This links to the following whole school aims:

- Provide a safe, healthy and happy school environment
- Value and respect all pupils, parents and staff
- Provide meaningful and motivating learning opportunities via a relevant curriculum
- Ensure that all pupils receive personalised learning for their individual needs
- Promote positive self-esteem and respect for others
- Encourage pupils to express preferences, make choices and engage in decision making

British Values at St Johns:

Democracy

Each student at St Johns is taught to respect himself/herself, each other and members of staff. Student choices are respected.

- Some students are involved in group decision making and votes.

The rule of law

Each student at St Johns is to respect others and follow appropriate direction.

- Some students access personal or whole class rules
- Students are taught differentiated levels of road safety.
- Students are taught differentiated levels of how to keep themselves safe both in the community and online
- Each and every student has access to differentiated Sex and Relationships Education.

Liberty

Each student at St Johns is taught how to express choices including make appropriate rejections.

- This is done through supporting students' intentional and pre-intentional communication to make choices and rejections.

Respect and Tolerance.

Each student at St Johns is taught to respect and tolerate others. This is done through:

- All staff modelling respect and tolerance to students and to other staff members to create a caring environment saturated with respect and tolerance.
- Discrete teaching including social stories.

Awe and Wonder:

Awe and Wonder is an experience in which a student responds with delight and excitement to something special and wonderful. It is often shared with others, for example between students and staff. St John's recognises Awe and Wonder as something incredibly important to our students. Staff will encourage, sustain and record our pupils awe and wonder experiences. SMSC provides a vehicle for preparing and appreciating awe and wonder.

Curriculum organisation and planning

The teaching of SMSC is a statutory requirement, a vehicle through which we teach priority areas of learning identified on pupils' IEPs. This subject is planned so that each pupil has opportunities to develop, practise and consolidate their IEP goals. We recognise a clear link between Targets and Goals under the heading of Communication

Individual learning needs are met through differentiated teaching within 1:1 settings, small groups and classes. Relevant activities provide access to subject specific knowledge, skills and understanding as appropriate to pupils' abilities and needs.

The delivery of fun and functional SMSC is organized through:

EYFS -

EYFS pupils access **Spiritual** Learning through the following:

- Pupils access weekly time-tabled sessions focusing on different religious/ cultural festivals (for example. Eid, Rosh Hashanah). These sessions include food tasting, art, music and dressing-up and imaginative play. Sessions are time-tabled under EYFS heading “Understanding the World”.

EYFS Phase pupils access **Moral Learning** through the following:

- Strategies which promote positive behaviour including reward systems.
- Some pupils have class responsibility such as turning off lights and handing out snacks and equipment. All pupils are encouraged to put away photos books after circle time.

EYFS pupils access **Social Learning** through the following:

- Turn-taking and initiating interactions with both other pupils and staff as part of free-flow play.
- Discrete PSED session as part of EYFS, for example tap box sessions and making photo books about family and friends.
- The guidance from Develop Matters Framework underpins of Social Learning in EYFS.

EYFS pupils access **Cultural Learning** through the following:

- Strong link to Spiritual Learning; Pupils access weekly time-tabled sessions focusing on different religious/ cultural festivals. These sessions include food tasting, art, ” Understanding the World”.

Lower (KS1) -

Lower Phase pupils access Spiritual Learning through the following:

- Festival themed assemblies
- Daily Quiet Time (time for reflection)
- Discrete RE sessions linking to EQUALS scheme of work; activities in lesson are often informed by art, music, story and cooking activities.
- Half termly WOW days.

Lower Phase pupils access **Moral Learning** through the following:

- Strategies which promote positive behaviour including reward systems.
- Some pupils have classroom jobs such as plant monitor
- Where ever possible pupils have own responsibility for getting changed for PE and swimming.

Lower Phase pupils access **Social Learning** through the following:

- Some classes have discrete CPSHE sessions. All classes have social learning embedded across the school day.
- Activities which promote turn-taking and communicating with other students with minimal staff support; *for example, inviting a classmate to play a game and completing this with minimal/ no staff support.*
- Transferring communication, literacy and numeracy out of the classroom into community settings; *for example, asking a member of supermarket staff for help to find a shopping item.*
- Inclusion in other classes for Topic.
- Some pupils access inclusion in main stream settings.

Lower Phase pupils access **Cultural Learning** through the following:

- Discrete music, cooking, art and drama lessons which often take inspiration from different cultures.
- Stories and other texts taken from different cultures.
- Lower Phase Christmas Nativity.

Middle (KS2) -

Middle Phase pupils access **Spiritual Learning** through the following:

- Festival themed assemblies.
- Daily Quiet Time (time for reflection)
- Some pupils access discrete mediation sessions.
- Discrete RE sessions linking to EQUALS scheme of work; activities in lesson are often informed by art, music, story and cooking activities.
- Half termly WOW days.
- Visits to places of worship such as local Mosque and Gurdwara; students learn about the spiritual place they are visiting beforehand in the classroom.

Middle Phase pupils access **Moral Learning** through the following:

- Class and lessons rules.
- Strategies which promote positive behaviour.
- Wherever possible pupils have own responsibility for getting their own possessions.
- Some pupils have class room jobs which they are responsible for including doing the washing up, taking the register and setting up the snack table.

Middle Phase pupils access **Social Learning** through the following:

- Some classes have discrete CPSHE sessions. All classes have social learning embedded across the school day.
- Activities which promote turn-taking and communicating with other students with minimal staff support; *for example, inviting a classmate to play a game and completing this with minimal/ no staff support.*
- Transferring communication, literacy and numeracy out of the classroom into community settings; *for example, asking a member of supermarket staff for help to find a shopping item.*
- Inclusion in other classes for Topic.
- Some pupils access inclusion in main stream settings.

Middle Phase pupils access **Cultural Learning** through the following:

- Discrete music, cooking, art and drama lessons which often take inspiration from different cultures.
- Stories and other texts taken from different cultures.
- Age appropriate theatre events
- Middle Phase Christmas Nativity
- Visit to cultural community spaces such as museum and Wicksteed Park.

Seniors (KS3&4) -

Seniors pupils access **Spiritual** Learning through the following:

- Festival themed assemblies.
- Daily Quiet Time (time for reflection)
- Some pupils access discrete mediation sessions.
- Discrete RE sessions linking to EQUALS scheme of work; activities in lesson are often informed by art, music, story and cooking activities.
- Visits to places of worship such as local Mosque and Gurdwara; students learn about the spiritual place they are visiting beforehand in the classroom.

Senior pupils access **Moral** Learning through the following:

- Class and lessons rules.
- Strategies which promote positive behaviour including discussions about right and wrong.
- Some students are responsible for personal jobs such as taking the register, return items to the fridge, setting the table for snacks, tidying up and doing the washing up.

Senior pupils access **Social** Learning through the following:

- Some classes have discrete CPSHE sessions. All classes have social learning embedded across the school day.
- Activities which promote turn-taking and communicating with other students with minimal staff support; *for example, inviting a classmate to play a game and completing this with minimal / no staff support.*
- Transferring communication, literacy and numeracy out of the classroom into community settings; *for example, asking a member of supermarket staff for help to find a shopping item.*
- Learning British Values including taking votes on group choices and learning about the rule of law, for example in learning about road safety.
- Inclusion in other classes
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Senior pupils access **Cultural** Learning through the following:

- Discrete music, cooking, art and drama lessons which often take inspiration from different cultures.
- Stories and other texts taken from different cultures.
- Some students access current events through accessing appropriate resources such as the BBC Newsround Website.
- Age appropriate theatre events
- Senior Christmas Nativity
- Visit to cultural community spaces such as Cinema and Fun Fair.

FE (Post 16) -

FE students access **Spiritual** Learning through the following:

- Visits to places of worship such as local Church and Gurdwara; students learn about the spiritual place they are visiting beforehand in the classroom.
- Meeting Time discussing what we have liked during the day and appreciated about others.

FE students access **Moral Learning** through the following:

- Class and lessons rules.
- Strategies which promote positive behaviour including discussions about right and wrong.
- Personal Jobs and responsibilities both in class and in the wider community
- Caring for animals and plants; for example caring for our baby chicks each Easter.

FE students access **Social Learning** through the following:

- Activities which promote turn taking and communicating with other students with minimal staff support; *for example, inviting a classmate to play a game and completing this with minimal / no staff support.*
- Transferring communication, literacy and numeracy out of the classroom into community settings; *for example, asking a member of supermarket staff for help to find a shopping item.*
- Work Experience placements for Yr13&14 students
- Learning British Values including taking votes on group choices and learning about the rule of law, for example in learning about road safety.
- FE residential
- The Prom

FE students access **Cultural Learning** through the following:

- Accessing cultural activities through hobbies including art and DT, music, cooking, drama.
- Visits to cultural locations in local community (for example visiting a Chinese restaurant for Chinese new year.)
- Age appropriate theatre events
- Some students access current events through accessing appropriate resources such as the BBC Newsround Website.

In addition Whole School events which promote SMSC include:

- Christmas Church Service
- World Book Day events
- Sports and Comic relief events
- Christmas and Summer Fun Days (organised by SJSA)
- Jeans for Genes day
- Birthday celebrations
- World Music Day

Effective curriculum planning ensures the careful and deliberate sequencing of content and experiences that build upon previous learning and achievements to promote future learning.

A wide range of subject specific resources and contexts for learning are used to extend subject knowledge and understanding. Examples of these include:

1. Spiritual:
 - Stories, sensory stories, videos, dressing up, artefacts

- SMSC partners directory.
- 2. Moral:
 - Games, class rules, social stories
- 3. Social
 - PSED games, turn-taking games,
- 4. Cultural
 - Musical resources, cooking resources, art activities, music on i-share, videos, dressing up.

Best practice in SMSC is highlighted and shared through:

- Collaborative planning in phases
- Sharing ideas and strategies at teaching and learning forums
- Discussing outcomes with other Subject and Strategy Leaders and SLG
- Sharing evidence of progress through teacher assessment and moderation; here SMSC is often linked to CPSHE and Communication.
- Celebrating pupil achievements through displays, assemblies, records of achievement

Assessment, reporting and recording

- Pupil progress is assessed termly in SMSC using the P levels and early NC levels. To do this we assess using 'Speaking' 'Listening' and 'CPSHE' areas of learning.
- Teaching staff gather evidence of progress throughout the school year, using photos, videos, recording charts, learning journals and annotations cross referenced to the P level/NC descriptors.
- Teacher assessments and supporting evidence are collected half termly and filed in 'Pupil Progress Files'. These are moderated through termly pupil progress meetings. Assessment criteria of never/occasionally/frequently/ consistently are used across the school to record pupil progress using the P level descriptors. P level assessments are reported to families as part of the End of Year (EOY) report sent home in July each year.
- Pupils' significant achievements are shared in assemblies, annual review meetings and recorded in record of achievement folders shared with pupils and their families.

Monitoring, evaluation and review (MER)

Systematic monitoring and evaluation helps us identify clear priorities for the development of this subject. A number of robust systems of MER are in place to evaluate the effectiveness of SMSC and inform school improvement:

For evaluating SMSC, an assessment focus is given to CPSHE and Communication. A pupil who is achieving lineal and lateral progress in CPSHE and Communication is making progression in SMSC learning.

- P Scale data and analysis (focus on CPSHE, Speaking and Listening)
- Half termly pupil progress meetings (focus on PSED and Communication)
- Pupil progress tracking files (purple)
- Annual review checking
- Teachers' meetings
- Classroom observation
- Reports to governors

- Evidence of progress files (pink)
- Tracking of individual pupils, sampling evidence of progress and sharing teacher assessments
- Newsletter (Sharing SMSC learning with families)

Relevant documents and references

This subject policy statement should be read in conjunction with:

- PSHE Policy document
- RSE Policy document
- Behaviour Support Access Document (BSAD)
- Religious education in English schools: Non-statutory guidance DfCSF(2010)
- The Bedford Borough Agreed RE Syllabus
- British Values Guidance on website