## SMSC

**Spiritual, Moral, Social & Cultural Development (SMSC) Policy**

This policy must be seen in conjunction with the following policies:

[Curriculum](#_79.The_Curriculum)

[Teaching and Learning](#_78._Teaching_and)

[Safeguarding and Promoting the welfare of children](#_54._Safeguarding_and)

RSE

Reviewed: 02/04/17, 17th April 2018, 25th March 2019, 10th June 2020

**Statement of Policy:**

The School is committed to offering children the opportunities to:

* identify, reflect upon and explore experiences
* distinguish between right and wrong
* discuss moral issues
* develop and talk about their own attitudes and values
* take responsibility for their own decisions
* develop an understanding of social responsibilities and citizenship
* celebrate a diversity of cultures

The School aims to create an ethos that fosters the spiritual, moral, social and cultural development of all children and actively promotes British values.

SMSC is developed through:

* the whole curriculum, Citizenship, PSHE, RE and ‘curriculum extra’ activities
* the Positive Behaviour Policy
* opportunities for ‘child voice’ and child leadership

The Personal, Social, Health and Economic education programme encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

**Spiritual Development**

The School supports the process of acquiring positive personal beliefs and values as:

* an active basis for personal and social behaviour
* for the consideration of the meaning and purpose of human existence
* the seeking of answers to questions about the universe

The primary aim is to underline the spiritual concerns of humanity (e.g. matters of life and death, the purpose of life, choices in life, etc…)

Spiritual development is experienced largely through Religious Education. Religious Education lessons aid children to gain insight into their own religious beliefs and loyalties, sort out their personal and spiritual values and practices so that they may take up their own spiritual allegiances. Moreover, it contributes to the moral and social development of our young people, developing consideration for others, an appreciation of human rights and responsibilities and a concern for justice in society. Also, it develops in children respect for the practices of different religious faiths and a sympathetic understanding of their underlying values and concerns. It should develop tolerance for the variety of beliefs and the customs of the citizens of our world, whilst actively promoting British values.

It is expected that wider opportunities exist in The School’s curriculum that enable children by discussion to think about religion and appreciate the variety of faiths by: using art, drama, music, languages, science and technology as well as humanities to heighten awareness of the spiritual dimension in our lives, creating tasks which question children and enable them to work out their own position on issues, both moral and religious.

**Moral Development**

Moral Development:

* encourages children to develop fundamental precepts about behaviour and the reasons for behaviour
* helps children to develop the skills and confidence to make decisions
* gives children the confidence to listen to and respect the thinking of answers to questions about the universe

The aims of curriculum work can be summarised as follows:

* to stimulate children into giving expression to their own moral beliefs and understanding
* to challenge them into trying to justify their beliefs and understanding, with reasons
* to enable them to share with others their reflections, listen to others and struggle to resolve their disagreements
* to help them apply their growing moral competence in the context of vocational experience and the workplace
* to facilitate the extending and generating of their moral reflections beyond their own immediate experience to national and international issues

The role of the teacher has the following elements:

* being alert to the moral dimensions of issues which are raised to or by children, and having the confidence to explore them
* the creation of materials and the setting up of activities and tasks for children, either alone or in groups
* putting questions into the discussion which challenge the positions children take and help them to think more deeply

Key moral issues at The School are:

* self-respect and integrity
* British values
* making right choices
* doing the right thing
* managing and exploring conflict
* telling the truth
* importance of trust and confidentiality
* personal judgement laws and their justification, civil rights and duties
* the ethic of work
* human rights
* our relationship with the non-human world

**Social Development**

Through social development children acquire the skills and personal qualities necessary for individuals to live and function effectively in society. This requires an understanding of society in all aspects, its structures and principles and life as a citizen, parent or worker in a community.

Children are encouraged through our ‘moral purpose’ to identify themselves as members of the The School community. This involves an increasing awareness of their own identity as individuals and a need to work with the feelings and wishes of others. Both the formal curriculum and extra-curricular activities promote team work and co-operation.

The development of social skills is monitored both formally in assessments, and informally, through pastoral interactions. Supportive measures are available where they may be needed.

There is a planned programme of personal, social, and citizenship education, and independence skills, which aim to develop child awareness of moral issues as well as fostering a sense of responsibility and community values.

All children are mentored regularly by their teachers and teaching assistants, both individually as well as in groups, in order that their full potential is reached. Records are kept of positive achievement, behaviour and effort. Concerns are regularly monitored and prompt action is taken when required. Codes of conduct and expected standards of behaviour are very clear to children.

Individuals are encouraged to participate in enrichment and extension activities (hobbies, interests, alternative therapies). An international perspective is encouraged through connection with schools in contrasting countries and a focus on diversity with runs alongside the MFL programme.

Effective communications are maintained between The School and parents/carers to ensure children maximise their potential. Formal parental/carer contact is made during Special Educational Needs Reviews, Individual Education Plan Reviews and school reports. More contact is made through weekly telephone calls, emails, progress reports and *ad hoc* meetings with individual members of staff.

In any aspect of the curriculum, external speakers are used to expose the children to a variety of viewpoints and opinions. The emphasis is to allow children to take responsibility for their own actions and provide them with a solid base of information on which to build self-confidence and self-control.

**Cultural Development**

Through cultural development, children gain an understanding of those beliefs, values, customs, knowledge and skills that bond together to form cultures. Cultural Development is closely related to, and integrates, certain aspects of spiritual, moral and social development. The School reinforces the values and customs of society (as a whole) and celebrates diversity and multi-culturalism.

The cultural influences of home, community and religion are explored in order to extend children’s awareness and breadth of understanding. This is achieved through the formal curriculum, through extra-curricular activities and the value placed overtly on the children’s own cultural interests and achievements and the way in which they enrich their experiences of all aspects of culture.

The School seeks to provide an education, which not only develops and strengthens children’s current awareness, but also allows them to develop new cultural insights by:

* avoiding cultural bias
* promoting an appreciation of cultural diversity

Childs should:

* know about their own culture and society and value their own cultural identity
* understand and celebrate British values
* be aware of, and celebrate, cultural diversity
* understand the interdependence of groups within society
* know about societies and cultures other than their own
* be aware of the principal ways in which different people interpret the world

The School seeks to enhance the cultural development of children by way of:

* the formal curriculum
* extra-curricular activities
* incorporating children’s own home influences into discussions

**Therapy**

A holistic, therapeutic approach provides the foundation for every aspect of education at The School. We have chosen to follow the pathway of accreditation and continuous improvement offered by The Community of Communities for Therapeutic Communities. Community of Communities is an initiative of the College Centre for Quality Improvement (CCQI), working in partnership with the Association of Therapeutic Communities, the Charterhouse Group and the Planned Environment Therapy Trust. This pathway enables us to ensure the highest standard of therapeutic practice through a process of self- and peer-review and provides us with access to best practice and rigorous service standards.

Since the majority of children referred to us have experienced a childhood fraught with difficulty, we encourage every child to engage in weekly, individual and/or group therapy sessions, in addition to the therapeutic approach that underpins everyday life at The School.

Our qualified, experienced and supervised therapists assess the needs of children placed at The School, provide or source appropriate, individual, group and family therapy, and are dedicated to maintaining a consistent therapeutic approach through targeted staff support and training. The chosen therapeutic approach at The School is the Cognitive Behavioural approach. All staff are trained in this approach to ensure consistency and thus boost effectiveness. Available therapies are described below.

**CBPT (in-house)**

Cognitive Behavioural Psychotherapy (CBPT) has been found to be effective in helping children and adolescents with a wide range of problems, including:

* low self-esteem
* depression
* anxiety
* post–traumatic stress disorder
* obsessive-compulsive disorder

Children with social, emotional and behavioural difficulties often have thoughts that are unhelpful and sometimes not accurate. This pattern of thinking can lead to many problems. The goal of CBPT is to create a more balanced way of thinking and to change any unhelpful patterns of thought and behaviour. It aims to help children understand how their problems began and what perpetuates them. It enables them to link the way that they think (thoughts, beliefs and assumptions), with their feelings (emotions) and what they do (behaviour).

CBPT is not about thinking more positively; instead, it enables children to approach situations in a more balanced way, allowing them to be more effective in solving their own problems and feel more in control of their life. At The School, CBPT is delivered through talk, play or art.

**Play Therapy (in-house)**

Play therapy provides a way for children and young adolescents to express their experiences and feelings through a natural, self-guided, self-healing process. As children’s experiences and knowledge are often communicated through play, it becomes an important vehicle for them to know and accept themselves and others. Play is used to help children to communicate and to prevent or resolve psychosocial challenges. This can support their [social integration](http://en.wikipedia.org/wiki/Social_integration)**,** [growth and development](http://en.wikipedia.org/wiki/Individuation)**.**

Play Therapy can also be used as a tool of diagnosis. A play therapist observes a child playing with toys, or engaging with creative arts, to determine the cause of disturbed behavior. The objects and patterns of play, as well as the willingness to interact with the therapist, can be used to understand the underlying rationale for behaviour, both inside and outside sessions.

A Play Therapist helps children to increase insight, decrease internal conflict and increase resiliency, coping and emotional literacy. In addition, Play Therapists can work closely with a child's parents/carers/siblings, and undertake parent-child relationship interventions. They are skilled in developing symbolic communication and establishing in-depth therapeutic relationships. This mode of communication and type of relationship facilitates change and growth in children experiencing emotional distress. The emphasis is on the therapist communicating the core conditions of congruence, empathy and unconditional positive regard within the therapeutic relationship.