Fair Ways School

Spiritual Moral Social and Cultural Policy and Practice

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Contents

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Fair Ways Values

As a charity we measure our wealth by making a difference, not by making a profit.

By creating a culture that values every individual, we can harness and develop their potential so that they may achieve great things.

1. Make a difference
2. Never give up
3. Value every individual
4. Listen to each other, develop each other, and reach our potential
5. Quality and passion in what we do

1 Introduction

1.1 This policy is carried out within the context and spirit of the school's vision for outstanding. It supports and reinforces the aims of Fair Ways School, to support young people with social, emotional and mental health needs and young people with autism. Many of our young people have missed several years of their education with the main building blocks of learning and social and emotional growth missing. All staff work together to create a happy community, challenging, stimulating and caring environment in which students can enjoy their time at school and celebrate their achievements, however big or small. The whole life of the school promotes the spiritual, moral, social and cultural development (SMSC) set by the adults in the school and the quality of relationships they embrace.

2 Spiritual Development

2.1 This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development.

2.2 **Objectives -** Fair Ways School will provide the students with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- develop self-esteem, self-knowledge and belief in themselves
- allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs
- explore spiritual values of others through stories, music, art and ASDAN
- allow pupils to express themselves in a variety of ways and give them time to reflect on their own experiences
- allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others

2.3 **In Practice**

- Social Skills / emotional literacy
- 5 point scales
- therapy
- PSHE programme
- ASDAN short courses
- student meetings

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- community cross-curriculum days
- school trips, guest speakers, public services visiting the school
- reward systems to develop engagement and self-esteem
- PLL conversations to promote reflection and empathy
- display pupil photos and work to bring a sense of self-worth

3   Moral Development

3.1   Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established behaviour policy to support young people with challenging behaviours and adopts the TEAM TEACH holistic behaviour management approach in an attempt to develop young people's positive behavior.

3.2   **Objectives -** The code of conduct and school expectations are to promote the following:

- treat others how we would like to be treated; be kind, polite and accept others
- keep our school damage free
- attend our lessons, stay in lessons, don't disturb other lessons and earn our learning points
- communicate without physically or verbally hurting others
- follow our behaviour scales and make positive choices

3.3   **In Practice**

- staff role modelling behaviours and reinforcing of school expectations and behaviour policy
- 1:1 support for pupils
- PLL conversations with staff to reflect on behaviour and incidents
- restorative meetings
- themed discussions in student meetings
- themed topics for cross curriculum days
- PSHE and Life Skills programme – British Values, Religions and the Law
- key keep safe work – e-Safety and anti-bullying
- discussions on local, national and global incidents

4   Social Development

4.1   Social development relates to the skills and personal qualities necessary for individuals to live and function in society.

4.2   **Objectives -** Pupils will be encouraged to:

- maintain and develop relationships within school, working successfully with others in the school community
- respond to opportunities being offered, to take responsibility for their own behaviour and learning
- gain an understanding of the wider society through their family / carers, the school, local and wider communities

4.3   **In Practice**

- interact with all staff and external partners of the school appropriately
- student meetings
- lunch and break times
- social skills groups
- speech and language therapy
- PSHE programme
- ASDAN short courses
- cross-curriculum days

5   Cultural Development

5.1   Cultural development refers to pupils understanding and responding to those parts of society and groups which hold a unique character or set of beliefs. The school will promote the cultural traditions of our own area and ethnic and cultural diversity of the world.

5.2   **Objective**

- appreciate, understand and respect others cultural beliefs
- appreciate , understand and respect aspects of British values
- recognise that similarities and differences may exist between different societies and groups
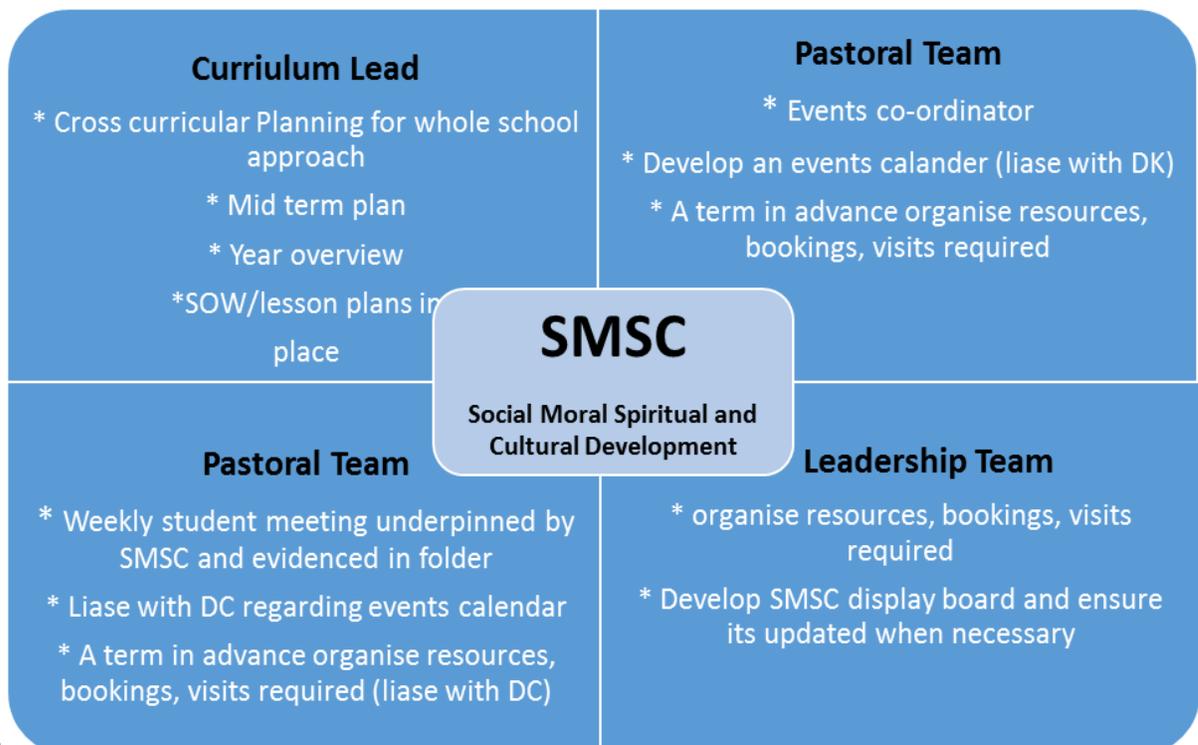
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- experience a range of cultural activities in terms of literature, music, technology, art, dance, sport and food
- broaden, develop and enrich pupils' interests and insights through interacting with opportunities the school provides

5.3 In Practice

- educational visits to other cultures' way of life
- educational visits to places of worship
- cross curriculum days
- student meetings
- events – remembrance day, Easter, festivals
- PSHE programme
- ASDAN short courses
- access to the internet to explore cultures

6   Leadership and Staff

6.1   The leadership team will ensure the SMSC curriculum is at the heart of the school community. The school will undertake audits and observations to develop the SMSC approach with an organised focus group:

Curriulum Lead

* Cross curricular Planning for whole school approach

* Mid term plan

* Year overview

*SOW/lesson plans i[n] place

Pastoral Team

* Events co-ordinator

* Develop an events calander (liase with DK)

* A term in advance organise resources, bookings, visits required

SMSC

Social Moral Spiritual and Cultural Development

Pastoral Team

* Weekly student meeting underpinned by SMSC and evidenced in folder

* Liase with DC regarding events calendar

* A term in advance organise resources, bookings, visits required (liase with DC)

Leadership Team

* organise resources, bookings, visits required

* Develop SMSC display board and ensure its updated when necessary

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6.2   Each member of the group will promote the SMSC curriculum and encourage student involvement and development. Evidence will be collated in various formats to build on the school's programme, with pupils building portfolios of photo evidence.

Evaluation will take place on an annual basis.