

## **Pens Meadow School Spiritual, Moral, Social and Cultural Development**

At Pens Meadow School the promotion of the pupils' Spiritual, Moral, Social and Cultural development is considered a whole school issue and at the heart of the school's aims and ethos.

Our agreed School Values demonstrate this; Respect, Integrity, Communication, Commitment.

Through this guidance we aim to concentrate on the development of the pupils as individuals, each with their unique personalities. By treating pupils as individuals we aim to enrich, extend and broaden their attitudes and beliefs, not only within the school environment, but also in their future lives.

It is important to note that SMSC development can be demonstrated through:

- The actual subject matter of the curriculum
- The nature of the learning that takes place
- The atmosphere and ethos of the lesson; a climate of mutual respect, willingness to have open discussion whilst respecting others and active pupil participation.

This guidance should be read in conjunction with the whole school provision information, British Values, Rights Respecting and Code of Conduct

## Spiritual Development

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the provision in school should reflect this and contribute to a pupil's spiritual development.

### Aims

- To provide pupils with the ability to listen and reflect upon a sense of wonder and mystery for the world they live in.
- For children to develop a sense of personal worth.
- To foster children's appreciation of the significance, quality and awe and wonder of life
- To help children to develop an awareness of their spirituality.
- To support children in being imaginative and creative in their learning, using all their senses

<b>Pupils' are encouraged to develop their Spiritual awareness by:</b>	<b>Provision; What we do</b>	<b>Impact; How we know it makes a difference</b>
Being supported to develop beliefs and principles, including religious values	Christmas - Party, cards, decorations Mothers/Father Day, British Values Easter – egg gift, make gift/enterprise Nurture – festival of light, Chinese new year Food Tech – variety of food, Theme of the week Quiet time at end of assembly Learning about other religions, visit different places of worship	All recognise the events, level of excitement and participation, shared experience Discussion inform knowledge of different spiritual beliefs, therefore able to abide by different things Acceptance of others, confident communicators Pupil voice
Attending collective worship experiences / having links with local community and faith groups and celebrating different religious festivals	Weekly assemblies, Christmas tree festivals, carol concert Visit from Rev Lynn, celebration of all religious events Yoga, meditation, massage Focus days, the ridge	Willingness to go out into the community on visits. Willingness to accept different environment Need to develop more links specifically with Muslim community Calming during meditation or reflection time

<p>Being offered opportunities to be creative and imaginative, encouraging a spirit of enquiry and open-mindedness.</p>	<p>Mindfulness sessions during form time different teaching styles to meet different learning skills School council Sycamore – imaginative &amp; play/farm EY : continuous provisions Yoga, emotion/freedom technique, massage,</p>	<p>Students engagements in relaxation sessions and lessons enabling outcomes to be met Students have a sense of wellbeing Pupil voice, recognising learning Reflection book – forest school Demonstrate creativity in other areas of school life</p>
<p>Encouraging reflection on their experiences, and those of others, developing an understanding of the feelings and emotions of others</p>	<p>Giving students time and space to think about actions Discussion in classes – reflecting on each other’s views Personal skills lessons – P16 – discussions/respect others Young promoters, registers, IEP Targets Achievement assembly, sharing feelings and emotions (good morning)</p>	<p>Code of conduct Listen &amp; reflect Symbols give pupils the opportunity to show emotions Sense of wellbeing encouraging a positive attitude to learning</p>
<p>Demonstrating enjoyment and fascination for learning about themselves and the world around them</p>	<p>WRL – community visits/forest school Mindfulness, sensology/Tac Pac/massage in school Days out – theatre, Drayton manor 101 things at PMS Neveah farm, Pantomime (AC) library visits/story session</p>	<p>IEP targets – planning discussions Enrichment</p>
<p>Having opportunities to show that they value and appreciate each other and celebrate successes</p>	<p>Assemblies, Birthdays, achievement assemblies, leavers assemblies, celebrations Sports days – links with other schools Anti-Bullying ambassador – events WOW Board Share success in lessons</p>	<p>Certificates Wow moments/boards Social media/Instagram Reward systems – stickers External awards/accreditation Emotions – smiling, being proud, happy Parents share certificates on Facebook, feed from parents</p>

## Moral Development

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

### Aims

- To be able to understand the difference between right and wrong and apply this in school and outside.
- To understand the principles behind decisions and actions.
- To be able to make moral decisions for themselves, understanding that their actions affect others
- To assume moral responsibility through belief and conviction.

<b>Pupils' are encouraged to develop their moral understanding by:</b>	<b>Provision; What we do</b>	<b>Impact; How we know it makes a difference</b>
Contributing to and conforming to the Code of Conduct. Knowing that the rules and regulations for the good of all.	Pupils to understand code of conduct which is displayed in each class room and referred to in lessons, student language. BSS, school rules, promote fair choices Anti-bullying ambassador. School council format to contribute ideas Theme of the week in class and reflect upon in assembly	Good behaviour or poor behaviour with confidence Student pride and willingness to help peers. To actively take part, enable students to be in a good place at school. Analysis weekly meetings/support Celebrating achievements
Having respect for others' needs, interests and feelings, as well as their own	Using resources – symbols – 'I feel' Whole class discussion – form talking – taking turns Self-regulation, behaviour management Individualize provision, i.e. KH Ipod, TD movement break JG private time, we encourage pupils to understand each other's needs – empathy. Food provisions meeting regular and cultural needs School council, all about me/clip boards. All staff know pupil information.	Atmosphere – feel safe Appropriate interaction with others, learn to wait Integration & Inclusion Students do not complain that they do not benefit from the same provision. They show understanding when taught different morals & diversity. Dapa/achievements, pupil progress

<p>Distinguishing between right and wrong, based on knowledge of their own moral codes and those of other cultures, in so doing, respect the civil and criminal law of England</p>	<p>Social Stories, question and answers – yes &amp; no, good idea – bad idea.  Modelling – good communication  Personal Skills lessons, British Values promoted through theme of the week assemblies  Visits from police/firemen  Right/wrong embedded in lessons/teaching  Learning about different cultures  PSHE, positive role models</p>	<p>Discussion of the theme of the week with students, able to verbalise their knowledge by providing examples  Children show respect to care professionals etc. when out and about by answering questions  Achievement – DAPA /IEP/annual reports</p>
<p>Having high expectations, which are discussed formally, leading to raised awareness of high standards inside and outside of the classroom.</p>	<p>Positive behaviour – community visits  Praise and sharing achievement/certificates  Expectations are discussed with staff and students &amp; reinforced with regular sessions with the learning manager, where necessary are targeted by IEP targets  No free play till work completed  Showing love to show they are worth something  Consistent approach across school. Timetable – children who need movement breaks  Parents evening, engagement with multi agencies, family outreach, workshops</p>	<p>Meeting of IEP targets and through this achieving their outcomes, fewer incident and reoccurring behaviour forms  Greater progress – DAPA/IEP/independence  Discuss what they would like to achieve and work alongside them  Chance to see parent/child work together/relationship</p>
<p>Understanding that actions and decisions have consequences</p>	<p>Behaviour management, we teach students appropriate behaviour by giving consequences for negative behaviour – such as loss of reward  Home school diaries/phone calls  Rewards chart – traffic light system  Count down strips/sand timers/reward charts, timeout/reflection time, individual BSS</p>	<p>Students learn consequences, less behaviour incident forms, more positive behaviour ready to reward.  Interaction with peers and more engagement in lessons  Pupils become upset is they see their traffic lights changing from green to red  Strategies to make students to understand their actions</p>

## Social Development

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### Aims:

- To use appropriate behaviour, according to the situation, showing care and consideration for others by sharing and taking turns
- To develop an understanding of citizenship and to experience being part of a whole caring community.
- To relate positively to others and engage successfully in partnership with others, both in and outside school.

<b>Pupils' are encouraged to develop their social awareness by:</b>	<b>Provision; What we do</b>	<b>Impact; How we know it makes a difference</b>
Being given frequent opportunities to use a range of social skills inside and outside of school.	Meet & greet, shopping, community travel, library. Humour/jokes. Soft play / transition Personal skills – recognising emotions, life skills Forest school, talking to children throughout, swimming Community visits and opportunities. Integration Good morning/breakfast opportunities. Discos Theatre/Drayton Manor – using social opportunities Music man, 101 things, bonnie,	Greetings become routine. Happier Students Conduct themselves appropriately in community, feel confidence. Pupils initiate jokes, Operate on a daily basis. More confidence/independence Positive feedback of how well manned pupils are Positive evidence in DAPA books
Cooperating well with others and resolving conflicts effectively.	Personal skills, access to learning manager/preferred staff Time out, school council, horticulture, Anti bullying. Playground/PE/choice time – sharing & accepting that it's not your way. BSS Sharing resources Understanding pupils need to 'have a break'	Assessed work Seek out time/book time Raise subjects pertaining to them, working together School council reviews and feedback Students are able to share and coexist with each other. Certain DAPA outcomes – sharing resource Music lessons – taking part

<p>Showing acceptance and engagement with the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>Personal social skills, Cultural, arts, food  Theme days – cross provision  Citizen of the week, displayed in class room  School council – democracy in action  British value of the day  Displayed in class room</p>	<p>Accepting and learning about different people  Team work, develop positive attitude towards each other, diverse school population  Positive outcomes demonstrated in certificates</p>
<p>Showing respect for people, living things property and the environment</p>	<p>Forest school, community visits, college, farm, glasshouse  RSPB bird watch, PAT dog visit, Recycle  Behaviour management, assemblies, Health &amp; Hygiene, work experience  Science lessons – growing plants  Food bank collections, hanging up coats  Empathy for peers/sharing helping friends</p>	<p>Animals/environment  Integrate well  Positive atmosphere, caring behaviours demonstrated  More kindness shown to other people/animals  Students get better at doing these as they become embedded</p>
<p>Working successfully, as a member of a group or team</p>	<p>In all lessons students to work as a team, treating each other with respect and kindness. To understand that we are all different and demonstrate different challenges at times. Pastoral, family outreach  Registration groups, good morning routines, residential, school council, leisure games, taking turn, parents- diary- coffee morning- engagement. Team/enterprise  Bungee/parachute</p>	<p>Turn taking in class/sharing  Respecting each other/equality/interaction  Sitting together positively  Respond to activities positively  School council events</p>
<p>Being involved in the local community</p>	<p>Community visits, As Above  Food bank project, links with Ridge  Funding for charities  Social media engagement/newsletter  Swimming, Haden Hill, Crystal, Portway  Fund raising, summer fete, parent workshop, Drayton manor</p>	<p>Increasingly comfortable in different environments  Community involvement, more independent – socially aware – develop skills for adulthood.  Awards/certificates  Communication both ways  Mixing with other schools</p>

## Cultural Development

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### Aims:

- To develop a sense of belonging for the pupils own culture and to be proud of their own cultural background.
- To respect, tolerate and respond to different cultural traditions
- To provide positive role models from other cultures through visits and visitors from the local and wider community

<b>Pupils’ are encouraged to develop their cultural awareness by:</b>	<b>Provision; What we do</b>	<b>Impact; How we know it makes a difference</b>
Participating in a range of cultural experiences, such as artistic, musical, sporting, mathematical and scientific Opportunities.	British values, DPA visits, celebrations Sports competitions, artists ‘graffiti’ Ruskin centre Theme days, cultural visits, school play/nativity, zoo/sea life centre, cooking, costumes for culture Drumming workshop/music man	Respect of others, response from external providers. Feedback forms Confidence to try new cultural experiences, willingness to participate, no discrimination
Being given opportunities to develop appreciation of the range of cultural influences that have shaped their own heritage.	Celebration days/festivals – Harvest, Christmas, Birthdays Code of conduct, PSHE Food tech – focus on celebration foods, Art work Stories from other cultures, valuing staff from other cultures. Visits to mosque, church, Buddhist temple	Enjoyment factor – pupil voice – requesting they are repeated. Staff modelling culturally sensitive and positive behaviours Willingness to experience other cultures Evidence in books

<p>Displaying positive attitudes and respect for people from different local and global communities.</p>	<p>Out in the community, visitors into school  Coffee morning visitors, code of conduct  Agency staff  Child in Need, Jeans for Genes, Autism awareness  Everyone included, TOTW – it’s good to be me, same but different etc.  Theme days to explore different local communities in a positive way  PSHE, Focus Day</p>	<p>Feedback from providers/parents  Students confidently approaching agency staff and chatting  Children/pupils are respectful of others.  Pupils don’t see others in school as any different to them. They don’t see themselves as different to others</p>
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