

# TALBOT SPECIALIST SCHOOL



## SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

Signed: 

Chair of Governors

Date: 22<sup>nd</sup> April 2016

# **TALBOT SPECIALIST SCHOOL**

## **Spiritual, Moral, Social and Cultural (SMSC) Policy**

### **Mission Statement**

Opportunity and achievement through partnership

### **Aims of the school:**

Talbot Specialist School aims to promote and value achievements for all through;

- A dynamic, personalised curriculum
- Student centred learning
- Partnership with families
- Enrichment of learning through the wider community
- A celebration of our cultural diversity
- Multi-agency support
- Choices and opportunities on leaving school

### **Every Child Matters**

Talbot Specialist School aims to ensure that the “Every Child Matters” (ECM) outcomes are met for each student. We work with families to support all students to;

- Be Healthy
- Stay Safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

### **Rationale**

The student population at Talbot Specialist School is diverse both in its range of learning needs and the wide range of communities, religions, languages and cultures it represents.

Talbot Specialist School aims to embrace and celebrate this diversity, enabling each student to understand their place as a valued member of our school community and of society as a whole. We want to ensure that each student achieves the best possible outcomes during their time at Talbot, and to support and prepare them in moving on to successful and fulfilling futures.

## **(SMSC) Aims**

- Creating successful learners, confident individuals and responsible citizens.
- Purposeful, meaningful, enriching and enjoyable student centred planning, teaching and learning.
- Promotion of equality, mutual respect and positive integration in society
- Differentiated, inclusive and immersive learning to reflect and celebrate diversity.
- Accredited teaching and learning.
- Embracing the ECM (Every Child Matters) outcomes in teaching and learning.
- Inclusive, experiential, challenging, multisensory teaching and learning.
- Actively seeking and developing partnerships to broaden learning opportunities.
- Aspirations to and expectations of excellence.
- Strong policy informing strong practice.
- Creating an environment that is open and welcoming to all stakeholders and visitors from other countries.

## **Objectives**

- A commitment to differentiated, person centred planning, interactive teaching and assessment
- A commitment to immersive teaching and learning through field trips and off site partnership learning opportunities.
- Development of strong community partnerships.
- Cross curricular, multi-sensory engagement.
- A commitment to learning through play, role play, fun, drama and experience.
- Sharing of resources and planning via the Humanities content store on the M.L.E.
- Auditing and updating resources to meet student's needs
- To organise immersion days that reflect and celebrate diversity in religion, culture, history, geography and languages
- A commitment to multi-sensory exploration of dance, art, music, food, PE

## **Introduction**

Different cultures and religions are explored and celebrated across the Talbot curriculum particularly in Understanding the World through Humanities (RE, History, Geography), Personal & Social Development (PSD), Expressive Art & Design, Duke of Edinburgh (Bronze and Silver Award), ASDAN Award and community based learning opportunities.

Talbot School regards Spiritual, Moral, Social and Cultural (SMSC) education as a core entitlement for all students.

The development of SMSC is an inherent part of the way we work. It is embedded in the culture of the school, modelled by staff and pupils throughout the day, taught overtly in Personal Social Development (PSD) and Religious Education (RE) lessons and is recognised and celebrated alongside academic achievement.

Talbot is co-located with Newfield Secondary School, our partnership provides additional opportunities for SMSC which is of value for the pupils of both schools.

The spiritual development of pupils is shown by students' ability to be reflective about their own beliefs, religious or otherwise and their respect for different people's faiths, feelings and values. All students are given the opportunities to develop confidence in learning about themselves, others and the world around them

The National Curriculum (NCC) paper describes spiritual development as, ***“A sense of awe, wonder and mystery – being inspired by the natural world, mystery or human achievement, although this is not easy to teach, it is possible to offer pupils the opportunities to try to develop this sense for themselves”.***

This definition is deeply embedded in our planning, teaching and learning because of its relevance to our pupils.

It is evident in our daily activities such as outdoor learning where all pupils have opportunities to learn about the wonder and importance of nature and the environment. Art displays around the school celebrate and promote achievement in a wide range of subjects and our weekly celebration assemblies reinforce this in order to promote awe and wonder. The development of these concepts is also a key element of the RE curriculum.

### **Relationships**

Another key area of our work at Talbot School is the development of positive relationships, recognising and valuing the worth of each individual, developing a sense of community, the ability to build up relationships with others. In order to develop the confidence and skills needed to form positive relationships, members of staff, student ambassadors and student councillors model the key behaviours throughout school life. These skills are also taught in PSD, supported in class and social “lunch Club” activities.

### **Creativity**

Talbot school has specialist resources to support students develop their feelings and emotions. Pupils are helped to understand and manage their feelings and emotions through a range of activities such as sensory experiences, role play, team work, the use of Intensive Interaction, a nurturing approach as well as music and rebound therapy.

Teachers and Teaching Assistants receive specialist training in supporting pupils who have complex emotional needs. We recognise that pupils learn better when they have a trusting relationship with the person imparting information or knowledge.

### **Moral development**

At Talbot we regard moral development as the building of a framework of values which regulate personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. At Talbot we seek to ensure that pupils have an ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and of other cultures.

The school has a positive behaviour policy where good behaviour is modelled, promoted, rewarded and celebrated.

### **Social development**

At Talbot we regard social development as focusing on supporting young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multiracial, multicultural and multifaith society.

Social development is evident in student's 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. Talbot School promotes the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are given the opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively in modern Britain.

### **Cultural development**

At Talbot we promote cultural development through providing practical opportunities for pupils to explore experiences, values and traditions of diverse cultures. The cultural development of pupils is shown by their 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. Our whole school community helps us to promote strong values in ways that are meaningful for our young people.

### **Democracy:**

At Talbot we listen to pupils' and parent's/carer's voice. We are clear in showing that we want the young people to contribute, co-operate and consider the views and needs of others. Our "Student Council" is effectively involved in decision making to ensure that they have a real say in their school.

### **The Rule of Law:**

At Talbot we consistently reinforce our high expectations of young people. Whenever appropriate learners are taught the value and reasons behind our expectations (rules), and understand that they are there to protect us. We help students to understand that everyone has rights and responsibilities and to know that there may be consequences when rules are disregarded.

### **Individual Liberty:**

At Talbot everyone is actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we try and help our young people learn about what makes a good choice. Young people are encouraged to express their views and we respond to their preferences and interests throughout our teaching.

### **Mutual Respect:**

At Talbot all staff are expected to demonstrate respect to everyone they come into contact with. They consistently promote the behaviours and attitudes that are the foundation of positive

relationships. The strong school ethos encourages everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community.

### **Tolerance of those of Different Faiths and Beliefs**

At Talbot a key theme in our teaching is understanding the world around us, and this includes providing experiences relating to different faiths, beliefs and cultures. This school will not tolerate any extremist political or religious views expressed openly by staff, parents, governors or visitors either in school to students or other staff members or in more public forums such as social media. Staff members may be subject to disciplinary action if necessary. If a staff member hears such views then they must refuse further dialogue with that person and inform a member of the Senior Leadership Team immediately. Religious Education at Talbot School covers the main world religions and promotes tolerance and understanding of world religions.

Pupils are given opportunities to visit different places of worship to enhance their knowledge, skills and understanding of other religions. Parents and members of the wider community are invited into our school to talk about their culture, customs and beliefs.

### **Responsibilities**

#### **Governors**

It is the responsibility of governors to ratify and review policy documentation and monitor its' implementation through regular visits to school and meetings with staff and students. To establish a process for developing and reviewing policies. To Produce written policy statements where appropriate.

#### **SLT**

It is the responsibility of the Senior Leadership Team to ensure that all students are able to learn in a safe environment where their achievements are valued and celebrated; to ensure curriculum documentation is produced in line with curriculum policy; to support the implementation of policy and curriculum plans across school; to develop assessment, recording and reporting in line with school policy; to monitor overall progress in all areas.

#### **Phase Leaders**

It is the responsibility of the Phase Leaders to ensure that students within their phase feel safe and are respected; to celebrate achievement and progress along with SLT, parents / carers; to oversee the planning and delivery of the curriculum within their phase.

#### **Teachers**

It is the responsibility of class teachers to complete medium and short term planning for all subject areas; to plan learning activities which are appropriate for the needs of the students; to keep evidence of learning and progress and celebrate the achievements of each student

**EQUAL OPPORTUNITIES**

The governing body will comply with all relevant legislation and will promote equality in all aspects of school life.

**PARENTAL INVOLVEMENT**

Parents / carers are partners in the education of their son / daughter and we welcome their involvement in every aspect. Regular opportunities are offered to discuss progress and attainment and to share strategies for working together to support students' learning. Language support is provided for parents / carers if needed. We also hold regular parent's coffee mornings in order to strengthen our relationship with parents and families. We have an open door policy and parents / carers are invited to attend a range of whole school celebrations of achievement, festivals and events.

**ASSESSMENT, MONITORING AND EVALUATION**

The Phase Leaders will work with teachers and teaching assistants to ensure that SMSC education is embedded within lesson planning and delivery in all aspects of school life and it is appropriate to the ages and learning needs of the students within their phase.

All curriculum policies will be reviewed regularly in accordance with current guidance and schedules. All Policies will be ratified and reviewed by Governors every 3 - 4 years or earlier if required.

**Date ratified .....**

**Staff member.....**

**Governor.....**

**Date of review.....**