



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

Spiritual, Moral, Social and Cultural Policy

Date Reviewed: January 2016

Next review: January 2017

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

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VISION STATEMENT

We will ensure the entitlement of each student to access a variety of opportunities to promote academic, social, emotional and physical development.

We will use autistic specific, empathetic approaches and an autistic sympathetic learning environment to promote student learning and personal development.

We will provide choices and challenges in order to maximise potential and build upon strengths and interests.

All the members of the school community are valued equally and work in partnership with parents, carers and the wider community.

We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.

INTRODUCTION AND RATIONALE

Baskerville School provides a secondary education for young people between the ages of 11 – 19 who have Autistic Spectrum Disorders. Those students completing Year 11 have the opportunity of continuing their education into our Post-16 department. This policy is in place to support achieving the school's vision statement.

This document should be used in conjunction with the following policy documents:

Equal Opportunities and Diversity
Curriculum
PSHCE
Collective Worship
Religious Education
Care and Control
Safeguarding

Spiritual, Moral, Social and Cultural Policy

The aim of this policy is to promote positive attitudes and values throughout the life and work of the whole community at Baskerville School.

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect** and **tolerance of different faiths and beliefs**. This guidance was initially published to further strengthen the previous guidance published in improving the spiritual, moral, social and cultural development of pupils to ensure young people leave school prepared for modern life in Britain.

Spiritual Development is concerned with the search for meaning and purpose in life and for values by which to live.

Moral Development refers to students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong.

Social Development refers to students' progressive acquisition of the competences and qualities needed in order to play a full part in society.

Cultural Development covers students' increased understanding and command of those beliefs, values, customs, knowledge and skills which taken together, form the basis of identity and cohesion in societies and groups.

A. Policy for Spiritual, Moral, Social and Cultural Development

1. Spiritual Development

Spiritual Development is concerned with - that which gives meaning to life; a search for meaning and purpose in one's life in the world and universe; a sense of awe and wonder; beliefs; self-knowledge; relationships and respect towards one another; creativity and the creative ability within the individual; feelings and emotions.

Spiritual development should be seen throughout the way students display

- their personal beliefs, which may include their religious beliefs
- their ability to communicate these beliefs in discussion and through their behaviour
- their willingness to reflect on experiences and to look for meanings in these experiences
- their sense of enjoyment and fascination in learning about themselves, others and the world around them including the intangible
- their use of imagination and creativity in their learning

2. Moral Development

Moral Development is concerned with knowledge, understanding, skills, attitudes, **values** and behaviour in relation to what is right and wrong.

Moral development should be seen by the extent to which students display

- an understanding of the differences between right and wrong
- respect for the person and the property of themselves and others
- a respect for the truth
- the ability to make responsible and thoughtful judgements on moral issues
- their own moral behaviour

3. Social Development

Social Development is concerned with knowledge, skills, attitudes, **values** and behaviours which enable students to become confident and capable people who are able to contribute fully and generously to the life of the school, society and the wider community.

Social development should be seen through

- the quality of student relationships in school
- their ability to participate in a variety of social settings
- students being able to resolve conflict effectively with peers and others
- their ability to work successfully and co-operatively with one another, in small groups and the school community as a whole
- their growing understanding of society, the family, the school, local and wider community, work and the basic structures and working processes which enable all these systems to function effectively

4. Cultural Development

Cultural Development is concerned with knowledge, skills, attitudes and **values**.

Cultural development is seen by the extent to which students

- understand and appreciate the wide range of cultural influences that have shaped their own heritage
- widen their knowledge, understanding, personal interests and experiences through the school curriculum and their participation in a wide range of cultural activities
- have an understanding of cultural diversity within school and society

B. Procedures

Opportunities are created for the delivery of Spiritual, Moral, Social and Cultural Development through the curriculum in each subject area and in other wider school opportunities.

1. Spiritual Development

- a) The curriculum as a whole
- b) The Religious Education curriculum
- c) Assemblies (see also Collective Worship Policy)

2. Moral Development

- a) The curriculum as a whole
- b) The Religious Education curriculum
- c) Assemblies
- d) The implementation of the Care and Control Policy
- e) PSHCE curriculum
- f) PATHS (Promoting Alternative THinking Strategies) programme

3. Social Development

- a) The curriculum as a whole
- b) Extra-curricular activities
- c) Educational visits
- d) The School Council
- e) Work related learning

4. Cultural Development

- a) The curriculum as a whole
- b) Assemblies
- c) The Religious Education curriculum
- d) The PSHCE curriculum
- e) Multi-Cultural Days /Festivals
- f) Extra-curricular activities
- g) Educational visits
- h) Displays

What are Fundamental British values?

Extract from 2014 advice.

“Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the **values** means challenging opinions or behaviours in school that are contrary to fundamental British values.

Attempts to promote systems that undermine fundamental British values would be completely at odds with schools’ duty to provide SMSC.

The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.”

Through provision of SMSC development Baskerville School will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;

- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Evaluation of the SMSC will be through the SMSC Grid

(<http://www.birminghamgrid.com/baskerville>) the password for this (baskerville-guest)

For administration purposes to upload and add evidence please see H Hughes or B Ffrench. There is a folder "SMSC evidence" on the shared drive for staff to use, this is presented in the four strands. Please add any evidence that you have for the development of social, moral, spiritual or cultural development.

This policy will be reviewed each year and amended accordingly.

BF/16