SMSC
POLICY

Spiritual, Moral, Social, and Cultural Policy

Our Vision

Our vision is to help young people with Autism lead fuller lives, and to offer them a life enhancing education that enables them to reach their full potential at school, at home and in their communities.

Our Aims

We will do this through:

- Consistently high expectations and achievements for every individual.
- High quality, inspirational and innovative teaching and learning.
- A safe, secure, caring and enjoyable environment in which to work, learn, thrive and grow towards independence.
- Inspirational and accountable leadership at all levels.
- A personalised curriculum, fit for the 21st century.
- An ambitious drive to be the leading Autism education provider in the UK and beyond.

Planning

In planning lessons, teachers/instructors/supervisors are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE/Circle Time activities.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the schools. Children are given opportunities to reflect upon the meaning of spiritual experiences.
Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The schools promote a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, e.g. when listening to music, decision and choice making, exercising empathy or creativity, how we live, contemplating the future, etc.

At BeyondAutism Schools we believe that a morally aware pupil will develop a wide range of skills. These **can** include the following:

- Form judgements about right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our schools develop pupil moral development by:

- Providing a moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

All staff have an instilled awareness of the code of conduct for all areas of the schools and the wider community based on the values held by the schools and BeyondAutism. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, circle time, Social Skills groups and PSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Star of the Week and other means that highlight both academic and social achievements.

Social Development

At BeyondAutism Schools we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour

- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our schools develop pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, café, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life, the whole school council
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our schools develop pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance

- Reinforcing the schools' cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the schools and classroom. Pupil Voice is an ambition and a right for all our pupils, we want to empower appropriate and meaningful choice, listen to opinions and allow pupils to guide us in making decisions. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the schools.

Many pupils at BeyondAutism Schools are in the process of developing the early stages of language. However, ensuring the pupils at BeyondAutism Schools have a voice is important to us. BeyondAutism hosts annual Careers and Pathway Events for Tram House School pupils, allowing them the opportunity to meet with outside providers and learn more about what is available to them in their local area. Additionally, students have the opportunity to meet with an impartial careers advisor, with support from their families to talk about different destinations and next steps.

Language development runs through the whole curriculum at BeyondAutism Schools, and ensuring pupils have the opportunity to learn to request items through new experiences. This is important in developing our pupils' voices. Some pupils are able to develop their own timetable and schedules, choosing certain activities and decide when they want to do them. Some students at Tram House School engage in 'Activity Schedules', empowering them to be able to change from one independent activity to another. This is particularly important when students maybe at home for long periods (summer and Easter holidays).

It is important that we listen and analyse the pupil's way of communicating (often challenging or maladaptive behaviours) and work out what they are trying to say and what they mean from repeated observations. We then teach the pupils new ways to get their feelings across and their voices heard in a way that is more appropriate way.

The expectation is to see PV being used throughout the school day. In lessons, opinions are being gathered, programmes enhance communication skills, choices and comments are being recorded and displayed. Instead of a School Council with elected members, we have a whole school democratic stance, whereby all pupils are automatically empowered to make decisions. We have democratic votes to determine some of the key topics of debate.

SMSC – How we promote SMSC at BeyondAutism Schools

Spiritual Development	Moral Development	Social Development	Cultural Development
Whole school celebrations of	Behaviour policy Assemblies	ABA/VB curriculum programme	Themed weeks Assemblies

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different religious beliefs. Assemblies Themed weeks	School ethos Charitable projects Community participation	PSHE curriculum Assemblies ASDAN curriculum – Personal Progress and Personal & Social Development Extra-curriculum activities Themed weeks Community participation	Access to the Arts School Trips Community participation
Spiritual Development	Moral Development	Social Development	Cultural Development
How is this evidenced?			
Harvest Festival School Christmas Production Whole school assemblies – school values Whole school assemblies – singing / celebrations	Behaviour plans and data Assemblies – such as Remembrance Day Age appropriate responsibilities Charitable activities – collections at train station / whole school charity support – Children In Need / Comic Relief PSHE curriculum Working in the Café – making a positive contribution to school life Star of the Week Awards	Song Club School Play / Productions Work experience Community visits – restaurants, local gym, supermarkets, ski centre, swimming pool Paired / buddy system for playtime and lunch time Café School trips / visits Sports Day Prize Giving Day Multi-sports / team sports	Black History Week – including African arts and music Art curriculum Song Club and assemblies Visits to art galleries, museums and libraries Theatre visits – 'Wizard of Oz' in 2015 Work experience Ballet Assemblies and in class activities celebrating national events, such as the Queen's birthday and Royal events.

	Singing in the local community	Whole school events – Harvest Festival, Christmas Production Horse riding	Assemblies and in class activities relating to national events, such as Remembrance Day.
Spiritual Development	Moral Development	Social Development	Cultural Development
Impact on Pupils			
Pupils will develop better self-esteem and confidence. Pupils will get to experience different cultures, religions and types of backgrounds. Gain a better understanding of different types of beliefs.	**Pupils will be able to access more activities in the local community and with their families** Pupils will be able to make choices and decisions based on an understanding of right and wrong. Pupils will be able to keep themselves safe when at home and in the community.	**Social Acceptance** More positive interactions with adults and peers including family. Increased social circle. Pupils will develop their own voice. Pupils will be able to make their own choices and access their own interests. Develop new interests and choices. Gain a better understanding of others	**New experiences through the learning of other cultures.** Widen interests and understanding of others and their back grounds. Understand what it means to be part of a community, including local, national and international.

Last review: December 2016
Next review date: December 2019
Review group: Governing Body

Appendix 1: Definitions

Definitions

Spiritual Development
Pupils' spiritual development is shown by their:
- beliefs, religious or otherwise, which inform their perspective on life & their interest in and respect for different people's feelings & values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

Moral Development
Pupils' moral development is shown by their:
- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives;
- understanding of the consequences of their actions;
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Social Development
Pupils' social development is shown by their:
- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio- economic backgrounds;
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively;
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural Development
Pupils' cultural development is shown by their:
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.