



National
Autistic
Society



Vanguard
School

SPIRITUAL MORAL SOCIAL & CULTURAL POLICY

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1. Introduction

SMSC in the curriculum is a whole school opportunity for pupils at NAS Vanguard School. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

NAS Vanguard School therefore aims to provide an education that provides pupils with opportunities to explore and develop values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

2. Curriculum Planning

All curriculum areas have a contribution to make to each pupil's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. The integrity and spirituality of all pupils will be respected. The diversity of spiritual traditions will be recognised and celebrated including via whole-school displays.

The school's curriculum focus and links with public service and charitable institutions will be used to enhance pupils' SMSC education.

Adults model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. NAS Vanguard School community will be a place where pupils can find acceptance for themselves as unique individuals, and where opportunities for personal development are fundamental to the ethos of the school.

Pupils learn to differentiate between right and wrong in as far as their actions affect other people. They will be taught to value themselves and others. Pupils must also understand the need for rules and the need to abide by rules for the good of everyone. Our school and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

Each curriculum area plans to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning of lessons and sequences of lessons.

3. General Aims

The aims of this policy are:

- To ensure that everyone connected with NAS Vanguard School is aware of our

values and principles.

- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society
- To ensure that there is a non-partisan approach in all that the school does in terms of curriculum delivery, resources and including trips and visitors
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility
- To promote British values

4. Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

Consequently the spiritual development of pupils is evident from their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

5. Moral development

As a school we aim to govern, lead and teach with moral purpose and to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.

As a result the moral compass of pupils is visible in their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise school and wider 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.

6. Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Develop a concern for the disadvantaged.

Therefore 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

7. Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Consequently pupils' cultural development is seen in their:

8. Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual, moral, social and cultural dimensions of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas will utilise illustrations and examples drawn from as wide a range of cultural contexts as possible. Teachers will remain vigilant for signs of radicalisation in pupils.

Class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death
- Share thoughts and feelings with other people
- Explore relationships with friends, family and others
- Consider others' needs and behaviour
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally e.g. respect, open mindedness, sensitivity, critical awareness

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals
- Agree and disagree while remaining calm and reflective
- Take turns and share equipment
- Work cooperatively and collaboratively as well as individually

9. Links with the wider community

The development of strong home-school links is regarded as very important, enabling parents, carers and teachers to work in an effective partnership to support pupils' development. Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

10. Review

This policy will be reviewed bi - annually by the Head teacher and governors.