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1.0 INTRODUCTION

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

2.0 RATIONALE

1.1 At Hillingdon Manor School the promotion of students' spiritual, moral, social and cultural development is considered to be a whole school issue. The formulation of values and attitudes are particularly important in the context of ASC where thinking is often literal, rigid and fixed.

1.2 Hillingdon Manor School actively promotes British Values of democracy, rule of law, and the rights of the individual in the context of the tolerant and diverse society of modern Britain. We ensure that respect for both criminal and civil law are embedded in the curriculum and explicitly taught as part of the life skill of distinguishing right from wrong. Hillingdon Manor School promotes principles which provide students with a broad general knowledge of public services, public institutions and the voluntary sector in England.

1.3 As a school, we have a duty to provide a positive influence whilst at the same time allowing students freedom of expression and the ability to reach decisions for themselves (conformity and challenge). The example set by adults in the school and the quality of relationships is of particular importance in promoting spiritual, moral, social and cultural development.

1.4 Our values of 'physical, emotional and cognitive development for all' support the importance of the growth and development of all aspects of SMSC within the school community.

1.5 We recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve, this underpins much of our Life Skills Curriculum.

3.0 AIMS

2.1 To promote inclusion

2.2 To provide a safe learning environment where students can build self esteem

2.3 To set realistic targets which both challenge and support all learners

2.4 To ensure students receive a broad and balanced curriculum

2.5 To provide an education that provides students with opportunities to explore and develop their own 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, within the context of British values of respect and tolerance. Whilst providing a safe environment in which diverse views can be considered, views which are derogatory of particular faiths or ethnic groups or otherwise in opposition to fundamental British values cannot be promoted within the school. Visiting speakers will be vetted to ensure their views are compliant with British values.

2.6 To ensure that all curriculum areas have a contribution to make to a student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum

2.7 All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible

2.8 To ensure that the integrity and spirituality of students from all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to varied views and beliefs

2.9 All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families

2.10 To ensure that students should understand the need for rules which should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements

2.11 To ensure that everyone connected with the school is aware of our values and principles

2.12 To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school

2.13 To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience in particular in relation to ASC

2.14 To enable students to develop an understanding of their individual and group identity, their social and cultural environment and an appreciation of the many cultures that enrich our society

2.15 To provide each student with the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

Spiritual Development
As a school we aim to provide learning opportunities that will enable students to:
- Sustain self-esteem in their learning experience
- Develop capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss 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

Moral development
As a school we aim to provide learning opportunities that will enable students 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
- Accept responsibility for their actions

Social Development

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

- Develop an understanding of individual and group identity
- Learn about service in the school and wider community
- Gain a general knowledge of public institutions, services and the voluntary sector in England

Cultural Development

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

- Recognise the value and richness of cultural diversity in the UK and how the influence on individuals and society
- Develop an understanding of the social and cultural environment
- Develop an understanding of UK's local, national, European, Commonwealth and global dimensions.
- Understand that all people living in England are subject to the law of the land, whilst they may have differing views as to what is right and wrong.

4.0 PROCEDURES

3.1 Development in SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension 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.

3.2 All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

3.3 Class discussions will give students opportunities to:

- Talk about personal experiences and feelings
- Express and clarify ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider others' needs and behaviour
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging

3.4 Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness

3.5 Many curriculum areas provide opportunities to:

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

3.6 The ethos of the school is reflected in the aims of this policy and will be developed using strategies such as:

- School expectations that promote the development of self-awareness and personal responsibility
- School policies that promote equality of access and opportunity for all students
- Activities which encourage the development of initiative and understanding of living in a diverse community
- An environment that is safe and secure
- Visitors who provide positive role models for all students
- Celebrations that promote the recognition of individual worth, spiritual awareness and reflective attitude to life experiences
- Displays which reflect and encourage respect for diversity of cultures colleagues who promote and demonstrate principles such as fair play, tolerance, respect, understanding, honesty, empathy and justice.

Spiritual Development is encouraged through:
- The values and attitudes the school upholds and identifies
- Religious Education; acts of collective worship and other assemblies
- Provide Out of School Hours learning opportunities each term via the ASC & DoEA
- The general ethos and climate of the school
- A culture of listening and valuing the opinion of others

Moral development is encouraged through:
- An ability to distinguish right from wrong based on knowledge of the moral codes of their own and other cultures
- An ability to think through the consequences of their own actions
- A willingness to express their views on ethical issues and personal values
- The confidence to express their view if they consider they or another is being treated unfairly
- An ability to make responsible judgements on moral dilemmas
- Commitment to personal values regarding issues that are held to be right by some but wrong by others
- A considerate style of life
- Respect for other people's views and feelings as well as their own.
- An understanding of the need to reassess values and moral codes in the light of experience
- An understanding of the rights and responsibilities they have in the community and society in which they live, including respect for the civil and criminal law

Moral issues will be addressed through:
- The behaviour, sanctions and rewards policy
- Assemblies, Religious Education and PSHE
- Swiftly dealing with issues of injustice and discrimination; involving the students in the decision making where possible
- Providing a safe working environment in which students can express their views and opinions
- Model through relationships and interactions, the principles we wish to promote.
- Encourage students to take responsibility for their own actions and correct their behaviour as appropriate
- Acknowledge, praise and reward good behaviour
- Recognise a moral view that engages students to help those less fortunate themselves through charitable events and giving
- Enabling young people to distinguish right from wrong and respect the civil and criminal law

Social development is encouraged through:
- The student's ability to adjust to a range of social contexts by appropriate and sensitive behaviour
- Working successfully as a member of a group or team An ability to share views and opinions with others and work towards consensus

- Respect for people, living things, property and the environment.
- Appreciation of others rights and responsibilities
- An understanding of the structures of society and its organisation

Social issues will be addressed through:
- Encouraging a sense of community
- Assemblies, PSHE and Religious Education
- Provide opportunities for students to work in a variety of social groupings both in and out of class and across the whole school
- Provision of extra-curricular activities and sport
- Provide positive whole school experiences such as school productions, music events, assemblies, award and prize giving, residential opportunities, off timetable enrichment experiences.
- Provision of opportunities to attend cultural events outside of the school not normally part of the academic curriculum
- Encouraging students to develop valuable personal qualities: thoughtfulness, honesty, respect.
- An ability to resolve tensions and conflict
- Encouraging students to express their view about their school and how it can be improved e.g. Student Council

Cultural development will be developed through:
- An ability to recognise their own cultures and values
- An ability to recognise cultural diversity and respect other people's values and beliefs.
- An openness to new ideas
- A willingness to participate in artistic and cultural events
- Ability to recognise and understand images and icons that have significance and meaning in culture

Cultural issues will be addressed through:
- Celebration our students' individual gifts and talents
- Raising awareness of other cultures through assemblies, religious education, history AND International Studies delivered through the Life Skills curriculum
- Provide opportunities for visits that aim to explore language, history and cultural achievement
- Provide opportunities to take part in cultural events such as drama productions, musical events
- Reporting incidents of racism and prejudice appropriately

5.0 MONITORING & EVALUATION

5.1 Provision for SMSC is monitored and reviewed on a regular basis by SLT

5.2 SLT identifies aspects within subject areas to be included in teacher planning and monitors teacher plans and their evaluations and assessments

5.3 Monitoring of resource provision, identifying shortfalls and provision feedback via SLT through lesson observations

5.4 Teaching staff to include SMSC in lesson planning and evidenced on the lesson plan proforma

6.0 RELATED POLICIES

Sex and Relationships Policy Primary
Sex and Relationships Policy Secondary
Curriculum Handbook

Partisan Political View Policy (guidance for staff and visitors)
Anti – bullying policy
Internet Safety Policy
Personal Development Curriculum Map