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Education

SPIRITUAL, MORAL, SOCIAL & CULTURAL (SMSC) EDUCATION

Including The Fundamental British Values Of Democracy, The Rule Of Law, Individual Liberty, Mutual Respect, The Tolerance Of Different Faiths & Beliefs & Participation In Community Life

Hillingdon Manor School



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SMSC development forms a key element of pupils' personal development and preparation for adulthood. Through a broad, balanced and personalised curriculum, Hillingdon Manor School enables pupils to become confident, resilient, respectful and active participants in society, equipped with the knowledge, skills and understanding required for life in modern Britain and beyond.

INTRODUCTION

This policy supports compliance with the Education (Independent School Standards) Regulations 2014, particularly Part 2, Paragraphs 5 and 5A, which require schools to actively promote the spiritual, moral, social and cultural development of pupils and the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This policy also contributes to pupils' personal development and preparation for life in modern Britain.

RATIONALE

Hillingdon Manor School recognises that autistic pupils may experience differences in communication, social understanding, sensory processing, emotional regulation and flexible thinking. SMSC development is therefore adapted to be meaningful, accessible and relevant to each pupil's developmental stage, communication profile and needs.

Staff support pupils through:

- Structured opportunities for social communication.
- Explicit teaching of social understanding and perspective taking.
- Visual supports, social narratives and modelling.
- Sensory-regulated learning environments.

- Supported reflection and self-awareness activities.
- Personalised life-skills programmes.
- Opportunities to develop independence and self-advocacy.
- Teaching that promotes understanding and acceptance of neurodiversity.
- SMSC development is embedded throughout the curriculum, therapeutic provision, enrichment programme and daily interactions across the school community.

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.

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.

The school is committed to safeguarding pupils from radicalisation and extremism. Through the curriculum, assemblies, Life Skills and PSHE programmes, pupils are supported to develop critical thinking skills, resilience and the confidence to challenge extremist views.

Staff receive safeguarding training that includes awareness of radicalisation risks and the Prevent Duty.

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.

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.

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.

AIMS

Our aims for SMSC include:

- To promote inclusion
- To provide a safe learning environment where students can build self esteem
- To set realistic targets which both challenge and support all learners
- To ensure students receive a broad and balanced

- 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.
- 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
- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible
- 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
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families.
- To ensure that students understand the need for rules which should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.
- To ensure that everyone connected with the 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 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.
- 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.
- To provide each student with the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

The school actively promotes respect for all individuals regardless of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity or marriage and civil partnership status. Pupils are taught to recognise and challenge stereotypes, prejudice and discrimination in an age-appropriate manner.

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.

PROCEDURES

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.

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

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

Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally

— e.g. empathy, 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
- Take turns and share equipment
- Work cooperatively and collaboratively

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 Development 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
- Pupils are provided with opportunities to engage with the wider community through educational visits, work-related learning, enterprise activities, volunteering opportunities, community projects and meaningful encounters with people from different backgrounds and experiences.
- 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 towards a 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 encouraged 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

Digital Citizenship

Pupils are taught how to participate safely, respectfully and responsibly in digital environments. This includes:

- Online safety.
- Digital communication.
- Appropriate online behaviour.
- Critical evaluation of online content.
- Understanding misinformation and disinformation.
- Responsible use of artificial intelligence technologies.
- Respecting others online.

These areas are delivered through Computing, PSHE, Life Skills and safeguarding education.

MONITORING & EVALUATION

The effectiveness of SMSC provision is evaluated through:

- Lesson observations.
- Learning walks.
- Curriculum reviews.
- Pupil voice activities.
- Behaviour and wellbeing data.
- Attendance data.
- Enrichment participation.
- Safeguarding monitoring.
- EHCP outcomes.
- Annual self-evaluation.
- Governance oversight.

The Headteacher and Senior Leadership Team are responsible for ensuring compliance with Independent School Standards and reviewing the effectiveness of SMSC provision annually.

Pupils are also encouraged and supported to contribute to decision-making within the school through:

- Student Council.
- Pupil voice activities.
- Surveys and consultations.
- Annual reviews and EHCP discussions.
- Curriculum feedback activities.

Reasonable adjustments are made to ensure all pupils can communicate their views using their preferred communication methods.



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