Social, Moral, Cultural & Spiritual Policy [037]

PILGRIM PATHWAYS SCHOOL

Approved by:	Management Committee	Date approved:	September 2026
Date reviewed:	September 2026	Next review due by:	September 2029
Policy Lead:	Nadine Gooding-Hebert, Headteacher	Ownership:	Pilgrim Pathways School Management Committee

Table of Contents

1. Aim 1

2. Definitions 2

3. Content 3

Pupils' Spiritual Development *3*

Pupils' Moral Development *3*

Pupils' Social Development *4*

Pupils' Cultural Development *4*

4. Fundamental British Values 4

1. Democracy *5*

2. The Rule of Law *5*

3. Individual Liberty *5*

4. Mutual Respect *6*

5. Tolerance of those of Different Faiths and Beliefs *6*

5. Curriculum Delivery 6

---

1. Aim

The aims of SMSC education are to develop open and consistent relationships and develop student's confidence and to help them to learn to treat each other and their environment with respect. Pilgrim Pathways School staff will provide a range of opportunities for students to extend their social experiences and understanding. The content of the curriculum and styles of teaching and learning offered will aim to encourage an increasingly mature response to social and moral issues.

The Pilgrim Pathways School strives to build a community which encourages all its members to develop a healthy respect for each other. We provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each student to their full potential.

SMSC education relates to the whole life of the Pilgrim Pathways School and we believe that each child will be valued as an individual and enabled to develop intellectually, socially and emotionally within a caring, purposeful and flexible framework.

- Spiritual, moral, social and cultural development should be promoted not only through all the subjects of the curriculum but also through the ethos of each unit and its individual community.

- The development of positive values and attitudes is considered to be intrinsically linked with spiritual, moral, social and cultural development.

SMSC development contributes to the school's safeguarding culture by helping pupils recognise risk, develop resilience, make informed choices and build healthy relationships.

Many pupils join the school during periods of significant physical illness, mental ill health, trauma or social vulnerability. SMSC provision is therefore designed to promote belonging, self-worth, resilience, positive relationships and successful participation in education and society.

SMSC provision is adapted according to pupils' age, stage of development, SEND needs, communication profiles, medical needs and mental health needs to ensure equitable access for all learners.

SMSC development supports pupils to prepare for adulthood through the development of independence, self-advocacy, employability skills, financial awareness, decision making, community participation and careers education.

The school recognises that pupils' spiritual, moral, social and cultural development is a key element of Personal Development. Through the curriculum, enrichment opportunities, relationships, safeguarding practice and wider school culture, we prepare pupils for life in modern Britain and support them to become active, responsible and respectful members of society.

2. Definitions

Spiritual development relates to the understanding of self and others at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development, is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development.

Moral development is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

The system of rules and codes of behaviour established in each unit is an important introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on ethical principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

Social development refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Pupils are taught how to participate safely and responsibly in digital environments, including understanding online relationships, misinformation, harmful content, privacy, consent, cyberbullying, online exploitation and respectful online communication.

Staff recognise that many pupils have experienced illness, adversity, trauma or disrupted education. SMSC development is therefore underpinned by trauma-informed approaches which prioritise safety, trust, connection, regulation and positive relationships.

The staff with in each centre model expected levels of behaviour and provide a suitable environment for promoting social development within an ethical or religious context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when pupils work co-operatively.

The school will present political issues in a balanced manner and will ensure that pupils are exposed to a range of viewpoints where political matters are discussed. Staff and external visitors will adhere to the school's responsibilities regarding political impartiality.

Cultural development at the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built upon further. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are those most commonly used.

3. Content

Assessment. The school will monitor pupils' SMSC development through Personal Development outcomes, pupil voice, engagement, participation and individual targets identified through admission, assessment and review processes.

Pupils' Spiritual Development

Learning opportunities will develop the students' sense of self, their unique potential, their understanding of their strengths and weaknesses, and their willingness to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They will have the opportunity to:

- Foster their own inner lives and non-material wellbeing
- Sustain their self-esteem in the 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 response to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life
- Prepare themselves for the challenges of independent living

Pupils' Moral Development

Learning opportunities will provide students with the chance to acquire an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They will have the opportunities to:

- Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them
- Recognise the unique value of each individual
- Recognise the challenge of life today and the role they play in it
- 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

Pupils' Social Development

Learning opportunities will involve students in acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for the common good. They will have opportunities to:

- Display a sense of belonging and an increasing willingness to participate
- Make an active contribution to the democratic process in each of their communities
- Develop an understanding of individual and group identity
- Learn about service in the school and wider community
- Begin to understand the place they have within society and the role they need to play
- Understand the changing nature of society and how this is an opportunity not a threat
- Develop their compassion for others in society
- Take initiative on wider social issues and establish ways they can help on an individual, local, national and global scale

Pupils' Cultural Development

Learning opportunities will involve the young people in acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They will acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They will have the opportunity to:

- Recognise the values and richness of cultural diversity in Britain and how these influence individuals and society
- Recognise world faiths and beliefs and the impact they have on our culture
- Develop an understanding of equality, diversity and inclusion in modern Britain.
- Develop an understanding of Britain's' local, national, European and global dimensions
- Broaden their perspective on different communities and cultures within the local area
- Interact with different cultures/lifestyles and explore their advantages and
- disadvantage

4. Fundamental British Values

Schools are required to actively promote Fundamental British Values through their curriculum, culture and wider provision. The Pilgrim Pathways School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups

or individuals within the Pilgrim Pathways School are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. The school actively promotes respect for all people and fosters understanding of the protected characteristics defined within the Equality Act 2010. Pupils are supported to understand and respect differences while recognising the equal worth and dignity of all individuals.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. The Pilgrim Pathways School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces Fundamental British Values to all its students through our personal development curriculum.

Fundamental British Values:

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

At the Pilgrim Pathways School Fundamental British Values are reinforced in the following ways:

1. Democracy

The Pilgrim Pathways School children have opportunities for their voices to be heard, there is an independent young people's advocate who works with us as a Pilgrim Pathways School to represent the young people in a wide variety of situations not limited but including education. Any issues concerning the school will be passed to the Head teacher.

2. The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country are consistently reinforced throughout the curriculum as well as when dealing with behaviour. Children and young people are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. This takes place through engagement with employers, community organisations, health professionals, public services and wider civic institutions.

3. Individual Liberty

Within the Pilgrim Pathways School children and young people are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a PRU we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our PSHE curriculum. Whether it be through choice of learning challenge, of how they learn, of how they communicate with each other and staff, they are given the freedom to make choices.

4. Mutual Respect

Mutual respect is at the heart of our values. Children and young people learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect. Our staff work hard to model that behaviour for and with our young people and children who have often missed out on the experience of mutual respect and functional adult relationships.

5. Tolerance of those of Different Faiths and Beliefs

The Pilgrim Pathways School places a great emphasis on promoting diversity with the children and young people. SMSC opportunities include stories and celebrations from a variety of faiths and cultures, visits to and from people from all walks of life, people from different faiths, cultures, backgrounds, sexual orientations, gender identities and lived experiences, including disabled people.

At the Pilgrim Pathways School we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views and we actively prevent young people and children becoming disenfranchised which is a key factor in reducing the risk of radicalisation of any kind. The multidisciplinary team model within which we work ensures that young people have every chance of successful transition into society and of becoming an active, responsible and valued member of their community after discharge.

.

Staff have received training on LGBTQ+ and it is our aim to be fully inclusive of all children and young people and members of staff.

5. Curriculum Delivery

The school promotes SMSC development through its Personal Development curriculum. This includes relationships, health and wellbeing, online safety, careers education, preparation for adulthood, community participation, equality, diversity and inclusion, and the development of pupils' voice and self-advocacy skills.

We are also committed to the school developing SMSC beyond the curriculum. This is done through

- Arts, music and cultural specialists visiting the school over the year
- Various trips which cover a range of cultural, physical and specialist interests.

Monitoring and evaluating spiritual, moral, social and cultural development is an on-going process embedded into our personal development goals identified at admission.

Staff meetings may be used for discussion and the update of information to understand the impact of spiritual, moral, social and cultural development on the Pilgrim Pathways School as a whole.

The impact of SMSC provision will be evaluated through:

- analysis of pupil progress towards personal development, reintegration and preparation for adulthood outcomes;
- pupil voice activities;
- attendance and engagement data;
- behaviour and safeguarding information;
- participation in enrichment activities;
- reintegration and destination outcomes;
- curriculum monitoring;

- learning walks and lesson visits;
- feedback from parents, carers and partner agencies;
- outcomes from pupil, parent and stakeholder surveys;
- governor monitoring.