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# SOCIAL, MORAL, CULTURAL & SPIRITUAL POLICY

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PILGRIM  
PATHWAYS  
SCHOOL

Approved by:	Management Committee	Date approved:	26 <sup>th</sup> January 2023
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## 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.
- The Pilgrim Pathways School has a UNICEF UK Rights Respecting Schools award, the universal rights of the child underpin the SMSC policy.

## 2. Ofsted Expectations

The draft school inspection handbook January 2019, states that *'as part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.... It is essential knowledge that pupils need to be educated citizens introducing them to the best that has been thought and said helping to engender an appreciation of human creativity and achievement.'*  
*To update when handbook is finalised September 2019*

## 3. 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.

The staff within each centre role 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.

**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.

## 4. Content

**Assessment.** The Pilgrim Pathways School will refer to the Ofsted subsidiary guidance for SMSC and identify stages of development for pupils’.

### Pupils’ Spiritual Development

Learning opportunities will develop the students’ sense of self, their unique potential, their understanding of their strengths and weakness, 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 wrongs
- 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 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

## **5. Universal Values**

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools. 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.

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 Universal Values to all its students.

### **The five key Universal values are:**

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

**At the Pilgrim Pathways School Universal Values are reinforced in the following ways:**

**1. Democracy**

The Pilgrim Pathways School has a UNICEF Rights Respecting School award. Each term two members of the Management Committee visit each unit to talk to the children and young people about their rights and discuss any issues that may concern them. Teachers in charge of each unit help students to become aware of the universal rights of the child and students' own values are discussed and respected. 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. Visits from and to the Crown Court, Police and Fire Service help reinforce this message.

**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 and health group sessions. 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, different faiths, different sexuality, and different disabilities. Our PSE and RRSA teaching reinforce this. Children and young people visit places of worship that are important to different faiths.

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 a valued British citizen after discharge.

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

## **6. Curriculum Delivery**

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.

Please refer to the termly Difference We Make document for specific activities.

At each centre SMSC opportunities are incorporated in cross curricular subjects such art, English, PSHE and humanities.

**Monitoring and evaluating** spiritual, moral, social and cultural development is an on-going process. The Management Committee will receive information at least on a termly basis through the Difference We Make report.

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.