



Lawrence House School

Spiritual, Moral, Social and Cultural Development Policy

*Incorporating the promotion of British values
& Citizenship*

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INTRODUCTION

At Lawrence House School, we recognise that the personal development of students spiritually, morally, socially and culturally plays a significant part in their ability to achieve and learn, and prepares them for the opportunities, responsibilities and experiences of adult life.

We provide a stimulating, experience based curriculum that is meaningful, appropriate and relevant to our students enabling them to maintain progress and reach their full potential. Our approach to the delivery of Spiritual, Moral, Social and Cultural (SMSC) development is consistent throughout the curriculum and the overall school environment.

Every opportunity is taken to link and relate our curriculum subjects with that of the content of key worker sessions already provided by the care staff and we liaise closely to ensure they are aware of all subject matter covered.

This policy incorporates all aspects of personal development related to British Values and the contribution of individuals to wider society and culture in Britain.

SPIRITUAL DEVELOPMENT

Spiritual development is the development of the non-material element of a human being, which animates and sustains us and dependent on our view point either ends or continues in some form when we die. It is about a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's "spirit", others may say a development of a pupil's "soul" whilst others may say it's the development of a person's personality or character.

Lawrence House School will encourage the development of insights, principles, beliefs, attitudes and values which guide and motivate us.

We will help our students to:-

- Develop an understanding of feelings and emotions which cause the pupil to reflect upon them and learn from them.
- Recognise that their insights, principles, beliefs, attitudes and values should influence, inspire and guide them in life.
- Gain an appreciation of the intangible such as truth, love, beauty and order- as well as for mystery, paradox and ambiguity.
- Develop a respect for insight as well as for knowledge and reason.
- Develop and understand an expressive and creative impulse.
- Develop an ability to think in terms of the whole person i.e. concepts such as harmony, interdependence, perspective and scale.
- Develop an understanding of feelings and emotions and their likely impact.

MORAL DEVELOPMENT

Moral development is about pupils building a framework of moral values which regulates their personal behaviour. It is also about the development of pupils understanding of society's shared and agreed values. It is about understanding that there are issues and disagreements and understanding that society's values can change. Moral development is about gaining an understanding of the range

of views and the reasons for the differing range of views. It is also about developing a perspective on the different diverse views.

We will help our students to:-

- Recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and in so doing, respect the civil and criminal law of England.
- Understand the consequences of their behaviour and actions.
- Offer reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoint of others on these issues.

SOCIAL DEVELOPMENT

Social development encourages young people to explore beliefs and experiences; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and the ability to reflect.

We will help our students to:-

- Use 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.
- Develop and demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain.

CULTURAL DEVELOPMENT

We will help our students to:-

- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others.
- Understand and appreciate the range of different cultures within school and further afield as an essential element of preparation for life in modern Britain.
- Have a knowledge of Britain's democratic Parliamentary System and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participant in respond positively to artistic, musical, sporting and cultural opportunities.
- Show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

CITIZENSHIP EDUCATION

- Teaching pupils how to be responsible citizens is at the heart of everything that happens at Lawrence House School. Respect for others and for the diversity of the cultural traditions of the United Kingdom should permeate the school.
- Staff should look for opportunities in all lessons to inculcate the importance of respect for others within the school and wider community. Wherever possible examples should be used in lessons that accentuate diversity and equality of opportunity.
- Staff should also use examples in lessons to teach about the social, cultural and governmental institutions of the United Kingdom, so that children begin to develop a clear picture of the society of which they form a part.
- Pupils must be actively encouraged to use visitors to the premises as an opportunity to demonstrate understanding of the importance of showing respect and understanding for all sectors of the diverse UK society. By treating all visitors with respect students learn tolerance and respect for diversity.
- Equality of opportunity is a key value of the school. It includes equality for those with any kind of disability or with special educational needs; and it includes equality of opportunity for non-UK nationals. But it extends beyond specific categories, and is about treating all children with equality and ensuring that every child in the school feels valued and respected.
- Visiting speakers should be encouraged to share their own diverse backgrounds with pupils as appropriate, and take every opportunity to show how people from all backgrounds and cultures form the tapestry of contemporary UK society.
- By taking responsibility for each other within the school wherever possible children can be prepared to shoulder wider citizenship responsibilities in the outside world.
- Staff should wherever possible record how they have used lessons or other occasions as opportunities to teach or discuss diversity and other citizenship issues. Records should be handed to the Headteacher, who will collate them as a central record of citizenship within the school.

MONITORING AND EVALUATION

The policy will be reviewed annually as part of the overall curriculum policy review by the Education Coordinator. To be reviewed September 2019