



Pilgrim PRU

Social Moral Cultural and Spiritual Policy and British Values

October 2015



Pilgrim PRU SMSC and British Values Policy

INTRODUCTION

In contrast to the policies for specific curriculum subjects, this policy relates to the whole ethos of the Pilgrim PRU.

- At Pilgrim PRU the promotion of pupils' spiritual, moral, social and cultural development is considered to be a 'whole school' issue.
- 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.

RATIONALE - LEGAL

The Education Reform Act (1988) requires the curriculum of a maintained school to 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school.'

- Provision for SMSC development will be inspected by OFSTED as detailed in their subsidiary guidance for schools 2012.
- The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years.

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 behavior 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.

CONTENT

Assessment. The Pilgrim PRU 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 disadvantages

British 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 PRU 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 PRU 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 PRU is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British Values to all its students.

The five key British Values are:

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

British Values

At the Pilgrim PRU British Values are reinforced in the following ways:

Democracy

The Pilgrim PRU is working towards the Recognition of Commitment stage of the UNICEF Rights Respecting school award. All children and young people are asked to reflect upon and share their own fundamental value to be respected by staff and peers and these are displayed in the classrooms; this becomes a charter, shared by and owned by everyone equally. Young people have the opportunity to meet with their elected peer regularly and the RRSA steering group comprised of these elected peer representatives meet half termly. Due to the ill health of the young people these meetings sometimes happen using video chat. Democracy is learned about by a mixture of classroom teaching and activities and visiting speakers as well as the opportunity to take part in elections to form the steering group.

Children have many opportunities for their voices to be heard, there is an independent young people's advocate who works with us as a PRU to represent young people in a wide variety of situations not limited to but including education. Each week there is a 'Have your say' group which a member of the teaching team attends.

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.

Individual Liberty

Within the PRU 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.

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.

Tolerance of those of Different Faiths and Beliefs

The PRU 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, different disabilities. Our PSE and RRSA teaching reinforce this. Children and young people visit places of worship that are important to different faiths. One of our teachers volunteered for many years with Oxfam campaigns, Cambridge and our teaching team is a mix of members of different faiths or religions and nationalities. At the PRU 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.

Curriculum Delivery

Darwin Centre

At the Darwin Centre the SMSC curriculum is taught alongside the PSHE curriculum and incorporated in to other subjects such as Art, English and humanities. Themes such as Relationships, Health and Wellbeing, Living in the wider world, Anti Bullying, financial wellbeing and understanding of the British government have been covered this year. Relevant news items are brought in to the curriculum and fundraising is carried out in support of Comic Relief and Children in Need. Pupils are given the opportunity to participate in the Bronze Level Arts Award and AQA Unit awards have been created on Introduction to Diversity, prejudice and discrimination and the introduction to Islam.

Phoenix

At the Phoenix Centre SMSC is taught alongside the PSHE curriculum and incorporated in to other subject areas such as Art, English and humanities. Themes such as homelessness, poverty, treatment of the elderly and Remembrance day and the refugee crisis have been covered this year. Visitors have also attended the unit including an Anglican priest who did a question and answer session on theological issues such as the nature of suffering, existence and evolution. News items such as the spread of Ebola are also covered and pupils participate in fundraising activities. A visit from a local MP has also occurred this year. Cultural trips to the theatre are also arranged such as the trip to see 'Much Ado about Nothing'

Croft

At the Croft SMSC is taught alongside PSHE, Art and Literacy topics. Themes such as recycling, good citizenship, Stranger danger, Armistice day, E- Safety , Buy Nothing Day and Hanukkah have been covered. Visitors such as the City Rangers and the Police have led some of these sessions. Children participate in a weekly art lesson where they look at the work of other artists and respond creatively to their work.

Addenbrooke's



At Addenbrooke's SMSC is incorporated in to other subjects where possible. This may be through texts studied at Secondary level or story books at Primary level. Books such as We All Went on Safari, a counting journey through Tanzania by Laurie Krebs and Handa's Surprise by Eileen Browne. Pupils used these books to explore Tanzania culture and language. Other themes such as Chinese New year have been explored through art and literacy. Wall displays showing these activities have been made and are displayed on the wards.

LINKS WITH OTHER POLICIES

Personal, Social and Health Education Policy
Behaviour Policy
Equalities Policy
Behaviour Policy
Teaching and Learning Policy
RE & Collective Worship Policy

RESPONSIBILITIES

The Management committee is responsible for:

- SMSC Policy promotes an ethos that values individuals.
- SMSC is put into practice and monitored by the appropriate governor

The School Development Plan will include a section on SMSC development which gives an indication of planned developments in all four aspects and arrangements for review.

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.

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 PRU as a whole.

REVIEW

The management committee will review the Curriculum policy every three years.

This Policy has been formally adopted by the Management committee of the Pilgrim PRU

It will be reviewed by the Management Committee, the Head Teacher in consultation with all staff two years from the date of the signature below:

Signed

Chair of Management Committee.

Date October 2015
