Social, Moral, Spiritual and Cultural Implementation Plan

Overview

An exceptionally positive ethos and culture enables students to develop the self-confidence, self - awareness and understanding of how to be a successful learner, for many, this is the first time. The students are highly vulnerable, have complex needs, histories of multiple exclusions and a sense of failure. However due to the creative way that Graduately Developing Futures (GDF) provide a constant range of opportunities to develop self-management, self-regulation, develop flexible thinking and resilience they settle well, relate well to their peers and develop the social skills required for future success in their next stage of education and life. For these children it is this that then unlocks the door to learning and the journey towards academic achievement.

GDF takes a holistic approach to ensuring that all members of the 'team' feel a sense of belonging. Each member is aware of the importance of their part in creating a successful place for learning and there is a clear balance of support and challenge to do the very best they can. Leaders rigorously monitor the impact of all they do, continuously self-evaluating what works and any improvements to be made.

Context

Students' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British Values, are at the heart of GDF's work and, as a result, students are encouraged to take the opportunity to enjoy accessing learning, reflect on their own behaviours and choices and learn to work together to overcome difficulties. A wide range of opportunities will support the SMSC development of students. Leaders promote equality and diversity for students and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour.

GDF takes a nurturing approach, promoting and developing students' empathy skills and understanding of emotions. Where there are moments of upset, staff quietly support students to reflect on behaviours and to discuss right and wrong and moral values. Students are supported to reflect on incidents, the cause and effect of behaviours and to endeavour to think of more appropriate, safer, socially acceptable ways to respond if a similar issue arose.

Social and emotional development is at the heart of all teaching at the school, many of the students at GDF have histories of poor attendance, not accessing learning and multiple exclusions. The provision, interventions and support in place for all students and their families enables them to progress from the moment they join the school. For many of our students it can be the first time they feel truly welcomed and safe within a school setting. GDF maintain high expectations of our students, ensuring appropriate challenge for the students to use a wide range of social skills in different contexts.

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Leadership and management
All staff at GDF thread SMSC learning throughout the broad and balanced curriculum. The range of subjects and opportunities helps students acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.

The collaborative approach to developing SMSC understanding at every opportunity ensures students are challenged to use a range of social skills in different contexts, for example working as a team in outdoor activities, visiting places with historical significance and showing a deep respect, tolerance and understanding of the culture and beliefs of others.

Leaders and governors promote a culture that enables students and staff to excel. They are committed to setting high expectations for the conduct of students and staff. Time is given for students to reflect on and learn from previous mistakes made and learn right from wrong. Even more significantly, time is planned to support students to develop ways to self-regulate, manage their emotions and behaviours effectively and appropriately.

Teaching, learning and assessment
Wide range of opportunities and high quality delivery of experiences enables students to gain a greater understanding and appreciation of the different cultures within both school, local area and further afield, an essential element of their preparation for life in modern Britain.

Staff are determined that students achieve well. They encourage students to try hard, recognise efforts and ensure that students take pride in all aspects of their work. Teachers have consistently high expectations of students' attitudes to learning. Teachers are quick to challenge stereotypes and the use of negative language in lessons and around the school. GDF values diversity of students' experiences and provides them with a comprehensive understanding of people and communities beyond their immediate experience.

Examples of Spiritual development
Spiritual development is promoted by enabling the growth of a 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.

Examples of opportunities to worship and reflect

- Assemblies
- Giving thanks e.g. Remembrance Day
- R.E. – Celebration Days

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We also aid the students in developing a sense of empathy, concern, compassion; fostering inner lives and non-material well-being; and to experience moments of stillness and reflection. Examples of this can be:

- Outdoor learning
- Horticulture
- Animal Care
- Quiet areas/Story time
- Mindfulness
- 1 to 1 coaching/Support

Creating opportunities to deepen student's understanding of family values and having respect for the feelings of others such as:

- Having breakfast and lunch with peers in school
- Including others at playtime

Curricular/Creative opportunities:

- Culture and Arts
- Movement/Drama sessions in groups
- Visiting local museums
- Practicing Mindfulness when doing art activities such as clay modelling
- Trips to the Cinema / Theatre
- School performances

Therapeutic interventions offered to children as a result of concerns being raised about the emotional well-being of children by staff and parents. These come in the form of one-to-one sessions for children, group sessions and class sessions to enable and develop relationships.

- Thrive
- Psychotherapy – lego therapy
- Gross and Fine motor skills - Occupational Therapy
- Speech and Language Therapy
- Art – Using creative arts to express sensations and emotions

Students at GDF have the opportunity to foster their own inner lives and non-material wellbeing by:

- Sustaining their self-esteem in the learning experience
- Developing their capacity for critical and independent thought
- Fostering their emotional life and expressing their feelings
- Experiencing moments of stillness and reflection
- Discussing their beliefs, feelings, values and response to personal experiences
- Forming and maintaining worthwhile and satisfying relationships
- Reflecting on, considering and celebrating the wonders and mysteries of life

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Examples provided of Moral Development

GDF promotes moral development through enabling the students 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.

Students are encouraged to recognise the challenge of life today and the role they play in it; challenging discrimination, developing respect and tolerance for others and developing an understanding of ethical issues. Students are supported in developing their morals through:

- Reflecting on their actions, learning how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them
- Recognising the unique value of each individual
- Listening and responding appropriately to the views of others
- Gaining the confidence to cope with setbacks and learn from mistakes
- Taking the initiative and acting responsibly with consideration for others
- Distinguishing between right and wrong
- Showing respect for the environment

Learning experiences include:

- Visits to local museums
- Developing an understanding of ethical issues such as plastic pollution, recycling and reducing our use of energy, learning how they can make changes at home
- Visits to the local Food Bank
- Opportunities to work with community groups, socialising with different sectors of our community

GDF will implement a points system, shared with the students and parents. This points system will enable the children to think through their own actions and to reflect and take responsibility for when they have made the wrong choices (linked to the school rules and values). Children are always given the chance to talk through problems and to learn to identify where the choices that they made had a negative impact, thus enabling them to use the situation as a learning process.

Examples of Social Development

GDF promotes students' social development by facilitating their 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. This is through:

- Mindfulness – positive touch and interaction with others, including asking permission
- Breakfast at school
- Assemblies
- Performing arts
- Manners
- Attendance awards

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- Cooking
- Forest Schools/Life Skills
- Sports/Rugby

Students at GDF have the opportunity to:

- Develop a sense of belonging and an increasing willingness to participate
- 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

PSHE themes have been carefully chosen and devised to support the needs of the children and the community which they are a part of. PSHE underpins much of what is delivered and how. Children learn skills which enable them to develop their abilities to solve problems, make good choices and to respond positively in situations where they might feel under pressure from peers.

Learning to be a good team member is an essential part of what is delivered, whether that is through being part of a sports team, music group or a class team working towards a goal. Children rise to the challenge of being good team members, supporting their peers to achieve something. This is especially noticeable in the peer to peer support which takes place in the daily activities within school

Examples of Cultural Development

GDF promotes cultural development by enabling students to acquire an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. Students are provided with learning interventions and experiences that provide the opportunity to develop a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. Students study a wide range of cultures and religions and access a wide range of experiential activities to develop an understanding of the value and richness of cultural diversity. This is through:

- Curriculum; British Values;
- Recognising the needs of others – without discrimination
- Cooking dishes from different countries
- Visits and excursions
- Sensory Room
- Breakfast in school
- Sports opportunities

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Students at GDF 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.

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