



The Park School

Spiritual, Moral, Social, Cultural Development Policy

Introductory statement

The Park School's ethos and atmosphere strongly reflects its attitudes towards the spiritual, moral, social and cultural developments of our students. All who have contact with The Park can perceive and understand:

- The values implicit in the decisions made
- The quality of relationships between everybody in the school
- The level of commitment to promoting equality of opportunity
- The range and quality of activities designed to promote personal development
- The degree of concern shown in developing responsibility, initiative and pride in the work of individuals
- The degree of concern shown in developing responsibility, initiative and pride in the school environment

Aims

The Park School aims

- to provide students with knowledge and insight into values and beliefs that will enable them to reflect on their own experiences and choices
- to teach the principles which distinguish right from wrong
- to encourage students to relate positively about themselves, to each other, the adults who support their learning, family and the wider community
- for all students to access the opportunities provided by the school
- to support all students in participating fully in the school and wider community
- to teach students to appreciate their own cultural traditions and the diversity and richness of other cultures

Context

The academic ability of students at The Park ranges from P Levels to NC Level 4. Their understanding and experiences of the wider society varies greatly. Students at The Park may need support in achieving the aims set out in this policy.

We want our students to be happy and committed learners and to equip them with the lifelong skills that they need to achieve independence and personal well-being.

Statutory requirement

The statutory requirement that schools should encourage pupils' Spiritual, Moral, Social and Cultural Development was introduced in the 1988 Education Reform Act.

The Act states that the curriculum for a maintained school must be a balanced and broadly based curriculum which:

Promotes the spiritual, moral, social and cultural development of pupils at the school and of society; and prepares pupils for the opportunities, responsibilities and experiences of adult life.

Organisation of Learning

Spiritual Development

'Spiritual' is not synonymous with religious; it is the responsibility of the whole school and the whole curriculum, as well as activities outside the curriculum.

At The Park, we welcome the diversity and breadth of spiritual understanding held by all members of our school; pupils, teaching staff and support staff.

At The Park, we encourage spiritual development in various ways. We provide opportunities for prayer groups for both staff and students. School assemblies and R.E. lessons introduce pupils to the beliefs, ideas and practices of other faiths.

(See Religious Education Policy for further information). Class discussions, year group, Key Stage and whole school assemblies encourage mutual respect and understanding. Reflection time in tutor time covers many spiritual themes including caring and compassion, living life to the full, forgiveness and inner strength.

As a school, The Park understands the importance of collective worship in the spiritual development of the students. Collective worship at The Park includes:

- Weekly whole school assemblies
- Year group meetings
- Key Stage meetings
- Reflection time within tutor time
- Weekly prayer groups

At The Park, we try to create an environment that is aesthetically pleasing with a variety of interesting, stimulating experiences, which encourage the children to question and wonder about the world. These include the multi faith garden, environmental garden, memory garden, the focus room and chill zone and social hub.

Moral and Social Development

Moral and social developments are closely related. Moral development concerns fundamental judgments and perceptions about how we should behave and act and the consequences of actions. It includes questions of intention, motive and attitude and in particular develops principles for distinguishing between right and wrong. Social development relates to those skills and personal qualities necessary to play a full part in society.

The Park helps its students to arrive at an understanding of morality by fostering its own values of respect for self, others and the environment, which are shared with students and parents. PSHCE sessions allow teachers, students and support staff the opportunity to discuss ideas, listen to others, share views and role play situations. Assemblies enable students to share and discuss ideas in a setting where there is an importance on listening. The School Council (representatives from each class) enables students to shape a school environment that reflects their ideals. Our small classes are headed by a class tutor that is responsible for the class's pastoral care. Class tutors at The Park play a pivotal role in social and moral development of students. Tutoring times are used to reflect on behaviour, attitude and attainment through use of the logbook and reward system.

High standards of behaviour and attitudes are expected from The Park School staff who act as role models for the students.

Cultural Development

Cultural development refers to the students understanding of the beliefs, values, and customs of others. It also refers to the participation in and responding to cultural activities.

At The Park, we will encourage student's cultural development by deepening their understanding of their own culture and broadening their experience of aspects of other cultures. We will do this in a variety of ways. For example:

- Learning about historical figures who have contributed to developing our society in a particular way, e.g., Martin Luther King
- Visiting churches, museums, places of interest

- Observing special days throughout the year and religious festivals, e.g. Remembrance Day and Divali
- Listening to and responding to a variety of music – modern, classical, from other cultures
- Looking at the works of famous artists from a variety of cultures
- Reading and listening to a variety of literature – poetry, stories, poetry, myths, legends

We encourage all our students to participate in and respond to a broad array of cultural activities. We have a school band and singing club and many of our students take part in extracurricular activities, for example singing at the accompanying The Drifters at Woking Theatre. We also access wider cultural events including visits to galleries and museums and visits from drama groups and musicians.

Reflection time within tutor times on a variety of topics including forgiveness, valuing diversity and new starts.

At The Park, we follow the County guidelines regarding the needs of non-Christian pupils at fast or festival times. Respect for, and understanding of, all cultures is nurtured, not only through assemblies and more formal teaching but also by the schools ethos which values all children and welcomes the diversity of experience each student brings into the school.

Responsibility for SMSC

The Governing body and the Leadership Team are responsible for ensuring the SMSC policy is put into practice and monitored.

All school staff are responsible for the day to day implementation of the policy

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