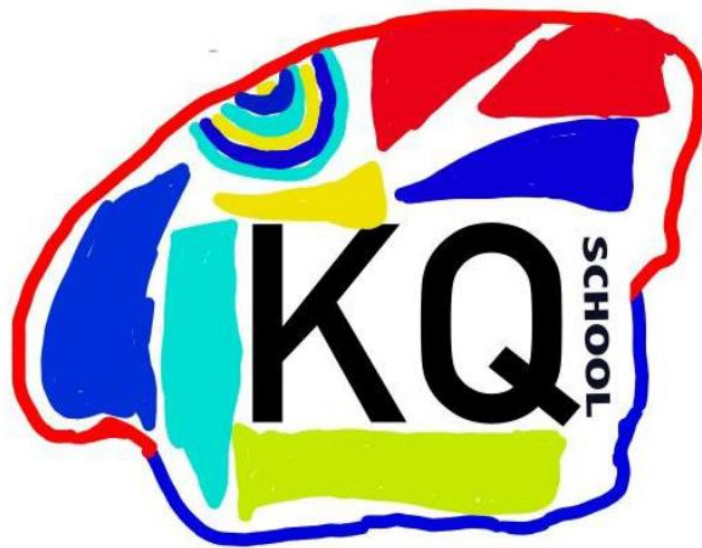


Spiritual, Moral, Social and Cultural (SMSC) Development Policy



Approved by: LGB

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2023

At Kensington Queensmill we value highly the aspirations outlined in the definitions below, and would want all of our pupils to progress in these areas as much as they possibly can, with our help, despite their autistic features which can limit them in their understanding. In this policy we set out how we go about fostering our pupils' development in these vital areas which we recognise to be, as whole, a firm foundation on which to build learning.

1. Spiritual Development

We see spiritual development as our pupils' growth of sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will 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 develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

We aim to help our pupils to:

- understand as much about their autism as they are able to
- learn to manage the stresses caused by their autism using a range of therapeutic methods.
- learn what they are good at and how that can be put to very good use, for instance incorporating their special interests into their curriculum and giving them deserved praise for their expertise and for all successes in learning no matter how small
- learn how to relax and fill their leisure time productively, acknowledging that this can be a very stressful time for our pupils because of its inherent lack of structure
- tolerate working alongside others and work collaboratively with others
- be aware of others and their point of view
- enjoy their learning and experience some awe and wonder through it

2. Moral development

Involves our pupils acquiring 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 are able and willing to reflect on the consequences

of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and act upon them.

We aim to help our pupils to:

- learn the difference between right and wrong in particular instances, even if they are not able of understanding, for example learning that it is wrong to hurt others, even if their lack of Theory of Mind hampers them in being able to understand the feelings of the other person
- learn through social stories, or pictorial reminders or plans what the right response to moral dilemmas might be, for instance developing a social story or a plan for a child to encourage him not to undo his seat-belt on the bus and not to undo the seat-belts of others, and outlining the consequence of the correct behaviour
- generalise some of this learning so that they are not having to re-learn a right/wrong response for every single likely interaction.
- Learning to have a voice and therefore an opinion. For example be able to accept or reject.
- Through assemblies and class lesson time student have opportunity to learn about and know how to respect other cultures morality i.e. RE, Geography.
- Students are encouraged to take responsibility for their own actions i.e. I am working for cards, visual schedules, student friendly IEP's
- School has a clear moral code: which is accepting and inclusive.
- school is awash with displays, photos and information sharing the moral values of the school in a way that students and all victors can access.
- Staff model exemplary moral behaviour which help direct our students.
- Our learning environment is safe and nurturing where students feel valued and comfortable enough to develop their own moral identity.

3. Social Development

Involves pupils 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 work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills,

understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

We aim to help our pupils to:

- understand their part in their own class with a small group of peers and their staff team, and to this end involve pupils in paired and group work for large parts of the day so that their tolerance of being in a group and their ability to contribute to the group grows despite preferences to be alone
- have access to different social groupings and larger groups through clubs, assemblies, playtimes, lunchtimes, extended schools' activities, shows, etc., all of which are heavily supported with the same level of autism-specific strategies in order to help children to cope and to learn despite any anxieties or sensory overloads
- have access to the local community as much as possible in order to learn vital life-skills, to generalise school-based learning in another context and to be aware of and become actively part of the wider community
- have access to pupils from other schools, either through integration opportunities in local mainstream schools or reverse integration when pupils from the local secondary school come into our school
- be aware of other cultures and faiths and experiences of other groups that might differ from their own, through the curriculum, assemblies and celebrations, visitors to the school and visits into the community
- be aware of other countries
- Regular speech and language session with a focus on communication groups
- Our student despite their difficulties with social interactions all learn to cope in a wide variety of social situations and students are often able to modify their behaviour and language to adapt.
- Students learn to work as part of a group taking turns, waiting, listening and responding to others and respecting others opinions/differences and similarities
- Students are able to work as a group towards common goals i.e. completing jobs that need doing in class such a tidying, taking the register to the school office, helping to lay the table at lunch times.
- Students are supported in voicing their opinions and to accept and reject appropriately in a variety of situations
- There are many opportunities for students to practice these skills off site on a wide variety of visits

4. Cultural Development

Involves pupils acquiring the understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

- Assemblies exploring many of the major religious festivals from around the world covering many cultures.
- School visits to places of worship from many different religions
- RE curriculum that is in line with advice from SACRE FS KS1,2 and 3
- curriculum that explores food and festivals from all over the world
- Music sessions that encourage students to listen to and appreciate world music.
- Equal opportunities policy is adhered to through the school