



PRISM Independent School

SMSC Policy

Rational

The spiritual, moral, social and cultural development of the young person, incorporating the acceptance of and engagement with British values is recognised as being of fundamental importance for the education of all pupils by the senior leadership team, management committee and staff at PRISM. It is taught through all subjects of the curriculum and in particular PSHE, PSD and RE. It supports all areas of learning and can contribute to the young person's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the pupil.

This policy must be read in conjunction with the following PRISM Policies:

- Equal Opportunities
- Practice and Values
- PREVENT
- PSHE

PRISM Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within PRISM. The ethos is based on the principle of 'Unique Opportunities for Unique Young People'. The quality of relationships, the bespoke curriculum and the atmosphere within PRISM reflect an appreciation of these shared values.

Spiritual Development

Spiritual development is relevant to all pupils, regardless of whether they come from a spiritual or religious faith background.

In developing the spirituality of pupils, we help them to become aware of:

- The search for meaning and purpose of life
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence

- The world of imagination and creativity
- The need to understand oneself and one's feelings
- The need to value oneself and one's feelings.
- The need to recognise the feelings and achievements of others

In this way, spiritual development encourages

- Self-awareness
- Reflection
- Reasoning
- A sense of identity
- Good relationships
- Co-operation and empathy
- The formation of long-term values and ideals

The school will promote spiritual development through:

- Fostering high self-esteem by encouraging pupils to take risks or face challenges in their learning within a secure and positive environment.
- Demonstrating an appreciation for work of the pupil's imagination and provide opportunities for them to use their own creativity.
- Offering opportunities for aesthetic experience in art, music and literature.
- Making time for stillness and reflection.
- Posing questions that encourage pupils to consider issues of meaning and purpose.
- Developing good listening skills
- Showing that it is not always possible to provide an absolute answer.
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where pupils have constructive interaction with others from a wide range of backgrounds - not just their friends.
- Fostering emotional well-being by encouraging pupils to express their feelings and to have the ability to control their emotional behaviour.
- Developing the capacity for evaluative reasoning and critical thought.

These opportunities are weaved throughout the curriculum although appear more clearly in RE and PSHE.

Moral Development

This relates to the pupil's developing understanding of what is "right", "wrong" and "fair". PRISM will try to build on the moral training within the home while accepting that there might be different approaches between home and school.

Moral development is concerned with:

- Developing awareness and understanding of the moral code of the communities in which they live.
- Helping the pupil to realize that to enjoy rights we must accept responsibilities.
- Developing the understanding of why rules are necessary, within school and society and how English laws reflect the morals within society and how they contribute to these.
- Developing self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions.
- Giving the pupil the knowledge and ability to question and to reason so that they can decide on the most appropriate action after considering the consequences of an action.
- Developing the skills necessary to explain their own behaviour.
- Value physical well-being, privacy, feelings, beliefs and rights of others.

PRISM will promote the moral development of the pupil by;

- Accepting proper authority.
- Showing respect to ALL people in school e.g. Staff, volunteers, other pupils, visitors.
- Having a consensus of values that are stated clearly and owned by everyone.
- Building up the self-esteem of the pupil.
- Encouraging everyone within the school to behave in an acceptable way towards one another.
- Supporting pupils in understanding the consequences of their actions.

Opportunities to promote moral development will be provided throughout the curriculum and during breaks, lunchtimes and Reading Matters.

At PRISM our Moral Code is underpinned by belief in:

- Being honest
- Respecting the rights and property of others
- Being considerate to one another
- Accepting responsibility for one's own actions
- Self-discipline

We will not accept:

- Bullying
- Cheating
- Deceit
- Cruelty

- Irresponsibility
- Dishonesty
- Selfishness

Social Development

Social development is about young people working effectively with each other and participating successfully in the community in which they live. This involves developing skills and personal qualities necessary for living and working together and maintaining successful relationships, participating in and contributing to life in modern Britain. It is about functioning effectively in a multicultural society and showing respect to all. It involves knowledge and understanding of society in all its aspects. This includes understanding people; society's institutions, structures and characteristics; economic and political principles and organisations and roles and responsibilities of life as a citizen, parent or worker in a community.

The School will promote social development through:

- The modelling of positive social behaviour by all staff to help pupils to develop personal qualities that are valued in our society.
- Promotion of a sense of belonging to a community with inclusive values both within school and with the wider community.
- In school:
 - o Pair and group work is encouraged in classrooms
 - o Team sports
 - o Peer support at breaks and lunchtimes
 - o Trips and visits
 - o Provide a framework to understand and debate social issues across the curriculum.
 - o Provide opportunities to be involved in the democratic process, for example through mock elections
 - o Learn about and respect the democratic processes and laws in England.
 - o Provide opportunities for pupils to exercise leadership and responsibility.
- In the wider community
 - o A variety of visits and visitors
 - o Work experience
 - o Encourage students to recognize and respect social differences and similarities and become more aware of their own culture.

Cultural Development

Development in this area allows the pupil to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. Pupils need to appreciate the distinctive features of their own culture and

those of others. They also need to understand and respect public institutions and services in England. This will help pupils to answer the questions “Who am I” and “Where do I fit in?” We need to remember that cultures are dynamic and are constantly being re-shaped.

PRISM will promote cultural development through:

- Exposing pupils to stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RE.
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures

Opportunities to nurture the cultural development of the child exist in all creative areas - PHSE and RE.

British Values Statement

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. PRISM 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 school 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. PRISM is dedicated to preparing pupils for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its pupils. The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

Democracy

The rule of law

Individual liberty

Mutual respect

Tolerance of those of different faiths and beliefs

The school uses strategies within the national curriculum and beyond to secure such outcomes for pupils. The examples that follow show some of the many ways PRISM seeks to instil British Values in all our pupils.

Democracy, Our school uses many forms of democracy; this begins with listening to each other and results in actions being taken. We aim to support both individually and collectively, as outlined in our Policy and Values document.

The rule of law, We have clear codes of conduct and school rules identified within our Policies and induction package.

We have visits and work closely with YOT and the Police to reinforce the rule of law. **Individual liberty**, Students are encouraged to make individual choices within a safe environment and we have a robust anti-bullying culture and policy.

Mutual respect, Pupils understand, how to treat each other with respect and this is promoted and embedded in SOW across the curriculum offer curriculum areas.

Tolerance, of those of different faiths and beliefs all learners are treated equally at PRISM. Enrichment sessions are used to project information to dispel myths related to different cultures and faiths.

