

THE LION WORKS SCHOOL POLICY



Social, Moral, Spiritual and Cultural Development Policy

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Context

The Lion Works School is an Independent special school. We are part of an ethical and progressive organisation that believes it can achieve real change for children, young people and their families.

The Lion Works School is situated within the BCP local authority. We offer an academic and vocational specialist learning provision across KS3, KS4 and Post 16 aiming to reduce barriers to enable successful learning experiences and outcomes. There are a variety of routes a student can take, which include GCSEs, BTECs and other accredited qualifications whilst building confidence, improving wellbeing, enabling self-regulation and increasing attendance. Our school is full of life and has a wealth of resources to spark interest and ignite that passion to achieve, equipping our students for everyday life and the opportunities that await them.

We adhere to the values of **ARC**:

Ambition

Resilience

Community

The Lion Works School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal, Links:

Structure	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
Positive (approaches and expectations)	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
Empathy	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
Low arousal	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
Links	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

Aims

We believe it is imperative to instil this knowledge and understanding of these values to allow our students to take an active, confident and informed role in their community and to be able to interact with others in a positive way and make a positive contribution to our society.

We want all of our students to be enabled to *“play a confident, informed role in society, have a fully developed values system and be able to interact with other people in a positive way”* and we want to ensure that we *“prevent political indoctrination of students through the curriculum”*.

Our overall aims are further exemplified by:

Social Development

Social acceptance and more positive interactions with adults and peers including family. Increased social circle. Students will develop their own voice. Students will be able to make their own choices and access their own interests. Develop new interests and choices. Gain a better understanding of others

Moral Development

Students will be able to access more activities in the local community. Students will be able to make choices and decisions based on a sound understanding of right and wrong. Students will know how to and be able to keep themselves safe when at home, at school and in the community.

Spiritual Development

Students will develop increased self-esteem and confidence. Students will get to experience different cultures, religions and types of backgrounds. They will gain a better understanding of different types of beliefs and life in Modern Britain.

Cultural Development

Students will develop cultural capital and have new experiences and opportunities. They will widen their interests and understanding of others and their backgrounds. They will understand what it means to be part of a local, national and international community.

Legislation and Guidance

This policy reflects the requirements of the [Independent School Standards guidance \(2019\)](#) and the [Education Inspection Framework](#), as well as the DfE Guidance on Political Impartiality in schools, February 2022: [Political Impartiality in Schools](#) and is an integral part of our broad and balanced curriculum. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

Social, Moral, Spiritual and Cultural Development Policy Statement

At The Lion Works School we recognise the importance of actively promoting and developing our student's Spiritual, Moral, Social and Cultural (SMSC) development and thus equipping them with the knowledge and understanding to effectively prepare for adulthood.

The principles of SMSC personal development are vital to the school and span our whole curriculum, policies and the ethos and school culture, but especially within our PSHE/RSE programmes of study. We seek to promote respect and tolerance in all our students through our relationships and in building the self-esteem and confidence in undertaking tasks and celebrating their achievement in the core values in our school of: academic, resilience and community. These achievements are celebrated weekly by our students in assembly with the Headteacher's Award in each of these domains. There is also an additional Headteacher's award in Reading. Although this is not a core value, it is an important aspect of our school life.

Roles and Responsibilities

SLT

- The Headteacher has overall responsibility for the implementation and oversight of this policy
- The Deputy Headteacher and the Assistant Headteachers have responsibility for the delivery of its objectives in their own areas of responsibility
- The CEO and School Board is involved in oversight and scrutiny of the processes that relate to the breadth and balance of the curriculum

All Staff

- All staff will ensure that SMSC development is actively promoted across the whole school at all times in their actions, teaching, resources and their ethos aligned to the school's values

Curriculum Subjects Mapping to SMSC Values

At The Lion Works School we believe it is important for students to have the opportunity to study a broad and balanced curriculum in order that they may extend their understanding of the world in which they live and prepare effectively for adulthood.

Social Development	Moral Development	Spiritual Development	Cultural Development
PSHE / RSE Curriculum	PSHE / RSE Curriculum	PSHE / RSE Curriculum	PSHE / RSE Curriculum
Assemblies	Positive Behaviour Support	Assemblies	School Trips
DofE Bronze and Silver Awards	Tutor Groups	PSHE / RSE Curriculum	Access to the Arts – theatre trips
Excellence Afternoons	Assemblies	Visiting speakers	Community participation
Outdoor Education	Charitable Projects		Art Curriculum

HT Weekly Awards	School Ethos		Visiting speakers
Community Visits – including volunteering	Community participation – within and without		Visiting other schools
Multi-sports / Team sports	HT Weekly Awards		
School Council	Educate Against Hate Resources		
Work Related Learning			

Links to other Policies

- PSHE Policy
- RSE Policy
- Positive Behaviour Support Policy
- Student Code of Conduct
- Staff Code of Conduct
- Curriculum Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Promoting the Fundamental British Values Policy

Appendix 1: Definitions

Social Development

Students' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio- economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Moral Development

Students' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives;
- understanding of the consequences of their actions;
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Spiritual Development

Students' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in and respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Cultural Development

Students' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.