



Alternative Provision Service

(Encompassing the 3 PRU Bases, Launchpad Tuition, and Launchpad Alternative)

Spiritual, Moral, Social and Cultural Policy 2023

Vision

To provide a high quality, personalised educational experience that meets learners' needs and leads to success for all.

Mission

A positive and inclusive community where young people are encouraged to achieve high standards of progress and succeed in a supported, safe environment.

Our Values / Principles

Individuals Aspirations Raised
New Experiences
Safety and Support
Personalised Programmes
Individuals Feeling Valued
Respect
Excellence in Learning

Approved by: PRU Management Committee **Date:** 13th March 2023

Last reviewed on: 19th November 2019

Next review due by: March 2026

Spiritual, Moral, Social and Cultural Development

We aim to provide an environment in which pupils' spiritual, moral, social, and cultural development can flourish. The climate and values of all our facilities are evident from the moment staff, pupils and members of the public enter them. Our services provide a welcoming environment and are proud of the achievement of those who work and learn there. We have a drive for learning and respect for reflective responses? Other pointers include:

Spiritual Development

Spiritual development is the development of the non-material element of a human being, which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Alternative Provision Service will support:

The development of insights, principles, beliefs, attitudes, and values, which guide and motivate us. For many pupils, these will have a significant religious basis

- A developing understanding of feelings and emotions which causes us to reflect and to learn
- For all pupils, a developing recognition that their insights, principles, beliefs, attitudes and values should influence, inspire or guide them in life.
- Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
- Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them
- Pupils to explore and develop what animates themselves and others
- Pupils to reflect and learn from reflection
- Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
- Development of a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- Accommodating difference and respecting the integrity of individuals
- Promotion of teaching styles which:
 - *value pupils' questions and give them space for their own thoughts, ideas, and concerns*
 - *enable pupils to make connections between aspects of their learning*
 - *encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'*

This will be monitored, in simple, pragmatic ways during staff briefing sessions and in reviewing pupils' progress in these aspects, to show the success of what is provided.

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- An awareness and understanding of their own and others' beliefs
- A respect for themselves and for others
- A sense of empathy with others, concern, and compassion
- An increasing ability to reflect and learn from this reflection
- An ability to show courage and persistence in defence of their aims, values, principles, and beliefs
- A readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- An appreciation of the intangible – for example, beauty, truth, love, order – as well as for mystery, paradox and ambiguity
- A respect for insight as well as for knowledge and reason
- An expressive and/or creative impulse
- An ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale, perspective
- An understanding of feelings and emotions, and their likely impact.

Moral Development

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Alternative Provision Service will promote:

- A clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria

- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Development of an open and safe learning environment in which pupils can express their views and practise moral decision-making
- Rewarding expressions of moral insights and good behaviour
- Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
- Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions.

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Pupils who are becoming morally aware are likely to be developing some or all of the following characteristics:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- A confidence to act consistently in accordance with their own principles
- An ability to think through the consequences of their own and others' actions
- A willingness to express their views on ethical issues and personal values
- An ability to make responsible and reasoned judgements on moral dilemmas
- A commitment to personal values in areas which are considered right by some and wrong by others
- A considerate style of life
- A respect for others' needs, interests and feelings, as well as their own
- A desire to explore their own and others' views
- An understanding of the need to review and reassess their values, codes, and principles in the light of experience.

Social Development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

Alternative Provision Service will promote:

- Identification of key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- Encouraging pupils to work co-operatively encouraging pupils to recognise and respect social differences and similarities
- Providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect
- Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community
- Helping pupils resolve tensions between their own aspirations and those of the group or wider society
- Providing a conceptual and linguistic framework within which to understand and debate social issues
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Pupils who are developing socially are likely to be developing some or all of the following characteristics:

- Be able to adjust a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work, successfully, as a member of a group or team

- Challenge, when necessary and in appropriate ways, the values of a group or wider community
- Share views and opinions with others, and work towards consensus
- Resolve conflicts and counter forces which militate against inclusion and unity
- Reflect on their own contribution to society and to the world of work
- Show respect for people, living things, property and the environment
- Benefit from advice offered by those in authority or counselling roles
- Exercise responsibility
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities
- Participate in activities relevant to the community
- Understand the notion of interdependence in an increasingly complex society.

This will be monitored, in simple, pragmatic ways during staff briefing sessions and in reviewing pupils' progress in these aspects, to show the success of what is provided.

Cultural development

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the Internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

Alternative Provision Service will promote:

- Providing opportunities for pupils to explore their own cultural assumptions and values
- Presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
- Extending pupils' knowledge and use of cultural imagery and language
- Recognising and nurturing particular gifts and talents
- Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges

- Reinforcing the school's cultural values through displays, posters, exhibitions, etc
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- an ability to recognise and understand their own cultural assumptions and values
- an understanding of the influences which have shaped their own cultural heritage
- an understanding of the dynamic, evolutionary nature of cultures
- an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- an openness to new ideas and a willingness to modify cultural values in the light of experience
- an ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture
- a willingness to participate in, and respond to, artistic and cultural enterprises
- a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- a regard for the heights of human achievement in all cultures and societies
- an appreciation of the diversity and interdependence of cultures.

This will be monitored, in simple, pragmatic ways during staff briefing sessions and in reviewing pupils' progress in these aspects to show the success of what is provided.