

SPIRITUAL, MORAL, SOCIAL & CULTURAL (SMSC) EDUCATION POLICY

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TABLE OF CONTENTS

| | | |
|-----|---------------------------------------|----|
| 1. | Purpose | 3 |
| 2. | Legislation & Guidance | 4 |
| 3. | Definitions..... | 4 |
| 4. | Scope | 5 |
| 5. | Responsibilities..... | 5 |
| 6. | Implementation..... | 6 |
| 7. | British Values..... | 8 |
| 8. | Impact & Monitoring Arrangements..... | 9 |
| 9. | Policy Review..... | 10 |
| 10. | Version History | 11 |
| 11. | Related Legislation & Guidance | 11 |
| 12. | Related Internal Documentation | 11 |

1. Purpose

- 1.1 At Jigsaw CABAS® School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We recognise that the strands of SMSC education are interrelated and dependent on each other for the overall development of individuals and the school community.
- 1.2 The provision at Jigsaw is based on the overall mission, values and ethos of the school. The primary objective of the school is to improve the lives of autistic children and young adults through the provision of high quality, accessible, educational, vocational and well-being services. All individuals connected to the school are expected to share the school's values of caring, teamwork, integrity, person-centred and continuous learning. The school's ethos is underpinned by positive reinforcement to ensure pupils can thrive and achieve their full potential. Within our curriculum offer we strive to meet the interests and needs of all our pupils and broaden their knowledge and understanding of the world.
- 1.3 We recognise that effective promotion of SMSC development means that our pupils are better able to achieve their full potential because they are better prepared for the opportunities, responsibilities and experiences of adult life. They are more respectful towards differences in gender, ethnicity, belief, sexual orientation, age, disability, socio-economic group and more inspired to have a love of learning, are better able to think independently and become more responsible and considerate towards others.
- 1.4 Through our provision we aim to:
 - prepare our pupils for the opportunities, responsibilities and experiences of adult life,
 - develop a sense of responsibility, self-awareness, self-respect and self-confidence,
 - help our pupils to understand the world in which they live and encourage them to explore and develop their own values and beliefs,
 - develop a positive, caring attitude towards others and a respect for individual differences,
 - develop communication skills to help pupils express their needs, wants, individual choices, views and opinions,
 - develop key life skills in order to contribute positively to family, school and community life, and to society more widely,
 - promote high standards of behaviour and develop pupils' understanding of right and wrong,
 - offer choices and include pupils in decisions regarding their learning and school life,
 - develop pupils' understanding of and respect for their own and other cultures, traditions and ways of life and an appreciation of the diversity and richness of their cultures,
 - promote good relationships between home, school and the local and wider communities.

2. Legislation & Guidance

- 2.1 Independent schools are required to make provision for pupils' spiritual, moral, social and cultural development as outlined in Part 2 of The Education (Independent School Standards) Regulations 2014. Jigsaw is committed to meeting all requirements outlined in the standards.
- 2.2 All schools have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011. The work that we do fulfils the school's duty to promote British values as set out in the DfE document "Promoting fundamental British values through SMSC in schools".
- 2.3 Promoting SMSC development is central to how we show due regard to the general equality duty, fostering positive relationships and understanding between all members of the school community, parents and governors and towards society in general.

3. Definitions

- 3.1 'The school' and 'Jigsaw' both mean Jigsaw CABAS® School.
- 3.2 CABAS® is an acronym for Comprehensive Application of Behaviour Analysis to Schooling.
- 3.3 SMSC is an acronym for spiritual, moral, social and cultural.
- 3.4 'Spiritual development' is concerned with how individuals develop personal values and beliefs, a willingness to reflect on their experiences, an ability to communicate these beliefs in discussion and behaviour. Spiritual development leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs and is not linked to any particular faith or belief system. Spiritual development is therefore accessible to everyone and it is personal and unique to each individual. An awareness and understanding of faiths and their different interpretations and ways of thinking about aspects of the world, enhances spiritual development, as does being encouraged to examine and analyse our own beliefs. It includes imagination, inspiration and creativity and the sense of awe and wonder.
- 3.5 'Moral development' is about understanding the principles and social values behind actions and decisions. Moral development is concerned with the extent to which pupils show an understanding of the difference between right and wrong and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England; respect people, truth and property; a concern for how their actions may affect others demonstrating understanding of the consequences of their behaviour and actions; an interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues; and personal conduct so that they take responsibility for their own actions.
- 3.6 'Social development' is concerned with the skills and personal qualities necessary for

individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming pupils' attitudes to good social behaviour and self-discipline so that they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

- 3.7 'Cultural development' refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. Cultural development of pupils is shown by their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others; understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain; knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

4. Scope

- 4.1 Spiritual, Moral, Social and Cultural Development should be evidenced across the curriculum and is supported by the aims and principles of other relevant policies which underpin the curriculum, care for pupils and management of stakeholders, and place the pupils at the centre of all we do.
- 4.2 This policy applies to all staff as they all contribute to pupils' SMSC development. The policy is closely linked to other school policies, namely:
- Equality, Diversity and Inclusion
 - Quality of Education
 - Behaviour Management
 - Safeguarding and Child Protection
 - PSHE and Relationship & Sex Education
 - Behaviour Management
 - Whistleblowing
 - Staff Code of Conduct

5. Responsibilities

- 5.1 The Director of Education, supported by the School Management Team, is responsible for:

- the implementation of this policy,
- ensuring that all staff are familiar with the policy, and
- ensuring that all staff receive training on this policy and on SMSC & British values.

5.2 All teaching staff are responsible for maintaining high standards of ethics and behaviour within and outside of school at all times, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law; individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

6. Implementation

6.1 Development in SMSC will take place across all curriculum areas, including subject specific learning, assemblies, educational visits, enrichment activities and themed days and events. Teachers will inspire pupils through being positive role models, their enthusiasm for and modelling of learning. Strategies from the science of behaviour are used to engage and motivate pupils and relate learning to their experiences.

6.2 Pupils participate in class assemblies each week. The themes of the assemblies are chosen to incorporate specific values (e.g., generosity, kindness and curiosity), various cultural, historical, sporting, religious events and current affairs offering the opportunity to put learning into context and to support the moral, social, cultural and spiritual development of pupils.

6.3 We actively encourage educational and community visits and for pupils to participate in local and wider community life. Visits and community participation support the generalisation and transfer of skills to real life situations.

6.4 Provision at Jigsaw will give opportunities for pupils to:

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events, e.g. bullying, ...etc.
- share thoughts and feelings with other people
- explore relationships with friends/family/others

- consider others' needs and behaviour
 - develop self-esteem and a respect for others
 - develop a sense of belonging
 - develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc
- 6.5 Teaching in many areas of the curriculum, including assemblies, visits, themed days and events provide opportunities to:
- listen and talk to each other
 - learn an awareness of treating all as equals, accepting and valuing diversity
 - agree and disagree
 - experience good role models
 - take turns and share equipment
 - work co-operatively and collaboratively
- 6.6 Practical activities to develop SMSC will include but are not restricted to:
- working together in different groupings and situations
 - encouraging pupils to behave appropriately at mealtimes, on community visits
 - taking responsibility e.g., class monitors, lunch monitors, assembly, running tuck shop
 - encouraging teamwork in PE and games
 - appreciation of and respect for the work and performance of other pupils regardless of ability
 - hearing music from different composers, cultures and genres e.g. music focus during cultures and languages week or workshops by invited musicians
 - participating in a variety of different educational visits e.g. visiting local places of interests and arts venues, residential trip
 - participation in live performances e.g. annual Christmas production, pantomime visit
 - use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints, and global events
 - studying literature and art from different cultures or historical era
 - opportunities for the children to hear and see live performances by professional actors, dancers, and musicians
 - opportunities to make, experience and evaluate food from other countries and cultures

- opportunities in music to learn songs from different cultures and play a range of instruments
- studying the contributions to society that certain famous people have made i.e. history week on inventors, historical figures, artists and literary greats.

6.7 Links with the wider and local community:

- visitors are welcomed into school
- the development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support each pupil
- pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it
- pupils offered opportunities to participate in fundraising events for national and local charities e.g. Children in Need, Red Nose Day, Poppy Appeal and Disability Challengers
- pupils access the local community regularly for different purposes including shopping, dining and leisure
- links are built with other schools to provide integration and reverse integration opportunities
- sports days & workshops take place to strengthen relationships between pupils and their siblings and families

7. British Values

7.1 At Jigsaw, we take all opportunities we can to promote the fundamental (but not exclusively) British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

7.2 At times, promotion of these values may mean challenging students, staff, parents, carers or any other stakeholders that may express opinions contrary to fundamental British Values, including any extremist view.

7.3 Some examples of how we promote democracy at Jigsaw, include:

- Pupils are offered options/choices for activities/events/reinforcers as a group and they decide what activity to take part in by expressing their preference. Teachers reinforce pupils for accepting the choice of others.
- School Council enables pupils to influence decision making in school e.g. choosing

equipment and resources to purchase for school.

- Pupils vote for their nominated charity.
- Assembly themes consider key political events, anniversaries.

7.4 Some examples of how we promote the rule of law at Jigsaw, include:

- School 'Golden Rules' were drawn up by pupils
- Class rules and positive behaviours are continuously and consistently reinforced.
- Pupils are taught to distinguish between right and wrong
- Behaviour management policy and individual behaviour guidelines
- Through the topic curriculum pupils learn about the roles of police officers and how they protect communities.
- Assembly and topic themes e.g. 'My rights and responsibilities'
- We adhere to our Equality & Diversity and Equal Opportunities in Employment policies.

7.5 Some examples of how we promote individual liberty (known as Human Rights) at Jigsaw, include:

- Teaching communication skills and offering choices so pupils can express their decisions, opinions, needs and wants.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise this safely e.g. Online safety as part of the Computing curriculum and participation in Safer Internet Day activities.
- Diverse resources are used and teaching does not promote stereotypes.
- Bullying, although rare, is taken seriously and addressed swiftly.
- The topic curriculum covers human rights.

7.6 Some examples of how we promote mutual respect and tolerance of those with different faiths and beliefs at Jigsaw, include:

- Topic curriculum includes half termly RE themes. Pupils learn about and from world religions and a range of beliefs.
- Jigsaw is a multi-cultural and multi-faith community and this is consistently celebrated through our Cultures & Languages week, assemblies and RE curriculum.
- Any prejudicial or discriminatory behaviour is challenged.
- There are high expectations for all to demonstrate respect for one another.

8. Impact & Monitoring Arrangements

8.1 Monitoring of SMSC is achieved through:

- monitoring of teaching and learning,
- governor visits and discussions,
- reviewing school-wide planning and individual learning plans,
- sharing of classroom work and practice,
- monitoring pupils' progress towards EHCP outcomes and achieving long-term objectives,
- completing an SMSC audit.

8.2 We will evaluate the policy by:

- Pupil outcomes – achievements of key targets outlined in EHCPs and Individual Learning Plans
- Pupil engagement – shows attendance continues to be high and take up of school activities, such as cultural events & activities, sporting activities, community visits
- Pupil behaviour – pupils demonstrate respectful behaviour towards others

9. Policy Review

- 9.1 This policy will be updated biannually or as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.
- 9.2 This policy was last reviewed in June 2024.

10. Version History

| No. | Date | Amendment |
|------|-----------|--|
| 1.1 | May 2018 | |
| 1.2. | June 2020 | Policy reviewed and format changes made. |
| 2.1 | May 2022 | Policy overhaul |
| 2.2 | June 2024 | Policy reviewed and updated. Minor edits made under 6.2 to reflect that some assembly themes are directly linked to specific values. |
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11. Related Legislation & Guidance

| Document | Location |
|---|---|
| The Education (Independent School Standards) Regulations 2014 | http://www.legislation.gov.uk/uksi/2014/3283/schedule/made |
| The Independent School Standards – Guidance for independent schools, April 2019 | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf |
| Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools, November 2014 | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf |
| Education and Inspections Act 2006 | http://www.legislation.gov.uk/ukpga/2006/40/contents |
| Equality Act 2010 | http://www.legislation.gov.uk/ukpga/2010/15/contents |
| Prevent Strategy, 2011 | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf |
| The Prevent duty Departmental advice for schools and childcare providers June 2015 | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf |
| Teachers' Standards, 2011 | https://www.gov.uk/government/publications/teachers-standards |

12. Related Internal Documentation

| Document | Electronic Copy Location |
|-------------------------------------|---------------------------------------|
| Equality and Diversity Policy | Common / MyJigsaw / Policies / School |
| PSHE & Citizenship Policy | Common / MyJigsaw / Policies / School |
| Religious Education Policy | Common / MyJigsaw / Policies / School |
| Relationship & Sex Education Policy | Common / MyJigsaw / Policies / School |
| Behaviour Management policy | Common / MyJigsaw / Policies / School |
| Staff Code of Conduct | Common / MyJigsaw / Policies / School |