

The Redway School

Our approach to SMSC - Underpinning the curriculum

The Redway School is a unique and wonderful learning environment. Our curriculum is varied to meet the very wide range of needs within our school, learning is personalised and pupil led. Each small step of progress is celebrated and understood and shared. For some pupils progress, in its generally understood sense, can be difficult to achieve but when the right opportunities are offered pupils are given the chance to express the skills they have which may range from simply enjoying a sensory experience to swimming a length of the pool. Within this document our aim is to demonstrate how SMSC development weaves into all that we do, it is at the root of our curriculum because of the unique approach that is adopted by the school. We can go some way to demonstrating the importance of SMSC through our SMSC grid which highlights the impact of SMSC in all areas, our grid can be found at www.gridmaker.net/theredway. (If you would like to access our grid, please contact the school for the required guest password).

“What is SMSC?”

SMSC defines the very ethos of a school, it underpins all a school stands for and all it strives to be. Without a commitment to SMSC, a well-rounded, holistic and meaningful curriculum cannot exist, SMSC defines the very essence of human values, which is why we are passionate and committed to SMSC at The Redway School. In order to define SMSC in our individual environments we need to explore each area and decide ‘What does it mean to us?’

SPIRITUAL DEVELOPMENT....

VALUES BELIEFS RELIGION LOVE FEELINGS
INTANGIBLE FASCINATION INTEGRITY IMAGINATION
INTER-DEPENDENCE BEAUTY NON-RELIGIOUS PERSISTENCE SELF
CONFIDENCE EMPATHY RESPECT THE WORLD TRUTH
WONDER AWE GROW HARMONY INSIGHT EMOTIONS
REASON ENJOYMENT ORDER CREATIVITY

This is what spiritual development means to us, find all of this in all we do. Spiritual development embodies our ethos and defines what is important to us as a school. We give no particular emphasis on any area, to do this would move away from the holistic approach to spiritual development that is so important to us. However, we do recognise that many aspects of spiritual development are intangible. It is important for us to state that we do not claim to ‘measure’ every aspect of spiritual

development, to do this would be meaningless. What we do claim, however, that we provide the ethos, the environment, the culture and the resources in order to facilitate spiritual growth and development. Evidence of this can be seen through teacher planning and on our SMSC grid.

Outlined below is the Ofsted guidance for Spiritual Development

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

(Ofsted, Dec 2014)

Our response to Ofsted's guidance on Spiritual Development

As a multi-cultural school we take pride in our commitment to exploring world religions and are creative in our presentation of these. For many pupils, who are perhaps performing at pre-verbal levels of communication it can be difficult to determine how reflective they are able to be about their own beliefs so this must be assessed carefully and respectfully through responses to experiences (sensory), their interest in an activity, perhaps shown through changes in behaviour, vocalisation or facial expression. Our exploration of world religions provides extended opportunities within our sensory curriculum, which enhances the experiences of so many of our children, our commitment and passion for creativity within this area enriches the curriculum for all of our pupils.

For other pupils assessment of how they are responding to opportunities to develop spiritually can be observed through discussion, using a child's specific communication level, questioning, involvement in activities and observed enjoyment and participation in those activities and also through the observation of lay and interaction with their peers. We may also observe how pupils respond to future activities and how previous experiences are used and learnt from in order to develop imaginative play and creativity in learning. Our approach to Spiritual Development is holistic and can be identified in all that we do.

MORAL DEVELOPMENT

WELFARE JUDGEMENTS **RIGHT & WRONG** PROMISES

CONFLICT **TRUTH** JUSTICE MORAL VIRTUE INTEGRITY

DISCRIMINATION CONTRACTS INTERESTS VIEWS

COMMUNITY CONFLICTS CULTURES DILEMMAS

CONSEQUENCES **FAIRNESS FEELINGS** MORAL CODES **RESPECT**

RESOLUTION ETHICAL ISSUES **ENVIRONMENT** KNOWLEDGE

RELATIONSHIPS RACE MODELS CARE

This is what moral development means to us, find this in all we do. Moral development underpins our mission statement, we are working alongside parents to ensure our pupils develop moral understanding at a level that is appropriate to them. It would be difficult and meaningless to apply a general standard for moral development across the school in all of the areas identified here. For some pupils each aspect of moral development can be embedded into the curriculum and pupils are able to communicate their understanding. For other students it can be difficult to assess a level and perhaps meaningless to do so. For those pupils the highest standard of moral codes are modeled to them, for example the highest quality of care is shown and modeled, pupils feelings are always considered first, relationships are nurtured, this can be very powerful for pupils working at lower levels. Our learning environment, training and resources are designed to give the best possible opportunities for moral development. See evidence of activities for moral development on our SMSC grid.

Outlined below is the Ofsted guidance for Moral Development and our response to that guidance.

The moral development of pupils is shown by there:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- 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.

(Ofsted, Dec 2014)

Our response to Ofsted's guidance on Moral development

Within our school there is a large emphasis on understanding the difference between right and wrong, we have strong commitment to good behaviour towards all in our community and beyond. For many of our pupils it can be challenging to model good, socially acceptable behaviour consistently due to their very complex conditions. For many children although there may be some understanding of right and wrong difficulties in communication and unconventional approaches to order and relationships can make managing their behaviour and how this affects others extremely challenging for them. For these pupils detailed strategies are developed in order to help and guide them through experiences, which they find difficult, this is done with empathy and understanding rather than judgement. Good and positive behaviour is modelled and rewarded.

For some pupils within our school Moral development is 'easier' to assess using the more conventional methods of observation and discussion during curriculum activities, play, special days and outings. There is a large emphasis on community learning and how we behave and take our place within the community.

For pupils who are performing at very low levels, below P3, it can be difficult to assess their understanding of moral codes and how this may affect them. However, for all pupils and understanding of moral codes can be modelled through the behaviour and approach of those around them so that pupils of all levels feel safe and well cared for, part of a team, a community where positive relationships are built on fairness and understanding. By receiving the highest quality of care we believe all pupils can have an understanding, at their level, on the correct moral codes.

SOCIAL DEVELOPMENT

CONFLICTS **SKILLS** AUTHORITY **SOCIAL SKILLS** COUNSELLING
SELF RESPECT **RIGHTS** COUNSELLING **SOCIALISING**
HONEST ADVICE NATIONALITY **FAMILIES** PROPERTY
COMMUNITIES **TEAM INDEPENDENCE** DEMOCRACY DEBATE
INCLUSIVE SOCIETIES CONTEXT **BEHAVIOUR**
RESPONSIBILITIES **QUALITIES** VALUES
THOUGHTFULNESS LEADERSHIP **SENSITIVITY** LOCAL

This is what Social Development means to us, find it in all that we do. Social development embeds within our curriculum, for our pupils it is the most important aspect of what we do in terms of their future access to life opportunities. It is our duty to provide opportunities to develop the social skills of an individual to the

highest possible level, this determines how they take their place in both today's environment and also how well they are prepared for life in modern Britain. Life in modern Britain can provide a very different for our pupils than those of their mainstream peers and it is important to recognise this. Our task is to provide our pupils with the social skills they will need in order to identify their life choices where possible, to be part of society and interact, even on a very basic level, with other.

Outlined below is the Ofsted guidance for Social Development and our response to that guidance.

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values¹ of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

(Ofsted, Dec 2014)

Our response to Ofsted's guidance on Social Development

Our pupils social skills obviously develop at very different rates and to very different levels and for many pupils the very nature of their disabilities makes the development of conventional social skills at the very least 'difficult'. However, all activities are planned so as to provide the best possible learning environment, resources and activities to enhance social skills.

For pupils performing at the very lowest level our task is to provide activities that enable them to interact, in any way, with an adult (intensive interaction) it is through this technique we can hope to reach the child and allow for the child to learn the enjoyment of human relationships in an environment of trust and safety thus developing self respect and independence.

For pupils whose disability defines that socialising and social skills are always going to be a challenge, we provide structured environments with clear methods of visual communication in order to reduce anxiety and to allow the child to feel safe and in turn able to use the skills they have to engage effectively with others.

For other pupils whose social skills are developing at a more conventional rate than all activities are designed to include interactions with both adults and peers. Children are facilitated to understand social conventions and socially acceptable behavior through all that we do. Children are encouraged to be kind to their friends, be thoughtful, truthful and to discuss these issues where possible.

CULTURAL DEVELOPMENT

ENCOUNTERS HERITAGE **TALENTS** PARTNERSHIPS **DRAMA**

ARTS TRADITIONS **SPORTING** **LITERATURE** TECHNOLOGICAL

NATURE **ENRICHMENT** INFLUENCES **CONCERTS**

MUSEUMS SCIENTIFIC **EQUALITY** **NATIONAL** FOREIGN

GALLERIES EXCHANGES **DIVERSITY** ATTITUDES

EXPERIENCE GLOBAL **LOCAL** DIGNITY

MUSICAL

The 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 that 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, 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.

(Ofsted, Dec 2014)

Our response to Ofsted's guidance on Cultural Development

The Redway School has a rich cultural ethos that addresses wide-ranging cultural influences and experiences. We believe this is an area where all children can learn together and understand the joy of cultural experiences. Pupils are very motivated by and responsive to musical and sound activities so this area naturally, and quite rightly, becomes dominant. The far-reaching influences of music can be experienced by the vast majority of our pupils. We draw our influences from our rich and diverse school community.

It is difficult for us to 'measure' words such as 'appreciation', 'respect', 'tolerance' and so on but more importantly than this we can observe joy, willingness, participation, interest, exploring and celebration, these can be observed in abundance during curriculum activities, assemblies, special days and social times.

For many pupils it is difficult to understand the parliamentary system and British Democracy, however, for those pupils who are able to participate in debate and questioning this is encouraged through day-to-day activities and pupil voice. We encourage all pupils to know they have a right to be listened to and understood, equally, though, that sometimes negotiation is required to reach a conclusion that is acceptable to all.

BRITISH VALUES

Our approach to SMSC also includes how we address British Values, including how we prepare our pupils for life in modern Britain.

The reality of life in modern Britain for our pupils can have a very different meaning to that of their mainstream peers and to try and equate the two would be meaningless and disrespectful. Please see our statement on **British Values** to further explore our approach.