St. Francis School ethos

At St. Francis School the teaching and learning is adapted to meet the pupil’s personal development needs. Skills are broken down and taught in small learning steps. Learning is exciting and children are encouraged to learn in the style that motivates them. Our specialist curriculum is effective because we believe that children and young people learn when they are fully engaged and having fun. We offer a holistic approach and a range of therapies.

- We are committed to empowering and supporting our pupils to develop and grow to reach their full potential, achieve realistic goals and independence.
- We offer a nurturing, caring and safe environment providing a holistic, multi-sensory approach to learning where each child is given the means to make choices and opportunities to learn.
- We provide stimulating, varied and enjoyable learning experiences of the highest quality that meet individual needs and preferred learning styles.
- We deliver a core of opportunities to assist communication skills, physical development, emotional and social well-being, personal skills and creative experiences.
- We believe that children learn best when they are having fun and enjoying themselves.
- Our focus on learning provides a broad and balanced curriculum that accommodates and tackles children’s global needs. These include learning through sensory exploration, providing medical support, therapeutic, personal, emotional and behavioural needs.
- Each child and young person has a personalised curriculum plan and St Francis School is committed to excellence in education for all our pupils. Our shared vision is:

Every Child Matters, Every Moment Counts
Introduction

The statutory requirement that schools should encourage pupils’ SMSC development was first included in the Education Reform Act 1988. The Act began as follows:

‘The curriculum for a maintained school (must be) a balanced and broadly based curriculum which:

(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
(b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.’

This was followed by the Education (Schools) Act 1992 which stated that:

‘The Chief Inspector for England shall have the general duty of keeping the Secretary of State informed about:

(a) the quality of the education provided by schools in England;
(b) the educational standards achieved in those schools;
(c) whether the financial resources made available to those schools are managed efficiently; and
(d) the spiritual, moral, social and cultural development of pupils at those schools.’

The current OfSTED Framework for SMSC states that:

An important aspect of the overall effectiveness judgement is a consideration of how well the school contributes to the promotion of the pupils’ spiritual, moral, social and cultural development.

The OfSTED Framework has important implications for SMSC. These are set out below. The inclusion of a more explicit rationale for the school inspection places an emphasis on the promotion of SMSC.

SMSC is expected to be evidenced in all elements of the Framework:

Quality of leadership in, and management of, the school.
Overall effectiveness
Achievement
Quality of Teaching
Behaviour and Safety

There is recognition of a broad set of common values and purposes which underpin the school curriculum and the work of schools. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. There is also a commitment to the virtues of truth, justice, honesty and a sense of duty.

Through ensuring pupils’ SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

The school curriculum should be designed to promote children’s and young people’s spiritual, moral, social and cultural development and prepare all children and young people for the opportunities, responsibilities and experiences of life. Fundamental British Values are embedded within SMSC principles at the school, and, at a basic level, many of the principles are common ones. This includes the knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence
individuals and societies, and promoting children’s and young people’s self-esteem and emotional well-being.
St.Francis promotes all their children’s and young people’s spiritual, moral, social and cultural development by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers and other adults to:

- reflect on the experiences provided by the school, use their imagination and creativity, and develop curiosity in their learning
- develop and apply an understanding of right and wrong, their own actions and responsibility for their own behaviour in their school life and life outside school, in line with fundamental British values.
- take part in a range of activities requiring social skills
- gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- overcome barriers to their learning
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school including, for example, developing an appreciation of theatre, music and literature
- develop the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain
- understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.
- enable students to develop their self-knowledge, self-esteem and self-confidence;
- encourage respect for other people, including tolerance and harmony with others.

Although much of the above will be addressed through citizenship, personal, social and health education (PSHE) and religious education (RE), all subjects and areas of school life will be expected to contribute to SMSC provision.
It is expected that the school’s curriculum will contribute by providing highly positive and memorable experiences to promote children’s and young people’s SMSC development. A significant contribution is also made by school ethos, effective relationships throughout the school, collective worship and other activities, within and beyond the curriculum. To this end, a whole-school approach is advocated.

**Spiritual development**

Spiritual development involves the development of insights, principles, beliefs, attitudes and values which guide and motivate us. For some children and young people these will have a significant religious basis, and creating opportunities for reflection may support the development of wider understandings. For all children and young people a developing recognition that their insights, principles, beliefs, attitudes and values are regarded and can influence, inspire and guide them in life, will be important.
In sum, 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, 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. Schools should find effective ways of developing children’s and
young people’s drive, sense of identity and self-worth, and of developing their principles, beliefs and values, including those which have a religious basis. Pupils’ spiritual development will be shown by their: beliefs, religious or otherwise, which inform their perspective on life, and their interest in and respect for different people’s feelings and 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.

**Moral**

It can be seen that there are shared moral values across faiths. In a plural democracy, such as the UK, there will always be debate about moral values and their relativity or universality. Schools, teachers, children and young people and parents/carers will differ as well as agree on some values but they generally help children and young people understand the reasons for this. In consequence, it is difficult to define an absolute set of morals. Instead, we might want to consider the essence of moral development as the building of a framework of (moral) values which regulate personal behaviour through teaching and promoting principles rather than through fear of punishment or reward. At St.Francis this involves: extending children’s and young people’s knowledge and understanding of the range of accepted values in society developing relevant skills and attitudes, such as decision-making, self-control, consideration of others, having the confidence to act in accordance with one’s principles and thinking through the consequences of actions, and promoting, at an appropriate level, an engagement with moral philosophy and the skills of analysis, dialogue, judgement and application to contemporary issues. Pupils' moral development will be 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.

**Social**

The quality of our relationships defines the kind of people we are and, ultimately, the kind of world we live in. Our capacity to participate effectively in social life is crucial to our well-being and that of the communities we belong to. These communities are defined not only by the spaces we live in but also by the prevailing ideals and values and by the codes and structures for living together. At St.Francis we aim to promote the rights, respect and responsibility within the curriculum to enable children and young people to understand their rights, take responsibility, show respect, and be prepared to take the initiative in order to develop their understanding of living in a community. Children and young people experience community in different ways. These start with the families or other units in which they live and embrace local, national and global societies which are accessible to them through their own mobility, or through the media and information and communication technology (ICT). Schools are social communities that offer a model for living and working together. It is here that children and young people learn and experiment with the challenges and opportunities of belonging to a larger group.
Clearly, the quality of relationships in schools is significant in forming children’s and young people’s attitudes to acceptable social behaviour and self-discipline. It is also essential that they be given opportunities to exercise responsibility and to face the consequences of their choices and actions. Decisions about how children and young people are grouped, for instance, has an important bearing on their capacity to work co-operatively and responsibly, and to develop leadership qualities, as well as affecting their educational progress. The education that schools provide to encourage children’s and young people’s social development is concerned with developing the skills and personal qualities necessary for living and functioning effectively in a multi-racial, multicultural, multi-faith society. It also involves growth in knowledge and understanding of society in all its aspects. This includes its institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities, and life as a citizen, parent/carer or worker in a community. It is an aspect of education on which considerable interest has been placed in recent times. Recent national initiatives in PSHE, citizenship, drug education, sex and relationship education, careers education and guidance, and inclusion all seek to promote effective social development. Pupils’ social development will be 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 social settings, co-operating well with others and being able to resolve conflicts effectively and understand the way communities and societies function at a variety of levels.

Cultural

It is commonly understood that cultural development seeks to enable young people to recognise, explore and understand their own cultural assumptions and values, embrace and understand cultural diversity by bringing them into contact with the attitudes, values and traditions of other cultures embrace and understand cultural diversity by bringing them into contact with the attitudes, values and traditions of other cultures develop a historical consciousness by relating contemporary values to the processes and events that have shaped them appreciate the evolutionary nature of culture and the processes and potential for change.

Schools that are embedding the United Nations Convention on the Rights of the Child (UNCRC) in the ethos of the school are in a strong position to meet these requirements. All children have a right to learn about their own cultural heritage. This helps them to form a coherent identity and formulate a language with which to receive, reflect and communicate the shared values of the culture. For some young people there will be conflict between the culture of the school and their community. We need to support them in embracing their own and valuing others’ customs, icons and images, artefacts, music, painting, sculpture, dance and technology, as well as verbal and literary forms. St. Francis continues to promote the cultural traditions of the school, its local community, the ethnic and cultural diversity of British society and recognising the impact of globalisation. Pupils’ cultural development will be 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 and respecting 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.
Indeed, at St. Francis respect and tolerance for others will be encouraged at all times and through all aspects of the curriculum as promoted within the British Values document – November 2014.

Ref: May 2012. The Hampshire school self-evaluation tool for the promotion of SMSC development.

### Current SMSC delivery

#### Equal Opportunities Statement

All pupils regardless of their special educational needs, physical disabilities, gender, ethnicity or religion will be encouraged to work to their full potential through planned activities and with as wide a variety of media and materials as resources allow.

Our current SMSC delivery includes the following learning experiences for all.

#### Daily routine

- Circle time opportunities
- Assembly
- Sharing time
- RE focus weeks – different cultures
- Peer support
- Code of conduct within class and whole school
- Behaviour management – rewards and motivation
- Sensory approaches
- Celebrations
- Diversity of celebrations
- Uniforms
- Learning journeys
- Home school diaries
- Record of achievements
- Image of school
- Website
- Newsletter
- Levels of communication relevant to all pupils needs through photography, individual communication programmes and the provision of correct ICT support
- Diet – food and cookery
- Pupil's Individual learning plan

#### General

- Create an ethos of positive disability to all partners, parents and carers
- Awareness of SMSC to all and its role
- Rights, respects and responsibilities for all
- Engagement of others
- Differences in school departments eg environments, approach, style of work
- Managing all age groups and needs on one site
- Adjusting to change and differences for pupils over 15 years, together with their carers, parents and school staff.
- Using art as a creative approach to support areas of learning
- Staff welfare
• Preparation of post 18 for future life
• School council, this will ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils

• Behaviour
• Readiness to learn, including sensory integration techniques
• Health and emotional preparedness
• Annual reports
• Annual reviews
• Developing and creating environments in school activities which are permanent or temporary eg whole school sensory stories at Christmas time, interactive sensory experiences, visits to the octopus garden

Activities

• Tree climbing
• Ice skating
• Boating
• Options activities, including QEII centre
• Work experience and work placements
• Asdan
• Use of outside grounds
• Weekly class bus trips which are connected to topic themes, ASDAN work and

Independence & personal development

• Swimming
• Visiting different spaces – large, small, quiet, atmospheric differences
• Specialised visitors from outside
• Creative residencies
• Theatre visits
• Cinema visits
• Horseriding
• Visits to local shops and facilities

Links

• College placements
  School Nurse
• Local schools and wider school community
• School campus development
• SEN sport events
• SEN school network
• Local businesses
• Places of worship
• Extended school network
• Transport - taxi
• NHS – speech therapy, physio, school nurse, Doctors, dentist, OT
• Sensory integration
• Social work
• Educational psychology
• SHIP
• Respite
• Residential care
• Hampshire County Council
• Arts Council
• Looked after children (15%)
• Unknown links made through visitors talking, impression they take with them and pass on ‘feeling of care’
• Library service

Recognition & awards

• Artsmark Gold and developing it’s ethos to a wider network in the South East
• Healthy schools Award
• Ofsted quotes
• Press
• Parent / visitor comments book
• Pupil rewards certificate board and daily recognition of student and staff achievements
• Word of mouth
• Portsmouth News nomination for best school in November 2012
• Archive of school Newsletters
• Development of a year book of celebrations

How SMSC opportunities support UNCRC

Article 14
Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.

Article 17
Every child has the right to reliable information from the mass media. Television, radio, newspapers and other media should provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 29
Education should develop each child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as their parents, their own and other cultures, and the environment.

Article 30
Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of people in the country where they live.

Article 31
Every child has the right to relax, play and join in a wide range of cultural and artistic activities.
Conclusions – in summary

So how can we at St. Francis deliver SMSC, whilst also successfully incorporating and promoting British Values

Have an on-going self-evaluation that can identify specific elements of SMSC for development and act upon them
Have high quality learning experiences
Use research as a basis of investigation and discovery
Use new technologies to aid communication, understanding and investigation
Increase links between all areas of learning and SMSC
Continue and develop our child-centred approach to learning
Make key links with parents/carers, governors and the wider community and sustain these links
Keep all staff involved and informed
Have clear leadership and management of SMSC
Have pro-active CPD which develops SMSC and fundamental British Values across the school
Celebrate achievement gained in school and in the wider community
Have access to a wide range of relevant and appropriate resources
Behaviour and safety of all pupils