



1.0 Terms of Reference

- 1.1 This Policy has been written for all staff at Northern House School (PRU); pupils, parents and carers. All staff should have a working knowledge of this policy.
- 1.2 Copies of this Policy may be obtained from;
 - 1.2.1 Available electronically on the School Website.
 - 1.2.2 Reference copy in the main School Office
 - 1.2.3 Shared Area – Electronically
- 1.3 Edition, review and frequency
 - 1.3.1 Edition 1 agreed September 2016
 - 1.3.2 The Objectives will be reviewed annually
- 1.4 The lead member of staff is Adam Price, Headteacher (01902 558149)
- 1.5 This Policy has been written for all staff, parents, carers, students and governors at Northern House School (PRU).
- 1.6 This policy is broken down into the following sections:
 - 1.6.1 Introduction
 - 1.6.1.1 Vision
 - 1.6.1.2 Aims
 - 1.6.1.3 Definitions
 - 1.6.2 Guidance
 - 1.6.3 Monitoring and Evaluation



2.0 Introduction.

2.1 Vision

The vision of this policy is to promote the Spiritual, Moral, Social and Cultural development of our pupils and prepare them for the opportunities, responsibilities and experiences of adult life. Through this policy we will also promote and demonstrate fundamental British Values.

2.2 Aims

The successful promotion of students' Spiritual, Moral, Social and Cultural development will:

- Help to ensure that everyone in the school feels valued as an individual.
- Increase pupil and staff motivation and help celebrate success.
- Make a positive contribution to the school ethos.
- Encourage reflection on the 'why' as well as the 'how' and 'what' of education.
- Ensure that our values permeate every part of school life.
- Participation of pupils and staff on how citizens can influence decision-making through democratic process.

2.3 Definitions

- 2.3.1 Spiritual – the growth of the spirit, understanding own strengths and weaknesses, self-respect, creativity, will to achieve own full potential and ability to ask, and try to find out answers to, life's major questions, including questions about the existence and nature of God in order to foster inner-lives and non-material well-being throughout life.
- 2.3.2 Moral – the development of understanding of the difference between right and wrong, understanding of moral dilemmas, the will to do what is right, a willingness to consider others with concern and the ability to cope with moral conflict.
- 2.3.3 Social – the development of understanding of the responsibilities and rights being members of families and various communities (local, national and global) and the ability to work with others for the common good and to live up to these responsibilities and exercise these rights.
- 2.3.4 Cultural – the development of understanding of how people of different cultures think, feel, create, behave and live. Its aim is to develop students' sense of belonging within, value for, and engagement with local, regional and national cultures. At the heart of cultural development lies the encouragement of students to question, analyse, evaluate and reflect on their responses and the responses of others within a range of different cultural contexts and aesthetic experiences.



3.0 Guidance.

3.1 The teaching of all subjects will support spiritual, moral, social and cultural development in two ways:

- Through what is taught either as an essential and integral part of the subject content, or as additional opportunities which develop and enrich the understanding of the subject.
- Through how it is taught i.e. the approach taken. This should be as a whole school approach which includes the following:
 - Mentoring of pupils;
 - Critical thinking i.e. skills of analysis, evaluation and reflection;
 - Discussions and debate;
 - Participation;
 - Developing appropriate values, qualities and attitudes; and,
 - Personal reflection and target setting.

3.2 Other school activities should also make a considerable contribution to the broader aims, i.e.;

- Themed days/weeks;
- Sports and creative art groups;
- Whole school/key stage events;
- Assemblies;
- Trips/visits; and,
- Speakers.



4.0 Monitoring and Evaluation.

4.1 This will take place through the school's monitoring process including attitudes and practice of students in and out of lessons, lesson observations, learning walks and work scrutiny.

Signed: on behalf of the Management Board

Date:

Signed:Head teacher

Date:

Date of Next Review: