

**S**<sub>PRITUAL</sub>, **M**<sub>ORAL</sub>, **S**<sub>OCIAL</sub>, **C**<sub>ultural</sub>

## **Ickburgh School –**

### **Our approach to SMSC - Underpinning the curriculum**

Our 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 Earwig evidence.

### ***"What is SMSC?"***

SMSC defines the very ethos of our school; it underpins all our 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 Ickburgh School

## 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.

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 in our sensory department 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 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 pupils, 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 pupil's specific communication level, questioning, and involvement in activities and observed enjoyment and participation in those activities and also through the observation of play and interaction with their peers. We may also observe how pupils respond to future activities and how previous experiences are used and learnt 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 all this in all we do. Moral development underpins our school ethos; 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 modelled to them, for example the highest quality of care is shown and modelled, pupils feelings are always considered first, relationships are nurtured, this can be very powerful for pupils working at a sensory level. Our learning environment, training and resources are designed to give the best possible opportunities for moral development. Within our school there is 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 children although there may be some understanding of right and wrong however, difficulties in communication and unconventional approaches to others/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 all pupils 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 all 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.

Our pupil's social skills develop at very different rates and to very different levels and for many pupils their nature 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 in the sensory department 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 pupil and allow for the pupil to learn the enjoyment of human relationships in an environment of trust and safety thus developing self-respect and independence. For pupils some socialising and social skills are always going to be a challenge For those 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 then all activities are designed to include interactions with both adults and peers. Pupils are facilitated to understand social conventions and socially acceptable behaviour through all that we do. Pupils 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**



Ickburgh 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, pupil voice and the student council. 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.