



Audit of Provision for Spiritual, Moral, Social and Cultural Development

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

SMSC is 'at the heart' of school development. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide

Evidence for SMSC will be found in lesson observations, learning walks, displays and pupil discussions.

The Spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, 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

Provision	Evidence	Impact
Religious Education Curriculum	<ul style="list-style-type: none"> • Curriculum for Progression and functional based upon Stoke syllabus but adapted to fit a spiral programme over four years so that topics are revisited and advanced upon. • RE topics linked to overarching topics for Engagement and Multi-sensory to fit with non-subject specific approach. • Planned visits to places of worship in line with RE days • Planned visits from key figures from the religious community • Other visitors for enrichment of topic such as Bhangra dancers for festivals and sensory activities. • Trips and visits 	<ul style="list-style-type: none"> • Pupils will have the chance to revisit skills with opportunities for overlearning with the rolling programme. • Opportunities for pupils to make links with other areas of their learning within the curriculum. • Pupils to have real-life experiences and opportunity to apply their knowledge learnt within RE sessions. • Visitors coming into school will enable pupils to learn about others people in the world around them and make links with their learning from the classroom to real people.
Collective Worship	<ul style="list-style-type: none"> • Annual Nativity performance for primary pupils which all children are able to access. • Reflection time at the beginning and end of the day according to need. E.g. Newsround and reflection for Functional and relaxation and sharing time for Engagement. • Weekly assemblies within each pathway. New assembly rota has now been put into place to ensure good coverage of all areas. • Visits to the local church – services for progression and functional pupils. Enrichment visits for multisensory and engagement pupils 	<ul style="list-style-type: none"> • Nativity performances enable pupils to be creative and experience a sense of enjoyment. • During reflection sessions pupils learn more about themselves and become more present in the moment and develop a sense of mindfulness. • Weekly assemblies allow time for reflection on achievements and allows pupils to learn about others within the school.

<p>Opportunities for quiet reflection</p>	<ul style="list-style-type: none"> • Reflection and quiet areas in place in most classes and pods and reading areas are used to support this. • Individual classes do aromatherapy, mindfulness, TACPAC, relaxation, etc as appropriate to the pupils in order to support self-regulation. • Sensory garden etc available for outdoor quiet time. • Training flat used as a common room for KS4 pupils to allow for own time and reflection space 	<ul style="list-style-type: none"> • Reflection and quiet areas keep our classrooms calm which helps our pupils to focus on their learning, as well as developing pupils' sense of self-awareness. • Interventions such as TACPAC, relaxation sessions again develop pupils' self-awareness opportunities to learn more about themselves. • Pupils can use their creativity and imagination in our outdoor areas. • .
<p>School Values</p>	<ul style="list-style-type: none"> • Explicit school and trust values • Behaviour policy • Displays • Celebrations of 'star of the week' • Class Dojos • Weekly Certificates • WOW wall • Achievement assemblies for end of the year. • Nurture intervention 	<ul style="list-style-type: none"> • Pupils are calmer, more focused and aware of what is expected of them in school. • Pupils develop a sense of knowledge and respect for others during the shared activities e.g. assemblies, class dojos.
<p>Outdoor education</p>	<ul style="list-style-type: none"> • Forest Schools • Sensory garden • Outdoor adventure playgrounds for primary and secondary • PE areas and football area. • Bikes area • Individual small classroom areas used for education and play. • Lots of opportunities for walking in the community and regular trips to enrich topics and support life skills. • Duke of Edinburgh 	<ul style="list-style-type: none"> • Pupils learn about the world around them and develop respect for nature. • Pupils learn how to look after the environment. • Pupils develop curiosity about the world around them through outdoor learning. <p>Pupils have opportunities to problem solve and develop practical skills that can be applied to real life situations.</p>
<p>Curriculum</p>	<ul style="list-style-type: none"> • 'What I know' at start of the topics for P&F and 'Now I cans/knows' for all pathways • Art- All pupils have access to a broad and balanced art program as part of the curriculum • Music- specialist music teacher in school and regular opportunities to perform within school and in different settings. 	<ul style="list-style-type: none"> • Pupils are able to reflect on what they know and what they have learnt. • Pupils develop self-awareness of their own skills and abilities.

	<ul style="list-style-type: none"> • Cultural Studies- Annual study of a different culture. • MHWB afternoons to support the children in expressing themselves and understanding the needs and thoughts of others. • Trips to support a wide range of curriculum areas and enrich the experiences of the children. 	<ul style="list-style-type: none"> • Pupils learn about other people within the world and that learn that other people have different values, faiths and feelings.
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The Moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

Provision	How it may be evidenced	Impact
School behaviour Policy and Code of Conduct	<ul style="list-style-type: none"> • Regular reviews of Behaviour • Nurture interventions • E-Safety teaching • Behaviour linked to values • Behaviour plans to support individual needs. • Use of sensory diet to support a wide range of behaviours • Zones of emotional regulation • Individualised approach to behaviours in order to best support the pupils. • Class Dojos • Certificates • Achievement assemblies • Class rewards. E.g. stickers, treat box, class trips, star of the day 	<ul style="list-style-type: none"> • Pupils feel supported with their individual needs and preferences. • Pupils have their sensory needs fulfilled to make learning more accessible for them. • Pupils develop an understanding that different feelings and emotions are OK and that other people experience them too. • Pupils develop a good sense of right and wrong through use of school and class rules. <p>Pupils feel calm and safe in an environment that has a strong code of conduct.</p>
Religious Education Curriculum	<ul style="list-style-type: none"> • Explicit teaching of moral codes within and beyond religions eg. Ten commandments, the Golden Rule (Treat others as you wish to be treated) • Consideration of moral issues in stories 	<ul style="list-style-type: none"> • Pupils can apply their knowledge of what is right and wrong in the classroom, to the outside world.

	<ul style="list-style-type: none"> Lives of significant people e.g. Rosa Parkes, Martin Luther King 	<p>Pupils develop understanding that people can make choices based on what they think is right or wrong.</p>
Across the Curriculum	<ul style="list-style-type: none"> PSHE- Covered in the themes of Self-awareness, Managing Feelings and The World we Live in. Planned activities within PSHE lessons to develop pupils' moral awareness. E.g. talking about right and wrong, making choices, talking about Rule of Law. Topics exploring people who help us and exploring the law, etc. 	<ul style="list-style-type: none"> Pupils learn about the consequences of their actions and the affect that their choices have on others. Pupils take responsibility as they develop an awareness that they can make choices in their behaviour. <p>Pupils learn which people help others to be do the right thing in our society e.g. police.</p>
Pupil Voice	<ul style="list-style-type: none"> All children are given the resources that they need in order to communicate and this is done through a Total Communication approach, incorporating Makaton, PECs, PODD, etc. School Council, ECO committee, E-Safety committees with a representative from each class including non-verbal. Circle times with opportunities to share opinions, etc. Choice time facilitated through speech and various AAC methods Annual review opinions taken for each pupil including provision of symbols for non verbal pupils to facilitate choice making. Class job: Register monitor, book monitor, etc. 	<ul style="list-style-type: none"> Pupils are able to make choices and express their likes and dislikes. Pupils feel empowered by having their voice heard. Pupils feel included in decision-making. Pupils learn to listen to others. Pupils learn that they have different thoughts and feelings to others. <p>Pupils feel a sense of achievement and responsibility.</p>
Taking part in Charitable projects	<ul style="list-style-type: none"> Annual donations to foodbank as part of Harvest festival. Recycle for Michael donations to raise money for Salvation Army ASDAN pupils do 'In the Community' and community projects to help other, both inside and outside of school. Fundraising for the school through a range of different projetcs, fairs etc. Annual event such as Children in Need are regular part of the school programme 	<ul style="list-style-type: none"> Pupils learn that giving to others is good for their own Mental health. Pupils learn that other people have needs. <ul style="list-style-type: none"> Pupils learn that caring for others is important within a moral society.

The Social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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 values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Provision	How it may be evidenced	Impact
PSHE Curriculum	<ul style="list-style-type: none"> • PSHE themes of Managing Feelings, Self-awareness and the World I live in. • Range of topics linked to social development. e.g. getting on with others, managing strong feelings, respecting differences and resolving conflicts. • Relationship education and Relationships and Sex education in secondary. • EHCP targets for appropriate children focussed upon Social, Emotional and Mental health with these being a focus throughout the week. • Life skills and Walking in the community. Opportunities to visit local shops and cafes to practise practical interaction skills. • Staff support throughout play times, etc to support appropriate play. • Collective worship and circle time sessions daily to support a range of skills. • MHWB afternoons 	<ul style="list-style-type: none"> • Pupils learn how to interact appropriately in a range of situations. • Teaching of core concepts of areas of PSHE such as consent, dealing with touch, public and private enable pupils to develop appropriate behaviour and interaction skills to help them make meaningful relationships with others. • Visits to the local community allow pupils to practise skills and apply them to real people outside of school, preparing them for an active role in society as adults. <p>Pupils develop a 'toolkit' of strategies taught through PSHE e.g. individual calming strategies, which they can take and apply to real life situations.</p>
Extra- Curricular Activities	<ul style="list-style-type: none"> • Pathway after school fundraisers including discos, movies, stay and play and other social events. • Football club • Choir • D of E choice of activities 	<ul style="list-style-type: none"> • Pupils can practise and develop social skills with pupils from other classes

	<ul style="list-style-type: none"> • Sports competitions 	
The Arts Curriculum	<ul style="list-style-type: none"> • Participation in Music events such as Lichfield Choir visit. • Annual Nativity and summer performances • Talent shows in pathways • Art competitions. e.g. postage stamp competition. • Showcased art and artistic achievements around the school. 	<ul style="list-style-type: none"> • Pupils develop confidence to participate in a range of settings, not just within the classroom. • Pupils develop 'team spirit' and a sense of pride e.g. during talent shows.
Outdoor Education	<ul style="list-style-type: none"> • Forest Schools • Sensory garden • Outdoor adventure playgrounds for primary and secondary • PE areas and football area. • Bikes area • Individual small classroom areas used for education and play. • Lots of opportunities for walking in the community and regular trips to enrich topics and support life skills • Duke of Edinburgh 	<ul style="list-style-type: none"> • Pupils develop team work and problem solving skills. • Pupils practise turn-taking and sportsmanship through team games in PE. <p>When on school trips, pupils can apply social skills learn in school to different settings within the community.</p>
PE Curriculum	<ul style="list-style-type: none"> • Annual pathway sports days • Departmental sports activities such as the Triathlon for PMLD pupils. • Teams sports planned into PE lessons and basic skills in this are incorporated across all pathways. E.g. ball skills, bowling. • Turn taking incorporated into PE • Football area in KS3/4 areas to support social interaction during both breaks and PE sessions. • Soft play to enable pupils to interact with others in a low-level environment whilst developing movement skills. 	<ul style="list-style-type: none"> • Pupils develop tolerance of others and sportsmanship. • Pupils experience a sense of achievement when they are successful in team games. • Pupils feel a sense of belonging when interacting with others through team games. <p>Joint PE activities with other classes enables pupils to socialise with other pupils and adult they would not usually do.</p>
Democracy	<ul style="list-style-type: none"> • Elections, where appropriate of school council leaders. 	<ul style="list-style-type: none"> • Pupils get the opportunity to volunteer and make choices on their actions.

	<ul style="list-style-type: none"> • Auditions for key roles in performance and voting. • Basic votes for a range of areas including story time, choice time, rewards, etc. • All classes are represented in the school council, ECO committee and E-safety. • School rule charters for appropriate classes. • Chn encouraged to be fair in play and turn take. 	<ul style="list-style-type: none"> • Pupil being encouraged to participate in decision making improves confidence and enables them to make their voice heard.
Pupil Voice	<ul style="list-style-type: none"> • School Council, ECO committee, E-Safety committees with a representative from each class including non-verbal. • Circle times with opportunities to share opinions, etc. • Choice time facilitated through speech and various AAC methods • Representation on Trust School Council 	<ul style="list-style-type: none"> • School Council, ECO committee, E-Safety committees with a representative from each class including non-verbal. • Circle times with opportunities to share opinions, etc. • Choice time facilitated through speech and various AAC methods <p>Class job: Register monitor, book monitor, etc.</p>
Working together in teams/ classes/ groups	<ul style="list-style-type: none"> • ECO fair • Nativity and performances • Food bank donations] • Special day events • Recycle for Michael • World Book Day • RE days • Functional have worked together to make a café along with the post-16 multi-sensory class • Group art projects. E.g. for ECO Waste day • Duke of Edinburgh • Group work in classes such as producing presentations, making posters, etc. • Young Enterprise 	<ul style="list-style-type: none"> • Children have the opportunity to be included in a wide range of school wide events which give a sense of community. <p>Opportunities to work with outside agencies and develop life skills and careers skills (e.g. using the till, speaking to others in young enterprise)</p>
Pupil responsibility	<ul style="list-style-type: none"> • ECO, School council and E-Safety reps. • Class jobs • Life skills such as washing, litter picking, cleaning around the school. • ASDAN- taking jobs for their qualifications, particularly in Y11 • Young Enterprise 	<ul style="list-style-type: none"> • Links to real life jobs, preparing them for careers and life in the real world. • Life skills developed • Opportunities to work with others from a range of different classes.

	<ul style="list-style-type: none"> • Pathway and class cafes • Job roles for secondary pupils to support within the wider school community. E.g. prefect, head boy/girl, pupil buddies. 	
Transition	<ul style="list-style-type: none"> • Transition visits to new settings • Regular visits to college settings • Transition days between classes • Outreach program • Work experience for older pupils • careers advice and careers skills encouraged throughout the curriculum. 	<ul style="list-style-type: none"> • Prepares the children for change and gives them the skills needed in order to cope with change in the real world. • Careers opportunities • Preparation for Adulthood links <p>Opportunities to meet new people in a safe and supported way, preparing them for their next steps beyond Kemball</p>
Other shared areas	<ul style="list-style-type: none"> • Library • Food tech room • Sensory Diet Room • Soft Play • Sensory Light rooms • Training Flat 	<ul style="list-style-type: none"> • Opportunities to mix with other pupils and socialise. <p>Opportunities to use different resources and look after shared areas.</p>

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 in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Provision	How it may be evidenced	Impact
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School Visits/ visitors	<ul style="list-style-type: none"> • School visits to museums, galleries, concerts, theatre visits, libraries, workshops, cafes. • Workshops from different cultures. E.g. Bhangra dancing, Brazilian dancers, key strings exploring instruments from around the world. • Visits to different places of worship. • Visitor from the world of work including careers support 	<ul style="list-style-type: none"> • Brings topics and cultures into a real life context so that pupils are able to make connections between their learning and the real world. • Opportunities to have new experiences from a range of different cultures including their own. Broadens horizons of children, especially for our SLD pupils who do not always have as many opportunities to go out when outside of school.
Arts Curriculum/ Music Curriculum	<ul style="list-style-type: none"> • Opportunities to take part in school productions and performances • Opportunities for individual instrumental lessons • Dance and music workshops • opportunities for healthy competition within school for different art projects. • Participated in Trust music video and Trust art showcase 	<ul style="list-style-type: none"> • Links to speaking and listening targets as well as music and arts curriculums. • Opportunities for enrichment of the curriculum and to perform a range of different styles of music. <p>Enrichment of the curriculum</p>
History Curriculum	<ul style="list-style-type: none"> • Opportunities to learn about a variety of cultures over time. • Black History Day • Special days linked to British Historical events. E.g. 100 years remembrance. • Pupils are encouraged to reflect on their own lives and cultures and to share this within the class. • Class trips planned to cover history topics where possible e.g. trip to Hanley museum for Progression classes who are learning about Titanic, trip to the Aboretum when learning about WW2 	<ul style="list-style-type: none"> • Allows the children to understand history outside of their own lives and cultures. • Opportunities to share information about themselves with others and to explain about their own culture, giving the children a better understanding of their own culture. • Strong links to British values.
PSHE curriculum	<ul style="list-style-type: none"> • Curriculum coverage of Diversity and respecting differences. • Opportunities to explore rule of law, people who help us etc. 	Broad and balanced curriculum that allows the children to achieve with lots of opportunities to explore their own cultures
Celebration of cultures in school through displays and resources available	<ul style="list-style-type: none"> • RE display • RE resources available for all of the six major religions. 	<ul style="list-style-type: none"> • Children are able to access and explore items from a wide range of Values

	<ul style="list-style-type: none"> • Christian and British events celebrated yearly. e.g. Harvest, Christmas, Easter, etc. • Celebration of special days from a range of cultures including Eid, Hannukah etc. • Cultural studies displays 	<ul style="list-style-type: none"> • Opportunities to develop an understanding of a range of different pupils in the school.
English curriculum	<ul style="list-style-type: none"> • A variety of books from a range of different cultures are planned into the curriculum texts. • A range of different books from a range of cultures within the school library. • World Book Day e.g. learning about different authors. • Non-fiction texts explored with real life references e.g. recipes, atlases. 	<ul style="list-style-type: none"> • Opportunities to listen to traditional tales from a range of cultures as well as developing a good knowledge of traditional tales from the UK with a range of moral meaning. • Range of books promotes a love of reading as well as the World Book Day activities. <p>Non-fiction texts support children in using a wide range of skills</p>
PE Curriculum	<ul style="list-style-type: none"> • Annual pathway sports days • Departmental sports activities such as the Triathlon for PMLD pupils. • Tournaments with other special school in the Trust and mixed sports activities • Attendance at sporting fixtures/competitions • Member of North Staffordshire PE Association • Adapted resources so that everyone can access sports • Hydrotherapy pool • Rebound therapy • Football club 	<ul style="list-style-type: none"> • Chances for healthy competition between pupils and classes. • Opportunities to mix with other pathways and for some pathways to mix with other schools.
Religious Education Curriculum	<ul style="list-style-type: none"> • Worldwide Christianity e.g. Christmas around the world topic. • Study of all 6 major religions through the four year spiral curriculum. • Study of individuals e.g. Ghandi, Martin Luther King 	<ul style="list-style-type: none"> • Children gain a knowledge of cultures and religions from across the UK and the world and have opportunities to talk about their own beliefs. <p>Children develop an understanding of the lives and impact of a wide range of inspirational people of a range of cultures, races, and beliefs, inspiring the children in their own lives.</p>
Cultural Studies week	<ul style="list-style-type: none"> • Annual study of a different culture from around the world from all of the continents. 	<ul style="list-style-type: none"> • Children gain a knowledge of cultures and religions from across the UK and the world.

	<ul style="list-style-type: none">• Chance to explore the culture of a range of countries including their music, art, history, geography and religion• Strong links to ECO and British Values	Offers enrichment to a range of subject areas through workshops, trips and visitors
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