



# **The Complete Works Policies**

## **Spiritual, Moral, Social & Cultural Education**

**Updated January 2017**

Spiritual, moral, social and cultural education helps students develop personal qualities, which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. It is taught across the curriculum and throughout The Complete Works' (TCW) daily activities. Opportunities may be provided through an awareness of other relevant policies (Equality and Diversity Policy, PSHE Policy and Scheme of Work, Religious Studies Curriculum Policy and Scheme of Work).

### **AIMS**

To enable students to develop their personal qualities and become:

- Responsible for themselves, accepting an appropriate measure of responsibility;
- Confident and competent both academically and socially;
- Able to distinguish between right and wrong;
- Able to articulate their own attitudes and values;
- Able to understand and be sensitive to the beliefs, values and ways of life of others, responding appropriately to injustice and prejudice;
- Caring, considerate and compassionate;
- Skilled in working collaboratively and independently;
- Able to reflect on their learning and plan for future development;
- Able to respond positively to challenges and problems.
- All staff, including Support Staff, are involved in spiritual, moral, social and cultural education. These qualities should be evident in the way that students and adults interact throughout the centre, in accordance with many other existing qualities.

### **SPIRITUAL DEVELOPMENT**

a) 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, personal insight, 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'.

a) There are many aspects of spiritual development:

i. **Beliefs**

- An awareness and understanding of their own and others' beliefs
- A respect for themselves and for others

ii. **A sense of awe, wonder and mystery**

- Being inspired by the natural world, mystery, or human achievement

iii. **Feelings of transcendence**

- A respect for insight as well as knowledge and reason

iv. **The search for meaning and purpose**

- Asking “why me?” at times of hardship or suffering
- Responding to challenging experiences of life such as beauty, purpose, suffering and death

v. **Self-knowledge**

- An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences
- A growing understanding and acceptance of individual identity and development of self-respect

vi. **Relationships**

- A sense of empathy with others, concern and compassion and an ability to build up relationships with others

vii. **Creativity**

- Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts
- Exercising the imagination, inspiration, intuition and insight

viii. **Feelings and Emotions**

- An understanding of feelings and emotions and their likely impact
- A growing awareness of when it is important to control emotions and feelings

b) Steps to spiritual development might include:

- Recognising the existence of others as independent from oneself
- Becoming aware of and reflecting on experience
- Understanding and evaluating a range of possible responses and interpretations
- Developing personal views and insights
- Applying the insights gained with increasing degrees of perception to one’s own life

c) At TCW we aim to encourage Spiritual Development through:

- The values and attitudes the company identifies, upholds and fosters;
- The contribution made by the whole curriculum;
- Religious education and PSE;
- Student Council
- World View

## **MORAL DEVELOPMENT**

- a) Moral development is about encouraging students to develop a framework of moral values which regulates their personal behaviour. It is also about the development of

students' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is also about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

b) Our intention is that the students of TCW will be working towards:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures;
- A confidence to act consistently in accordance with their own principles;
- An ability to think through the consequences of their own and others' actions;
- A willingness to express their views on ethical issues and personal values;
- An ability to make responsible and reasoned judgements on moral dilemmas;
- A commitment to personal values in areas which are considered right by some and wrong by others;
- A considerate style of life;
- A respect for others' needs, interests and feelings, as well as their own;
- A desire to explore their own and others' views;
- An understanding of the need to review and reassess their values, codes and principles in the light of experience;
- An understanding of rights and responsibility within the communities and society in which they live.

c) At TCW:

- We address moral issues through group discussions, Worldview, RE and PSE, as well as throughout the day in discussion.
- We have 'Expectations' contributed to by staff and pupils.
- We deal promptly with any discrimination and injustice, involving pupils in the decision-making process where appropriate.
- We promote a safe learning environment in which students can express their views and opinions.
- We model through relationships and interactions, the principles we wish to promote.
- We encourage students to take responsibility for their actions.
- We acknowledge and praise good behaviour.

## **SOCIAL DEVELOPMENT**

a) Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about working together. It is about functioning effectively in a multiracial, multicultural society. It involves growth in knowledge and understanding of society, society's institutions, structures and characteristics, economic and political principles and organisations, roles and

responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

b) Our intention is that the students of TCW will be working towards:

- An ability to adjust to a range of social contexts by appropriate and sensitive behaviour.
- Working successfully as a member of a group or team.
- An ability to share views and opinions with others and work towards a consensus.
- Showing respect for people, living things, property and the environment.
- Appreciation of others' rights and responsibilities.
- An understanding of the structures of society, e.g. the organisation of the family, the school, etc.

c) At TCW:

- We foster a sense of community with common, inclusive values.
- We provide opportunities for students to work in a variety of social groupings, within the class and sometimes across the company.
- We provide positive whole company experiences, e.g. Theatre in Education Workshops
- We encourage students to develop valuable personal qualities, e.g. thoughtfulness, honesty and respect by modelling these behaviours and through PSE.
- We help students to resolve tensions and conflicts using restorative approaches.
- We have opportunities for students to access Mindfulness sessions.

## **CULTURAL DEVELOPMENT**

a) Cultural development is about students understanding their own culture and other cultures in their borough, city and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with centre's attempts to value cultural diversity and prevent racism.

b) Our intention is that the students of TCW will be working towards:

- An ability to recognise and understand their own cultures and values;
- An ability to appreciate cultural diversity and to respect other people's' values and beliefs;

- Having an openness to new ideas;
  - Having a willingness to participate in artistic and cultural events, recognising and understanding images/icons, which have significance, and meaning in a culture.
- c) At TCW:
- We have an Equality and Diversity Policy;
  - We celebrate students' particular gifts and talents, regardless of culture;
  - We work with outside agencies to support the needs of students as appropriate;
  - We raise student's awareness of other cultures through lunches and workshops, and across the curriculum;
  - Our Religious Studies Scheme of Work provides opportunities for learning about other cultures;
  - We report incidents of racism and prejudice appropriately.
  - Students have regular one to one sessions with tutors in order that tolerance of others can be encouraged through discussion and debate.

### **Equal Opportunities**

All members of the company are committed to the Equality and Diversity Policy.

Discrimination based on race, gender, colour, religion, faith, physical appearance or disability is unacceptable to us (see Equality and Diversity Policy).

### **Community**

TCW welcomes its obligations and duties under the Education and Inspections Act 2006 to promote Community Cohesion. In so doing, we recognise the close links with our duties under all key Equalities legislation including the Race Relations Amendment Act (2000), the Disability Discrimination Acts (1995 and 2005) and the Sex Discrimination Act (1975 as amended by the Equality Act 2006).

By 'Community Cohesion', we mean working towards a society with a common vision based on core moral values and a strong sense of belonging for all, where diversity is valued and where everyone recognises what all human beings share in common, that all human beings are of equal worth and where relationships across all individuals and groups are positive. We understand that we can only promote Community Cohesion effectively through recognising the inextricable links with Equality and Diversity in our policy and practice. We therefore recognise the close relationship between Community Cohesion and the Every Child Matters entitlement framework.

The school is fully committed to promoting cohesion within the local community and wider UK and global society. Therefore, we will:

- Communicate our core values and vision of inclusion and equality to the whole school community and the wider local community
- Ensure that as a school we have full and accurate knowledge of the backgrounds of our children and their families and of the main socio-economic features of our local community and its relationship with wider UK society, using this knowledge to inform our provision

- Ensure that all pupils have opportunities to engage with members of their local community, from contrasting parts of the UK and from countries around the world; at each level, reflecting the diversity of these communities
- Ensure that the school is aware of changing patterns of migration into and from the local community and take steps to engage with and support groups that are new to the community
- Take rigorous steps to ensure that all parents and carers regard the school as open, welcoming and accessible and explore all possible ways of engaging all parents and carers and involving them in the life of the school

### **ACCEPTING RESPONSIBILITY & SHOWING INITIATIVE**

TCWIS shows effort to help pupils accept responsibility and show initiative in a number of ways across all subjects. These are as follows:

- TCW behavioural expectations are outlined and agreed with new students and their parent/carer during their initial visit to TCW. A hard-copy of this is provided and permission slips for taking breaks off site are signed. It is emphasized that TCW students represent the project when both in classes and outside of the project.
- Young people are expected to be on the premises by 9.30 am and know that their register mark will be affected if they arrive after this time.
- Young people are reminded that their daily attendance record is fed back to the local authority and may have an impact on future college offers.
- All young people are provided with Managers' email addresses and work telephone number and are encouraged to make contact if running late to the project
- Risk reduction plans are written with the young person they apply to and agreed to by them. These outline triggers and strategies to assist students with their individual needs. These are often referred back to, in conjunction with the TCW behavioural expectations, to encourage students to take responsibility for their actions.
- TCW staff members work with students to encourage positive reflection on any incidents that occur, to reconcile with other parties involved and aim for a swift return to normal classes (based on that student returning with a suitable attitude to learning.) Based on their individual needs, TCW staff members use timeouts and restorative talks to encourage positive reflection and the acceptance of responsibility.
- An ethos of transparency between parents, agencies and institutions is emphasized to our young people so that they know to expect teacher contact with parents/carers.
- Phone conversations are had with parents on a weekly basis wherever possible to update on the young person's progress.
- Homework is set regularly and expected to be submitted on time. Homework diaries are issued for students to clearly record the details and due dates of their work. TCW emphasizes personal responsibility for the completion and punctual submission of homework, reminding students that more feedback on the work they produce will ultimately contribute to better grades.

- ILPs are updated monthly for young people to make and meet their own short and long term targets.
- Young people's role in society and how they can become good citizens is addressed in particular depth in PSE (as students study for their QCF 5800 PSE qualification) and through fortnightly workshops on 'Safe and Healthy Relationships' with the Tender Company.
- Religious, cultural and moral issues are addressed across the curriculum and focused on in Religious Studies.

### **CAREERS AND KNOWLEDGE OF PUBLIC INSTITUTIONS & SERVICES**

- Young people conduct regular meetings with their Careers Advisor and are assisted by him/her and TCW staff to complete college applications.
- Knowledge of public institutions and services is widened during the 'Personal Action Planning' and 'Applying for jobs and courses' units as part of their PSE QCF qualification.
- Students are informed as to when college open days are taking place and encouraged to attend.
- Opportunities will be available for students to attend local city farms and other vocational activities

### **CHARITY WORK**

Students are actively encouraged to raise money for charities. This year's designated charities are War Child, Red Cross, Roots and Shoots, Comic Relief and Fair trade. These charities and the work that they do are being studied in Citizenship, PSE, World View and English Language sessions.

We also have volunteering programmes for students to participate in.