



DURANTS SCHOOL – POLICY DOCUMENT

Social, Moral, Spiritual, and Cultural Policy

January 2026

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DURANTS VISION

Durants promotes a holistic environment for young people with autism and their families. Durants offers a person-centred curriculum that enables all students supported by their families to achieve and forge their own path into society and adulthood.

Preparing for independent living

Actively promoting good physical and mental health

Teaching skills for employment

Helping to develop friendships, relationships and participate in the community.

Our Aims

We will do this through:

- Consistently high expectations and achievements for every individual.
- High quality, inspirational and innovative teaching and learning.
- A safe, secure, caring and enjoyable environment in which to work, learn, thrive and grow towards independence.
 - Inspirational and accountable leadership at all levels.
 - A personalised curriculum fit for the 21st century.
 - An ambitious drive to be a leading Autism centre of excellence

Fundamental British Values

At Durants School, we aim to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values as defined by the Government in the 2011 Prevent Strategy.

We promote 'British Values' through our social, moral, spiritual and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

By ensuring that we actively promote and reinforce British Values, Durants School will help to prepare pupils for the diverse and dynamic community in which they will live and work.

The five British Values are:

• Democracy

- The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

- We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

• **The rule of law**

- We have clear expectations regarding codes of behaviour, we help pupils to make decisions and choices that are acceptable to the school community and society at large.
- Whenever and wherever possible pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

• **Individual liberty**

- Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility.
- Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events throughout the year. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

Mutual respect

- We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual.
- The curriculum is personalised and planned for pupils and may include transitioning within the range of resources and places on the site and going into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.
- We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of those of different faiths and beliefs

- We are part of a school and local community where each person is respected and valued equally regardless of ability, gender, faith, heritage or race.

- Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.
- Our assemblies and special events help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events.
- Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.
- Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.
- The staff work closely with parents, carers and other professionals to ensure that the pupils at our school are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Planning

In planning lessons, teachers and teaching assistants are aware of the need to plan opportunities to develop a wide variety of social, moral, spiritual and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHE and class-based activities. All which help develop our pupils Cultural Capital in order to enable them to participate in society to the best of their ability.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The schools promote a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, e.g. when listening to music,

decision and choice making, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At Durants School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Form judgements about right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
 - Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develop pupil moral development by:

- Providing a moral code as a basis for behaviour which is promoted consistently through all aspects of the school, class rules, work reward, PBS policy and procedures, Assemblies and golden time.
- Promoting racial, religious and other forms of equality
 - Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
 - Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
 - Rewarding expressions of moral insights and good behaviour
 - Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
 - Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

All staff have an instilled awareness of the code of conduct for all areas of the schools and the wider community based on the values held by the schools and Durants. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done throughout the day, within 1:1 sessions, group lessons and with staff across the multi-disciplinary team. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Star of the Week and other means that highlight both academic and social achievements.

Social Development

At Durants School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupils social development by:

- Identifying key values and principles on which school and community life is based
 - Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, café, out and about sessions in the community, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
 - Providing opportunities for engaging in the democratic process and participating in community life, the whole school council
- Providing opportunities for pupils to exercise leadership and responsibility
 - Providing positive and effective links with the world of work and the wider community

Cultural Development

Pupils are made aware of the diversity of other cultures both within modern Britain and throughout the world. This is done through music, PE, art and many other curriculum areas. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develop pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated

- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the schools' cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the schools and classroom. Pupil Voice is an ambition and a right for all our pupils, we want to empower appropriate and meaningful choice, listen to opinions and allow pupils to guide us in making decisions. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the schools.

Many pupils at Durants School are in the process of developing the early stages of language. However, ensuring the pupils at Durants School have a voice is important to us. Durants hosts annual Careers and Pathway Events for Upper Department pupils, allowing them the opportunity to meet with outside providers and learn more about what is available to them in their local area. Additionally, students have the opportunity to meet with an impartial careers advisor, with support from their families to talk about different destinations and next steps.

Language development runs through the whole curriculum at Durants school, and ensuring pupils have the opportunity to learn to request items through new experiences. This is important in developing our pupils' voices. Some pupils are able to develop their own timetable and schedules, choosing certain activities and decide when they want to do them. Some students engage in independent schedules, empowering them to be able to change from one independent activity to another. This is particularly important when students maybe at home for long periods, for instance the summer and Easter holidays.

It is important that we listen and analyse the pupil's way of communicating (often behaviours that challenge) and work out what they are trying to say and what they mean from repeated observations. We then teach the pupils new ways to get their feelings across and their voices heard in a way that is more appropriate way.

The expectation is to see pupil voice being used throughout the school day. In lessons, opinions are being gathered, programmes enhance communication skills, choices and comments are being recorded and displayed. We have a School Council with elected members, where pupils are empowered to make decisions. We have democratic votes to determine some of the key topics of debate.

SMSC – Intent – how we promote SMSC at Durants school

| Spiritual Development | Moral Development | Social Development | Cultural Development |
|--|---|--|---|
| Whole school celebrations of different religious beliefs. Assemblies Themed weeks and Special Events | PBS Behaviour policy Assemblies School ethos Charitable projects Community participation | A curriculum underpinned by behaviour analysis PSHE curriculum Assemblies ASDAN curriculums Themed weeks and Special Events Community participation | Themed weeks and Special Events Assemblies Access to the Arts School Trips Community participation |

Implementation – How is this evidenced?

| Spiritual Development | Moral Development | Social Development | Cultural Development |
|--|--|---|--|
| School Christmas Production | Behaviour plans and data | Clubs | Black History Month |
| Whole school assemblies – school values | Assemblies – such as Remembrance Day | School Play / Productions | Art curriculum |
| Whole school assemblies – singing / celebrations | Age appropriate responsibilities | Work experience | Clubs and assemblies |
| Religious based special events | Charitable activities –whole school charity support activities | Community visits – restaurants, local gym, supermarkets, swimming pool Paired / buddy system for playtime and lunch time | Visits to art galleries, museums and libraries |

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|--|---|---|--|
| | PSHE curriculum | School trips / visits | Theatre visits |
| | Work experience – Making a positive contribution | Sports Day | Assemblies and in class activities |
| | Star of the Week Awards | Whole school events – Harvest Festival, Christmas Production | celebrating national events, such as the Royal events |
| | | | Work experience |
| Impact on Pupils | | | |
| Spiritual Development | Moral Development | Social Development | Cultural Development |
| Pupils will develop better self-esteem and confidence. Pupils will get to experience different cultures, religions and types of backgrounds. | Pupils will be able to access more activities in the local community and with their families. | Social Acceptance More positive interactions with adults and peers including family. Increased social circle. Pupils will develop their own voice. | New experiences through the learning of other cultures. |
| | Pupils will be able to make choices and decisions based on an understanding of right and wrong. | Pupils will be able to make their own choices and access their own interests. | Widen interests and understanding of others and their back grounds. |
| Gain a better understanding of different types of beliefs. | Pupils will be able to keep themselves safe when at home and in the community. | Develop new interests and choices. | Understand what it means to be part of a community, including local, national and international. |
| | | Gain a better understanding of others | |

Appendix 1: Definitions

Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in and respect for different people's feelings & 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 Development

Pupils' moral development is 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 Development

Pupils' social development is 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, cooperating well with others and being able to resolve conflicts effectively;
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural Development

Pupils' cultural development is 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 of, and respect for 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.