

## Spiritual, Moral, Social and Cultural Development Policy

<b>Written by:</b>	DQ October 2017
<b>Revised by:</b>	JM June 2018
<b>Reviewed by:</b>	BM, MW, SV, EC
<b>Applicable to:</b>	All Staff
<b>For review:</b>	June 2019

Slindon College aims to promote the boys' spiritual, moral, social and cultural development and, in particular, to develop principles for distinguishing between right and wrong and to respect fundamental British values.

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as being British. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values. Slindon is a multicultural community within which we celebrate students and cultures from all over the world. Alongside this, the school is keen to support all students in learning about and deepening their understanding of British values, culture and systems.

The school curriculum develops the boys' knowledge, understanding and appreciation of their own and different beliefs and cultures and how these can influence individuals and societies. It is important that boys develop an awareness of certain acceptable values which govern their responsibility for their own behaviour, their relationships with others, their place as trusted citizens in society and their concern for the environment, protecting it for future generations.

These are the objectives of the schools curriculum and what pupil activities should achieve:

Boys should learn that all human beings are unique, capable of spiritual, moral, intellectual and physical growth. On this basis boys should learn to:

- Develop an understanding of their own characters, strengths and weaknesses
- Develop self respect and self discipline
- Clarify the meaning and purpose in our lives and on the basis of this, decide how we believe our lives should be led
- Make responsible use of their talents, rights and opportunities
- Strive, throughout life for knowledge and understanding
- Take responsibility for, within our capabilities, for our own lives

Relationships with others are seen as fundamental to the development of others and ourselves and to the good of the community. In learning to value others, boys should:

- Respect others, including other boys
- Care for others and exercise goodwill in our dealings with them
- Show others they are valued
- Earn loyalty, trust and confidence
- Work co operatively with others
- Respect the privacy and property of others

- Resolve disputes peacefully

In society boys should learn to value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, boys should learn to value the family as a source of love and support for all its members and as a basis of a society in which people care for others. In learning about these values of society boys should be encouraged to learn:

- To be responsible citizens, honouring truth, integrity, honesty and goodwill in public and private life and embrace fundamental British values
- To refuse to support actions which would be harmful to others
- To learn to appreciate the importance of family commitment and how it provides security, love and happiness
- To learn about the law and the legal process
- To respect the rule of law and encourage others to do so
- To respect religious and cultural diversity
- To help to promote opportunities for all and offer others support
- To participate in the democratic process and to contribute, as well as benefiting, fairly to economic and cultural resources

Finally the curriculum should aim to teach boys to value our environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration. In being introduced to these values boys should learn to:

- Accept that we have a responsibility to maintain a sustainable environment for future generations
- Understand the place of human beings within nature
- Understand that we have a responsibility for other species
- Ensure that development can be justified
- Preserve balance and diversity in nature wherever possible
- Preserve areas of beauty and interest for future generations
- Repair where possible habitats damaged by human development and other means

Slindon College adopts many approaches throughout its curriculum to promote these values

Through assemblies the boys are made aware of many different issues. The twice weekly attendance of church contributes to the boys' spiritual, moral and cultural development.

The boys' views of themselves and the world are discussed and repeated through various ways in RE, English lessons, PSHE and in assembly themes.

Boys are aware of the school rules and the ways we measure acceptable behaviour. Positive reinforcement encourages good behaviour and this is employed regularly through the reward systems and through praise and encouragement.

Opportunities in many activities encourage success, the discovery of strengths and weaknesses and the growth of confidence and self-respect. House points and award systems in sport all help to build boys' self esteem and confidence.

Prize giving ensures that all boys know they have made a personal achievement in the school year and this helps to develop self respect and respect for others.

Much emphasis is put on caring for others. This is achieved through the social interaction of all age groups, through the House System, through RE, PSHE and in assembly.

Emphasis is put on taking part, not necessarily winning and in appreciating others' success. Internal competitions and outside events provide opportunities to recognise others' strengths and talents, encourage practice in one's own talents and skills and to learn to work co-operatively in groups and to represent one's House or the school.

Respecting others' property and privacy and not causing others distress is fundamental to the school's ethos. The school offers a secure and caring learning environment in which boys can be happy. Any behaviour regarded as bullying or causing others harm is addressed. Boys are encouraged to be honest, to discuss how to resolve an unhappy situation and make positive steps to ensure trusting and peaceful relationships in the future.

Many references to the value of family commitment, love, trust and support are made throughout the boys' school life. The school is represented by many different cultures and family units and every child is made to feel equally important and valued. In RE and PSHE and in English, Geography, History, French and through other lessons as well as Assemblies, many aspects are focussed on to demonstrate the diversity of individuals, societies and cultures so that boys learn to appreciate and value all humanity.

The support given to many different charities every year encourages boys to develop an understanding of the difficulties endured by others through no fault of their own and the fund raising ventures, which take place, help boys in the school to show care and understanding and to build a sense of responsibility in helping the community.

The effect of addressing the spiritual, moral and cultural development of the boys at Slindon College is regarded as a crucial thrust of the school's curriculum, which aims to influence the boys' daily lives both now and in the preparation of their future lives. The school has always preserved this ethos and many of its traditions and its evolving practices have been based on its spiritual, moral and cultural awareness and its purpose to guide and influence boys appropriately and effectively.

Staff are actively encouraged to ensure that SMSC is embedded within all aspects of school life. A SMSC self audit tool for staff to either look at their own practice or to use with the boys as a discussion document. (see appendix 1)

## **Spiritual, moral, social and cultural development in the Curriculum**

### **English**

The teaching of English develops skills through which boys can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of lessons allows boys to work together and gives them a chance to discuss their ideas and results.

### **Mathematics**

The teaching of mathematics supports the social development of our boys through the way they are expected to work with each other in lessons. Boys may be grouped so that they work together as well as having the opportunity to discuss their ideas and results.

### **Science**

Science offers boys many opportunities to examine some of the fundamental questions in life. For

example, the evolution of living things and how the world was created. Through many of the amazing processes that affect living things, boys develop a sense of awe and wonder regarding the nature of our world. Science raises many social and moral questions. Through the teaching of science, boys have the opportunity to discuss, for example, the effects of smoking and the moral questions involved in this issue. They are given the opportunity to reflect on the way people care for the planet and how science can contribute to the way we manage the earth's resources. Science teaches boys about the reasons why people are different and, by developing the knowledge and understanding of physical and environmental factors, it promotes respect for other people.

## **History**

Boys are provided with the opportunity to discuss moral questions, or what is right and wrong and they find out how British society has changed over time. The history programme of study enables boys to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

## **Geography**

Through the teaching of contrasting localities, boys can learn about inequality and injustice in the world. Their knowledge and understanding of different cultures is also developed, so that they learn to avoid stereotyping other people and acquire a positive attitude towards other people.

## **RE**

Religious Education provides opportunities for spiritual development. Boys consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral ethical questions. We enhance their social development by helping them to build a sense of identity in a multi cultural society. Boys explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives, and to respect other cultures and religions.

## **Games/PE**

The teaching of games/PE offers opportunities to support the social development of our boys through the way they are expected to work with each other in lessons. Groupings allow boys to work together and give them a chance to discuss their ideas and performance. Their work in general enables them to co-operate across a range of activities and experiences. Boys learn to respect and work with each other and develop a better understanding of themselves and each other.

## **Art**

Looks at other cultures and the use of photography to create a message.

## **Fundamental British Values**

Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The rule of law: Respect for the basis on which the law is made and applies in England
- Individual liberty: Support and respect for the liberties of all within the law
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new social, moral, spiritual and cultural (SMSC) standard came into force on 20<sup>th</sup> September 2014. The regulations state that to meet the school must:

- Actively promote the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Prevent the promotion of partisan political views in the teaching of any subject in the school
- Take such steps as are reasonably practical to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

The balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of, the school, and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere.

Slindon College applies these standards to

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

The DfE's non-statutory advice for improving the SMSC development in independent schools, academies and free schools, linked to above, has information on expectations for pupils and sets out 'the kinds of understanding and knowledge that can be expected in pupils' as a result of schools meeting the standard to respect 'fundamental British values'. These include:

An understanding as to how citizens can influence decision-making through the democratic process

An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy.

An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government

An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

The ways in which we actively promote British values at Slindon is set out in our statement and is attached to this document as appendix 2.

All staff and students at Slindon are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist it will be routed out, and democracy and the rights of individuals will take centre stage.

<b>Monitoring by:</b>	Head Teacher Deputy Head Teacher Bursar
<b>Evidenced by:</b>	Speaking to Pupils and students Speaking to staff Visual inspection of school and site

**Policies are subject to continuous monitoring, refinement and audit by SLT. The Chairman of Governors undertakes an annual review of policies and of the efficiency with which the related duties have been discharged by the date stated or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.**

**This policy has been reviewed by SLT to ensure it does not undermine British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and that it actively educates against any material or behaviours that could promote radicalisation or extremism.**

Appendix 1 – SMSC self audit	
<b>SPIRITUAL</b> <ul style="list-style-type: none"> <li>• Is there a chance for the students to reflect on what they are learning?</li> <li>• Do the students see the relevance of what they are learning- e.g. can they apply it to their own life</li> <li>• Is there natural creativity, awe and wonder coming from the students</li> <li>• Are the students fully engaged?</li> <li>• Is there an opportunity to explore faith?</li> <li>• Are students able to explore their identity and sense of worth?</li> <li>• Do students complete work in high spirits?</li> <li>• Do students have an opportunity to develop and exhibit their character and personality?</li> </ul>	<b>MORAL</b> <ul style="list-style-type: none"> <li>• Are students able to make direct and indirect choices about what is right and wrong?</li> <li>• Do students exhibit a set of moral values that represent their positive behaviour and the classroom they're in?</li> <li>• Are different views and opinions shared and tolerated/accepted?</li> <li>• Do students feel safe to express their opinions openly and free of discouragement?</li> </ul>
<b>SOCIAL</b> <ul style="list-style-type: none"> <li>• Do students have the opportunity to work together collaboratively?</li> <li>• Are diverse ethnic groups interacting with each other?</li> <li>• Do students interact and participate appropriately in the classroom environment or teaching area?</li> <li>• Are students cooperating with each other showing acceptable social behaviour?</li> <li>• Do you as the teacher or leader ensure inappropriate language or behaviour is challenged consistently?</li> <li>• Do students make allowances for those who are different to them and ensure they have equal chance to interact/participate?</li> <li>• Do teachers or classroom leads identify and challenge any form of bullying consistently? Do students demonstrate positive interpersonal skills that promote healthy relationships/friendships?</li> </ul>	<b>CULTURAL</b> <ul style="list-style-type: none"> <li>• Do students get the chance to explore their own culture in lessons?</li> <li>• Are different cultures from Europe and across the world explored e.g. comparisons and contrasts made?</li> <li>• Do students from different cultural backgrounds get along and have the chance to share their cultural beliefs/values?</li> <li>• Do the student's values and beliefs regarding culture and ethnicity reflect the college's position on tackling radicalisation, racism and extremism?</li> </ul>

## Appendix 2 – Fundamental British Values

Slindon College is committed to serving its community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom and the wider world. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Through our SMSC development we help our boys to develop their self-knowledge, self-esteem and self-confidence; distinguish right from wrong and to respect English law; encourage them to accept responsibility for their behaviour, show initiative and contribute positively to society; enable them to acquire a broad general knowledge of, and respect for, English public institutions and services and to appreciate and respect their own and other cultures. We follow our equal opportunities policy that enforces there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political, or any other protected status. We are dedicated to preparing boys for their adult life beyond exams and finishing school and we aim to ensure that we promote and reinforce British values to all our pupils and students.

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The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The examples that follow show some of the many ways we seek to embed British values.

### **Democracy**

The principle of democracy is consistently being reinforced, with democracy processes being used for important decisions within the school community, for instance, elections being held of school council and whole school mock elections held. The principle of democracy is also explored in the History and RE curriculum as well as in tutor time and assemblies.

### **The rule of law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced. Boys are taught the school rules our expectations of them to abide. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police reinforce this message.

### **Individual liberty**

Boys are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Staff aim to educate and provide opportunities for them to make informed choices, through a safe environment and an understanding of individual needs.

Boys are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety or through the debating club.

## **Mutual Respect**

Respect is a strong part of our college community. Boys learn that their behaviours has an effect on their own rights and those of others. All members of the school community are encouraged and supported to treat each other with respect and this is reiterated through its teaching and learning environments.

## **Tolerance of those of different faiths and beliefs**

We aim to equip boys with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Students benefit from a number of international visitors, including students from other continents and cultures. Additionally, students are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the calendar year. The Religious Education curriculum, which is compulsory for all students up to the end of KS3, provides a broad and balanced education on a range of faiths, religions and cultures.