

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY**

Slindon College aims to promote the pupils' 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 Colleges to promote the historical and current values that underpin the national identity known as being British. Within this, all Colleges are required to ensure that the curriculum actively promotes these fundamental British values. Slindon is a multicultural community within which we celebrate pupils and cultures from all over the world. Alongside this, the College is keen to support all pupils in learning about and deepening their understanding of British Values, culture and systems.

The College curriculum develops the pupils' knowledge, understanding and appreciation of their own and different beliefs and cultures and how these can influence individuals and societies. It is important that pupils 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 College's curriculum and what pupil activities should achieve:

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

- Respect others, including other pupils
- Care for others and exercise goodwill in our dealings with them
- Show others they are valued
- Earn loyalty, trust and confidence
- Work cooperatively with others

- Respect the privacy and property of others
- Resolve disputes peacefully

In society, pupils should learn to value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, pupils 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 pupils 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 that 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 from economic and cultural resources

Finally, the curriculum should aim to teach pupils 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 pupils 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 pupils are made aware of many different issues. The bi-weekly attendance of church contributes to the pupils' spiritual, moral and cultural development.

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

Pupils are aware of the College 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 pupils' self-esteem and confidence.

Prize giving ensures that all pupils know they have made a personal achievement in the College 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 cooperatively in groups and to represent one's House or the College.

Respecting others' property and privacy and not causing others distress is fundamental to the College's ethos. The College offers a secure and caring learning environment in which pupils can be happy. Any behaviour regarded as bullying or causing others harm is addressed. Pupils 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 pupils' College life. The College 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 focused on demonstrating the diversity of individuals, societies and cultures so that pupils learn to appreciate and value all humanity.

The support given to many different charities every year encourages pupils to develop an understanding of the difficulties endured by others through no fault of their own and the fundraising ventures, which take place, help pupils in the College 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 pupils at Slindon College is regarded as a crucial thrust of the College's curriculum, which aims to influence the pupils' daily lives both now and in the preparation of their future lives. The College has always

preserved this ethos and many of its traditions and evolving practices have been based on its spiritual, moral and cultural awareness and its purpose to guide and influence pupils appropriately and effectively.

Staff are actively encouraged to ensure that SMSC is embedded within all aspects of College life. An SMSC self-audit tool for staff to either look at their own practice or to use with the pupils 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 pupils can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of lessons allows pupils 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 pupils through the way they are expected to work with each other in lessons. Pupils may be grouped so that they work together as well as having the opportunity to discuss their ideas and results.

### **Science**

Science offers pupils 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, pupils 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, pupils 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 pupils 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**

Pupils 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 pupils 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, pupils can learn about inequality and injustice in the world. Their knowledge and understanding of different cultures are 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. Pupils 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. Pupils 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 pupils through the way they are expected to work with each other in lessons. Groupings allow pupils 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. Pupils learn to respect and work with each other and develop a better understanding of themselves and each other.

## **Art**

Looks at other cultures, their history through painting, their visual progression, how painters changed styles through the ages and the effect art has on the soul. They can also see how the use of photography can be used 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 College 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 College 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 College
- 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 College, while they are taking part in extra-curricular activities provided by, or on behalf of, the College, and in the promotion of those extra-curricular activities, whether they are taking place at the College 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 College 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 Colleges, academies and free Colleges, 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 Colleges 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 pupils 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 College. Where unfairness or bullying is found to exist it will be routed out, and democracy and the rights of individuals will take centre stage.

### Appendix 1 – SMSC Audit

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 College are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Through our SMSC development we help our pupils to develop their self-knowledge, self-esteem and self-confidence; distinguish right from wrong and 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 pupils for their adult life beyond exams and finishing College and we aim to ensure that we promote and reinforce British values to all our pupils and students.

Through our SMSC development we help our pupils 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.

The Government emphasises that Colleges are required to ensure that key 'British Values' are taught in all UK Colleges. 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 College community, for instance, elections being held of College council and whole College 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 College, or the country, are consistently reinforced. Pupils are taught the College rules our expectations of them to abide by.

Pupils 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**

Pupils 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.

Pupils 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. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the College 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 pupils with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the College community. Pupils benefit from a number of international visitors, including pupils from other continents and cultures. Additionally, pupils are actively encouraged to share their faith and beliefs within the College and celebrate festivities throughout the calendar year. The Religious Education curriculum, which is compulsory for all pupils up to the end of KS3, provides a broad and balanced education on a range of faiths, religions and cultures.