



SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT POLICY

Spiritual, Moral, Social & Cultural Development Policy

Legal Status

Complies with Part 2, paragraph 5 of The Education (Independent School Standards) (England) Regulations 2014 in force from 5th January 2015 and amended April 2019.

In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and proprietor.

Monitoring and Review

This policy will be subject to continuous monitoring, refinement, and audit by the Director of Education.

The Proprietor undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements, or best practice guidelines so require.

Rationale

We actively promote SMSC in our school. SMSC permeates all subjects and activities and is evidenced through the schemes of work and programmes of study along with activities which extend beyond the classroom door including those of a residential nature. For pupils to benefit fully from their time at our school, we must ensure that they have the best teaching and pastoral care, and they must ensure that they try to meet the expectations placed for them in work, conduct and attitude. This can best be achieved where the aims of the SMSC policy link and strengthen other policies so that the ideals of the school's ethos and mission statement become a reality for its pupils.

Our school supports pupils' SMSC development and suitably prepares pupils for life. The whole school community works towards building a positive climate and ethos of the school and enables pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. The definitions and practices that follow are intended to clarify the ways that our school factors spiritual, moral, social, and cultural development into everyday school life. Our school is a non-denominational school where pupils of all faiths and belief systems are encouraged to strive for academic excellence with an open mind.

There is recognition of a broad set of common values and purposes which underpin the school curriculum and the work of schools. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. There is also a commitment to the virtues of truth, justice, honesty, and a sense of duty. The curriculum promotes and sustains a thirst for knowledge and understanding and instils a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical, and sporting excellence.

As part of our Behaviour Management Policy, we believe that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. We plan our Personal, Social, Health and Economic (PSHE) education and citizenship through tutorials, assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. It is incumbent on us to focus our policy upon the values and principles which we inculcate in our children and young people through the application of our ethos and education throughout school.

The Vision and Values of our Schools

To ensure that every child is given the opportunity to fulfil their potential in a safe, secure, and stimulating learning environment.



Aims:

- Enable pupils to develop their self-knowledge, self-esteem, and self-confidence.
- Enable pupils to understand what is right and wrong in their school life and life outside school.
- Encourage pupils to accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities.
- Enable pupils to take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable.
- Enable pupils to acquire knowledge and reflect on beliefs, values, and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- Actively promote principles that encourage pupils to respect fundamental British values such as democracy and the rule of law.
- Develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.
- Provide pupils with a broad general knowledge of public institutions and services in England (See Appendix).
- Provide a range of artistic, sporting, and other cultural opportunities.
- Enable pupils to overcome barriers to their learning.

Our aims prevent the political indoctrination of pupils through the curriculum. Our aim is not to prevent pupils from being exposed to political views or from discussing political issues in school. Pupils in our school should not, however, be actively encouraged by teachers or others to support particular political viewpoints.

How our school actively promotes fundamental British Values

In our schools, the promotion of Fundamental British Values is embedded throughout our ethos, curriculum and wider school life. This commitment is reflected in our school values, policies and daily practice. We actively promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths, beliefs and backgrounds, while ensuring due regard is given to the protected characteristics set out in the Equality Act 2010.

Pupils are provided with meaningful opportunities to develop their understanding of democracy and civic responsibility through both the curriculum and enrichment activities. These opportunities may include pupil voice initiatives, school council activities, debates, mock elections and discussions of current affairs. Through these experiences, pupils learn how to express and justify their views respectfully, listen to differing perspectives and participate positively in decision-making processes. We ensure that every pupil has a voice and understands that their views are valued and listened to.

We ensure that pupils are equipped to recognise, understand and respond appropriately to a wide range of risks. This includes risks associated with extremism and radicalisation, online harms, misinformation and disinformation, social media use, AI-generated content, substance misuse, criminal exploitation, knife crime, personal relationships and personal safety. Through our curriculum and pastoral support, pupils develop critical thinking skills, digital literacy and resilience, enabling them to make informed and responsible decisions both online and offline.

We actively promote inclusion, equality, tolerance and community cohesion by helping pupils develop an understanding and appreciation of the diverse cultures, faiths, identities and experiences that make up modern British society. Through curriculum content, enrichment opportunities, educational visits and links with individuals, groups and organisations from different backgrounds, pupils gain an appreciation of diversity and are encouraged to challenge stereotypes, prejudice and discrimination.

Pupils are taught to respect the civil and criminal law of England and to understand the role that laws and democratic institutions play in protecting the rights and freedoms of individuals. They develop an understanding of how public institutions operate, including Parliament, the judiciary, local government and the police, and learn about the importance of accountability, justice and the separation of powers within a democratic society.



Our school promotes an environment where respectful discussion and debate are encouraged. Pupils learn that freedom of belief, religion, thought and expression are protected within a democratic society and that these freedoms exist alongside a responsibility to respect the rights, dignity and views of others. We foster a culture in which differences are valued, discrimination is challenged and everyone is treated with fairness, dignity and respect.

Through these approaches, we prepare pupils to become responsible, informed and active citizens who are equipped to contribute positively to life in modern Britain and the wider world.

Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses but has much to do with feelings and emotions and attitudes and beliefs. Spiritual development is not the same as religious development, though religious education has a particularly important role to play. Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities, and attitudes they need to foster their own inner lives and non-material well-being.

Our schools promotes spiritual development through:

- Providing and encouraging a positive ethos.
- The values and attitudes the school identifies, upholds, and fosters.
- Focusing on positive 'success' rather than negative 'failure'.
- Giving pupils the opportunity to understand human feelings and emotions, the way they affect people, and growing awareness of when it is important to control emotions and feelings.
- Encouraging pupils to explore and develop what animates and inspires themselves and others.
- Giving children the opportunity to reflect and to experience times of quiet.
- Encouraging children to listen to and consider the ideas and experiences of others.
- Encouraging pupils to express innermost thoughts and feelings through art, music, literature, and crafts.
- Accommodating difference and respecting the integrity of individuals.
- Providing opportunities for pupils to learn about and respond to a variety of beliefs and values.
- Promoting teaching styles which value pupils' questions and give them space for their own thoughts, ideas, and concerns; enable pupils to make connections between aspects of their learning; encourage pupils to relate their learning to a wider frame of reference.
- Encouraging pupils to think independently.
- Fostering a fascination and enjoyment in learning.
- Using imagination and creativity in learning.

Moral Development

Moral development is concerned with pupils' ability to make judgements about how they should behave and act, and the reasons for such behaviour. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. From the basis of understanding the difference between right and wrong, children will develop the ability to make moral judgements and to take responsibility for their own moral decisions.

The school promotes moral development through:

- Making it clear what kinds of behaviour are expected.
- Enabling pupils to distinguish right from wrong through a clear moral code as well as respect for the civil and criminal law of England.
- Encouraging pupils to consider the ethical implications of emerging technologies, including artificial intelligence, and to understand the importance of honesty, integrity and responsible behaviour in both digital and real-world environments.
- Taking steps to ensure that when political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views in the teaching of any subject in the school.



- Promoting measures to prevent discrimination.
- Highlighting examples of high standards of behaviour, truthfulness, integrity, and honesty.
- Rewarding expressions of moral insights and good behaviour.
- Making an issue of breaches of agreed moral codes where they arise e.g. on television.
- Modelling the principles which our school wishes to promote.
- Encouraging pupils to take responsibility for their actions.
- Adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values.
- Developing an open safe learning environment in which pupils can express their views.
- Extending children's knowledge and understanding of a range of values in society.
- Developing children's ability to make moral decisions (review of the week each week).
- Having the confidence to act in accordance with their own moral principles and thinking through the consequences of their actions (e.g. Modern-day slavery).
- Providing opportunities for pupils to explore moral issues in a contemporary context.
- Reinforcing our values through images, posters, classroom displays, screensavers, exhibitions.
- Monitoring the success of what is provided in our school.

Social Development

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society and the wider community. It also relates to the growth of knowledge and understanding of society in all its aspects. Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national, and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities, and attitudes they need to make an active contribution to the democratic process in each of their communities.

The school promotes social development through:

- Encouraging children to relate positively to others.
- Encouraging pupils to recognise and respect social differences and similarities.
- Helping pupils develop personal qualities which are valued in a civilised society.
- Developing responsible digital citizenship, including safe and respectful online behaviour, understanding digital footprints, evaluating online information critically and engaging positively in online communities.
- Encouraging adults to set high standards in their relationships with each other.
- Providing a model of purposeful and harmonious community.
- Providing opportunities for engaging in the democratic process and participating in community life.
- Providing a conceptual and linguistic framework within which to understand and debate social issues.
- Allowing children to experience the obligations and constraints, but also the satisfaction, that goes with being a member of a group.
- Encouraging the use of social skills and decision making in group work (e.g. fundraising days and tasks Macmillan Coffee morning).
- Exploring the way in which communities and societies function at a variety of levels (e.g. French residentials, link with foreign school).
- Encouraging children to take responsibility and show initiative.
- Giving children an understanding of their role within the wider community.

Cultural Development

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs, and traditions. Pupils acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others. Our school promotes cultural development by giving children opportunities to engage in a wide range of cultural activities.



The school promotes cultural development through:

- Encouraging knowledge of the children's own cultural traditions and practices, along with those of other cultural groups within society.
- Adopting the view that diversity makes the world a richer place.
- Encouraging 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.
- Developing pupils' understanding of how digital media, technology and online platforms influence culture, communication, identity and participation in modern society.
- Identifying key values on which our school community life is based.
- Furthering tolerance and harmony between different cultural traditions.
- Encouraging an understanding of how children can contribute positively to the lives of those living and working in the locality and to society more widely.
- Presenting authentic accounts of the attitudes, values, and traditions of diverse cultures.
- Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.
- Extending pupils' knowledge and use of cultural imagery and language.
- 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.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, e.g. theatre, museum, concert and gallery visits, resident artists, foreign exchange.
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.
- Encouraging children to engage with a variety of cultures (Geography – Study of Brazil, the continent of Africa).
- Understanding and responding to cultural diversity (e.g. "Learning about Different Cultures" – RE weeks).
- Monitoring the success of what is provided in our school.

Putting Ideas into Practice

To ensure that pupil's SMSC Development is effective, there are three aspects of the school which need to be considered: our school ethos; the pastoral support for pupils; and the curriculum.

Social, moral, spiritual, and cultural promotion within the curriculum. Our school has a strategy to achieve 'actively promoting fundamental British values', as detailed below:

The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence. The staff team must be aware of these responsibilities; know how respective curriculum areas might be used and plan accordingly; and be alert to the many every day, unplanned and incidental opportunities that can provide important starting points for discussions and learning.

English

The studying of different texts – classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature; drama and stories which create opportunities for moral judgements; shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view; knowledge of our language and its influence on our culture and the importance and value of other languages and cultures; and awareness of traditional tales and their cultural background.

Mathematics

Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group; an appreciation of the inherent pattern and beauty of mathematics; The promotion of positive attitudes towards mathematics through appropriate groupings; and an understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian - and understanding of the role and importance of these cultures.



Computing and Digital Learning

Pupils develop the knowledge and skills required to use technology safely, responsibly and effectively. They learn about online safety, digital citizenship, the responsible use of social media, identifying misinformation and disinformation, understanding AI-generated content, protecting personal information and maintaining respectful online communication. Technology is used to support collaboration, research, creativity and global communication.

Science

The development of an understanding of our place in the great scheme of things by studying space or life processes; an appreciation of moral questions as scientific knowledge increases e.g. the use of animals for research; an awareness of the cultural background of science; and the study of cause and effect.

Spiritual, Moral, Social, Cultural Development

Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment e.g. the pollution of the planet; and supporting children to make good choices in all areas, especially their behaviour and understanding the impact of this on others.

History

The study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics; moral issues can be considered, for example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain?

Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

Geography

The study of different localities helps our children to understand the background, way of life and values etc. of different people and cultures. Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life; local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things; and environmental issues and concerns can be discussed e.g. recycling.

Art

Studying great works of art can give an insight into the culture of other people and provide a strong link with the past; art can provide a valuable tool to study the past and make social or moral comment on it; multicultural art, the art of different religions and the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own; and the appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Music

Listening to music, performing, joining in with it gives pleasure, lifts spirit, and has an emotional dimension that children need to experience. Music experienced helps the pupils in their spirituality; listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons; music of the fields, sea shanties, slave songs etc. can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it; and group music making is an important social activity – working together and experiencing the same feelings together.

Physical Education

Caring for our bodies and respecting the health of others; obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important;



appreciating the aesthetic beauty of the movements of gymnastics or dance; building team spirit, being a good team member, valuing the contributions of others to the team; and learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics.

Personal, Social, Health and Economic Education/Citizenship

Listening to others; holding discussions leading to written work; drama and role play linked to choices; drawing pictures of feelings and emotions.

Religious Education

The exploration of moral and spiritual questions through discussion; appreciating and valuing other faiths and beliefs of both groups and individuals; learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs; knowing about the historical, social, and religious aspects of our own culture and that of others; and learning about the religious law including the differences between state law.

Links with the Wider Community

Visitors are welcomed into our school to speak to the pupils (e.g. religious leaders). Visits to places of worship, cultural venues such as theatres and libraries are actively encouraged. Children are taught to appreciate and take responsibility for the environment. We liaise with the local community and support groups.

Differentiation and Inclusion

The implementation of this policy is adapted to meet the individual needs, abilities and developmental stages of all pupils. Our approach recognises that pupils may require different levels of support and opportunities in order to access and benefit from SMSC development. Staff will take account of individual learning needs, including special educational needs and disabilities (SEND), when planning and delivering activities that promote pupils' spiritual, moral, social and cultural development.

All staff share responsibility for promoting SMSC development and should understand the positive contribution it makes to pupils' wellbeing, personal growth and preparation for life in modern Britain. Staff are encouraged to raise relevant issues, share good practice and contribute to ongoing discussions regarding SMSC development through professional dialogue and staff meetings.

When addressing sensitive, topical or potentially controversial issues, the school will ensure that pupils are provided with accurate, age-appropriate and balanced information. Teaching will be delivered in a way that reflects the school's duties under the Equality Act 2010, the Independent School Standards and other relevant legislation and guidance. Staff will foster an environment in which differing views can be discussed respectfully, while promoting mutual respect, tolerance and understanding of the rights of others.

Where topics such as relationships, family structures, marriage, faith, beliefs or protected characteristics are discussed, pupils will be supported to understand the diversity of modern British society and the legal framework within which it operates. Discussions will be conducted in a balanced and professional manner, ensuring that no individual or group is discriminated against, marginalised or treated less favourably because of a protected characteristic. Staff are expected to model respectful behaviour and ensure that all pupils feel safe, valued and included.

Related Documents

The Single Equalities Policy (Equality and Diversity, Harassment, Racial Discrimination); Personal, Social, Health, Economic (PSHE) education; Curriculum and Teaching and Learning Policies; Safeguarding Children – e-Safety, Child Protection and Safer Recruitment Policies; Special Educational Needs and Disabilities Policy; Staff code of conduct/prudence policy; Positive Values and Expectations (Vision and Mission); Preventing Extremism and Radicalisation Policy.

Appendix 1: Knowledge of Public Institutions

Pupils should: learn about their past and engage with present; have an understanding of the institutions that make up their local community and the country as a whole. They should understand technology, the world of work and the environment.

Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties, and freedoms and about



laws, justice, and democracy and about the main British institutions. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities, and wider society as active and global citizens through visits to the various institutions and through external visitors to school.

Pupils need to understand these institutions in order to deepen and broaden their knowledge, skills and understanding.

Pupils will receive visits from relevant speakers to broaden their knowledge and give them opportunities to learn from people who are connected at different levels with the various institutions. However, it is planned that a great deal of their knowledge will be gained firsthand through visits to the various public institutions e.g. local council chambers, Houses of Parliament, local police station and courts of law etc.

The Key Areas of Learning:

Democracy and Justice

Participating actively in different kinds of decision-making and voting in order to influence public life.

Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.

Considering how democracy, justice, diversity, toleration, respect, and freedom are valued by people with different beliefs, backgrounds, and traditions within a changing democratic society.

Understanding and exploring the roles of citizens and parliament in holding government and those in power to account.

Rights and Responsibilities

Exploring different kinds of rights and obligations and how these affects both individuals and communities.

Understanding that individuals, organisations, and governments have responsibilities to ensure that rights are balanced, supported, and protected.

Investigating ways in which rights can compete and conflict and understanding that hard decisions must be made to try to balance these.

Identities and Diversity: Living Together in the UK

Appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK.

Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.

Considering the interconnections between the UK and the rest of Europe and the wider world.

Exploring community cohesion and the different forces that bring about change in communities over time.

2.1 Critical Thinking and Enquiry

Pupils should be able to:

- Engage with and reflect on different ideas, opinions, beliefs, and values when exploring topical and controversial issues and problems.
- Research, plan, and undertake enquiries into issues and problems using a range of information and sources.
- Analyse and evaluate sources used, questioning different values, ideas and viewpoints, and recognising bias.



2.2 Advocacy and Representation

Pupils should be able to:

- Express and explain their own opinions to others through discussions, formal debates, and voting.
- Communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action, and debate.
- Justify their argument, giving reasons to try to persuade others to think again, change or support them.
- Represent the views of others, with which they may or may not agree.

2.3 Taking Informed and Responsible Action

Pupils should be able to:

- Explore creative approaches to taking action on problems and issues to achieve intended purposes.
- Work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately.
- Analyse the impact of their actions on communities and the wider world, now and in the future.
- Reflect on the progress they have made, evaluating what they have learnt, what went well, the difficulties encountered and what they would do differently.

The study of citizenship should include:

- Political, legal, and human rights, and responsibilities of citizens.
- The roles of the law and the justice system and how they relate to young people.
- Key features of parliamentary democracy and government in the constituent parts of the UK and at local level, including voting and elections.
- Freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account.
- Actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment.
- Strategies for handling local and national disagreements and conflicts.
- The needs of the local community and how these are met through public services and the voluntary sector.
- How economic decisions are made, including where public money comes from and who decides how it is spent.
- The changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives, and values that are shared.
- Migration to, from and within the UK and the reasons for this
- The UK's relations with the European Union and the rest of Europe, the Commonwealth, the United Nations, and the world as a global community.

Approved by:	Dani Worthington - Director of Education	Date:	01/09/26
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