



St Dunstan's
— College —

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

PRINCIPLES

At the core of the ethos at St Dunstan's College is a commitment to creating an educational environment in which 'young men and women develop as individuals, are at ease with themselves and others, and have a thirst for the richness of life that is aided by the following values of character: confidence, courage, creativity, curiosity and compassion'. Fostering the personal development of our students is a key element of the College's aims and ethos.

Whilst maintaining a liberal Christian ethos, the College is proud of its diverse pupil body. Dunstonians come from a variety of backgrounds, cultures and faiths; we enjoy and value this diversity, and aim to help our pupils develop a set of core values and beliefs that will sustain them through life and see them through the dilemmas, choices and difficulties that they are bound to encounter at one point or another.

POLICY

1. The aims of Spiritual, Moral, Social and Cultural (SMSC) Development Programme at St Dunstan's College
 - To enable pupils to develop self-knowledge, self-esteem and self-confidence
 - To enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
 - To encourage pupils to assume responsibility for their behaviour, to show initiative and to understand how they can make a positive contribution within their local community and to wider society
 - To enable pupils to acquire a broad general knowledge and respect for public institutions and services in England
 - To help pupils respect and appreciate their own and other cultures in a way that promotes tolerance and harmony between different faiths, beliefs and cultural traditions

- To promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- To encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- To ensure that extremist or discriminatory opinions and behaviours have absolutely no place in any aspect of our College life
- To 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
- To ensure that we preclude the promotion of partisan political views in the teaching of any subject in school, and to take such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils, a balanced presentation of opposing views is given. This would apply whether pupils are in attendance at school or taking part in extra-curricular activities which are provided or organised by or on behalf of the College. It should also apply in any promotion at the College, including through the distribution of promotional material, of extra-curricular activities taking place at the College or elsewhere.

2. Spiritual Development

At St Dunstan's, Spiritual Development is defined as a set of values, attitudes, expectations and reflections which help us to gain direction and meaning in our lives. Although 'spiritual' is not synonymous with 'religious', it certainly extends to an awareness of religious belief and of the diversity of religious belief systems.

We aim to foster the spiritual development of our pupils through:

- Promoting an environment where every pupil is given the scope to reach his or her full potential regardless of gender, race, disability or any other equality issues
- Providing a College ethos which is tolerant, non-judgemental and respectful of the individual beliefs and values of every member of the St Dunstan's College community
- Modelling this ethos in the relationships established between staff and students and within the staff community
- Providing information and support to those who wish to pursue their own religious and spiritual development more actively, for example through participation in local societies, church, synagogue, mosque, etc.
- Demonstrating that there are many different legitimate belief systems and ways of celebrating and that all deserve understanding and appreciation
- Proactively exploiting opportunities provided within the taught curriculum to explore issues relevant to spiritual development.
- Encouraging pupils to explore and develop that which animates and inspires them and others through debate, discussion and reflection, both in class and

through other opportunities that present themselves both in and outside the College

- Taking advantage of our small class sizes and relatively informal teacher-pupil relationships to foster a climate in which aspects of spirituality may be discussed actively, frankly and openly without undue embarrassment or self-consciousness
- Using the Forder Programme activities to allow the exploration of spirituality
- Providing pupils full access to the College Chaplain for informal discussion, formal gatherings and through Chaplain-led assemblies

3. Moral Development

Moral development is concerned with enabling young people to build a framework of moral values, aligned with the law of the land, which regulates their personal behaviour. At St Dunstan's, we aim to enable our pupils to develop an understanding of society's shared and agreed values while as well as a capacity to reflect on these and evaluate them for themselves. We encourage pupils to respect the needs, interests and feelings of others, to explore and discuss their own views and those of other people and to understand the need to review and reassess their beliefs, preconceptions and conduct in the light of experience.

We aim to foster the moral development of our pupils through:

- Maintaining an ethos which is characterised by mutual respect and tolerance throughout our College community
- Defending these core values as the foundational context in which moral understanding develops and modelling them in staff attitudes and behaviour
- Providing a clear framework of values and behaviours which is promoted consistently through all aspects of College life
- Operating an effective and explicit system of sanctions and rewards which is based on reason and fairness
- Giving pupils opportunities across the curriculum and in extra-curricular activities to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities.
- Offering pupils a degree of freedom and self-regulation that is often greater than they have experienced previously, in order that they may develop their own autonomous moral values and understanding in a manner appropriate to their age, and to encourage them to take responsibility for their own moral decisions
- Combining this sense of freedom with secure and effective support and monitoring mechanisms, in order that pupils may receive whatever support and guidance may be necessary as they develop their own moral awareness and values
- Ensuring a prompt, decisive response to any expressions of discrimination, bullying or abuse
- Encouraging conflict-resolution based on co-operation, discussion and agreed responses

- Addressing moral issues through formal debates, assemblies, the PSHEE programme, and the Skills for Life programme
- Encouraging pupils to get involved in supporting charities and fundraising events and activities

4. Social Development

Social development is about enabling pupils to acquire the abilities and qualities that they need to play a full and active part in society: living and working together in harmony with others and making a positive contribution to the College community and to the wider society. It is also about helping pupils develop the inter-personal skills necessary for successful relationships. At St Dunstan's College, we expect our pupils to function effectively in a multi-racial, multi-cultural society and to develop into tolerant and responsible adults.

We aim to foster the social development of our pupils through:

- Developing a College community that is anchored in shared values of respect, co-operation, self-discipline and friendship
- Developing links between staff and pupils characterised by concern for individuals, open discussion and consultation and encouragement of individual personality and talents
- In small class settings, ensuring the practice of respectful listening to others and encouraging individuals to contribute with confidence
- A preference for promoting co-operation and self-motivation, rather than hierarchy and imposed discipline
- Providing a range of opportunities for larger scale group activities (assemblies, sports, musical and dramatic events, the Leavers' Ball, etc.) to foster a sense of community amongst the whole pupil body
- Ensuring that all pupils have a voice that is actively heard and taken into consideration (for example, through the Student Council, House System, Prefecture, and annual Student Surveys)
- Teaching pupils about public institutions and services
- Providing positive and effective links with the world of work and with the wider community (for example, through the work experience programme in Year 10 and other aspects of the college's Careers education programme)
- Providing opportunities for pupils to learn about, and to engage in, local and national democratic processes, including having democratic processes within the College whose members are voted for by the pupils (Student Council and Prefecture)
- Providing activities which promote awareness of the wider world, for example assemblies, talks given by members of staff and visiting speakers, trips, the Forder programme, etc.
- Encouraging pupils to develop valuable personal qualities such as thoughtfulness, honesty and respect by acting as exemplars

- Encouraging pupils to work co-operatively and providing opportunities for pupils to work in a variety of groupings
- Providing effective pastoral care and, where necessary, helping pupils to resolve any tensions and conflicts that may arise within school fairly, respectfully and considerately
- Encouraging pupils to support nominated charities through College events
- Encouraging tolerance for individual, cultural and other differences. This, coupled with a zero-tolerance approach towards bullying, helps to create an atmosphere in which pupils feel secure and form strong friendships with often span year groups and cultural backgrounds.

5. Cultural Development

We aim to help our pupils gain a knowledge and understanding of differing cultural beliefs, customs, traditions and ‘ways of doing things’ which, taken together, form the basis of identity and cohesion in societies and groups. To accomplish this, pupils must have a sense of rooted personal identity while at the same time acquiring an understanding and tolerance for other cultures and their traditions. Pupils at St Dunstan’s College develop an ability to recognise and understand their own cultural principles and values and to appreciate the influences which have shaped their own cultural heritage alongside an ability to appreciate cultural diversity and accord dignity and respect to other people’s values and beliefs.

We aim to foster the cultural development of our pupils through:

- Cultivating a harmonious, well-knit community which is multi-ethnic and multi-cultural. We are fortunate to have a broad mix of pupils of different nationalities and cultures and we value the richness and diversity, and the opportunities to learn from one another, that this gives to our College community.
- Tackling any issues of discrimination or prejudice directly, and doing so in a way that ensures that any such occurrences become useful learning experiences for those involved and for others around them
- Encouraging expressions of cultural diversity, for example in the creative arts, in the Arts Festival, through clubs and activities and through the curriculum
- Providing opportunities for pupils to participate in literature, drama, music, art, and other cultural events and encouraging pupils to reflect on their significance
- Giving pupils the opportunity to explore different values, beliefs and cultures through a variety of approaches, including discussion and debate, in order to gain a broader cultural understanding
- Trips abroad give pupils extended and direct experiences of other cultures, for example to China and Tanzania
- Junior School Pupil Council Exchange with Victory Heights Primary School, Dubai
- Maintaining an effective Equal Opportunities Policy and practice