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**St Paul's Cathedral School**

**Spiritual Moral Social and Cultural (SMSC) Policy  
(including PSHEE and fundamental British values)**

**(June 2019)**

# AIMS & PRINCIPLES

***St Paul's Cathedral School is a Christian, co-educational community which holds to the values of love, justice, tolerance, respect, honesty, service and trust in its life and practice, to promote positive relationships throughout the school community and where the safety, welfare and emotional well-being of each child is of the utmost importance.***

*The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.*

*Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community, espouses the democratic process and encourages a close working relationship with parents and guardians.*

## **St Paul's Cathedral School**

### **Spiritual Moral Social and Cultural (SMSC) Policy (including PSHEE and fundamental British values)**

#### **I. Aims and Principles upon which the life of the school is based:**

1. St Paul's Cathedral School is a Christian, co-educational community where the values of love, justice, tolerance, respect, honesty, service and trust are encouraged and practised to promote positive relationships throughout the school community.
2. The school aims to instill a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.
3. Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community and encourages a close working relationship with parents and guardians.

#### **2. Introduction**

At St Paul's Cathedral School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC), plays a significant part in their education. SMSC skills are integrated into each daily lesson and explicitly explored. We aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of their cultures.

SMSC plays a significant part in the ability to learn and to achieve. All curriculum areas have a contribution to make to the pupils' spiritual, moral, social and cultural development.

### **3. Definitions**

#### **Spiritual development**

An understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. It includes a readiness to challenge all that would constrain the human spirit (e.g. greed, injustice, fanaticism and all forms of discrimination) and an appreciation of the intangible (e.g. truth, love, a feeling of awe and wonder at the beauty of the world we live in). All areas of the curriculum should contribute to pupils' spiritual development.

#### **Moral development**

Is concerned with pupils' ability to distinguish right from wrong and make judgements about how they should behave and act and the reasons for such behaviour. Moral development should enable pupils to gain an ability to think through the consequences of their own and others' actions and make responsible and reasoned judgement on moral dilemmas. It is concerned with a growing understanding of the need to review and reassess their values, codes and principles in the light of experience and become increasingly responsible for their own actions and behaviour.

#### **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. It relates to the growth of knowledge and understanding of a range of social contexts and development of appropriate and sensitive behaviours. It also relates to the ability of pupils to work successfully as a member of a group or team, to share views and opinions with others and work towards consensus and resolve conflicts which militate against inclusion and unity. Pupils learn to reflect on their own contribution to society and show respect for people, living things, property and the environment.

#### **Cultural development**

Is to do with the ability to recognise and understand an individual's own cultural and assumptions and to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs. It is concerned with pupils' willingness to participate in, and respond to, artistic and cultural enterprises and the opportunities to gain personal enrichment through encounters with cultural media and traditions from a range of cultures.

#### **4. Aims of SMSC policy**

- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.
- To actively promote fundamental British values (FBV) within the context of our international and culturally diverse community (democracy, the rule of law, individual liberty and mutual respect and tolerance of others with different faiths and beliefs).

#### **5. Implementation of SMSC Policy**

The implementation of this policy and the planning and teaching of SMSC, including PSHEE, is the responsibility of all staff.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

All curriculum areas will use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and learning resources. Schemes of work will note when an aspect of SMSC is being touched on.

The School Chaplain is available to give pupils an opportunity to discuss matters pertaining to SMSC development.

## **School Assemblies**

Assemblies play a key part in promoting SMSC throughout the school, in that they:

- Are broadly Christian in nature in terms of values and in the context of our society
- share and celebrate world culture, religions and festivals, promote racial harmony and respect for all
- promote the school's culture, values and behavioural expectations
- explore important moral and social themes
- promote care for the planet
- provide important notices and information
- celebrate pupils' successes and achievements both in and out of school
- welcome visitors to lead assemblies and share experiences, values and beliefs.
- Underpin and actively promote fundamental British values.

Assemblies may be led by the Headmaster, Deputy Head, Senior Teachers, members of the Cathedral clergy including the School Chaplain, classes of children (e.g. tutor groups), and invited visitors, (e.g. local figures, charity workers, local emergency services representatives, business enterprise or parents promoting careers etc.).

Elements of these assemblies will promote spirituality and include quiet reflective times.

Twice a week, school assemblies are held in St Paul's Cathedral.

## **Teaching and Learning**

**Spiritual Development** - as a school we aim to provide learning opportunities that will enable pupils to:

- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings experience through moments of stillness and reflection;
- discuss and reflect on their beliefs, feelings, values and responses to personal experiences form and maintain worthwhile and satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life.

**Moral Development** - as a school we aim to provide learning opportunities that will enable children to:

- recognise the unique value of each individual;
- recognise the challenge of religious teaching and listen and respond appropriately to the views of others;
- gain the confidence to cope with setbacks and learn from mistakes;
- take initiative;
- act responsibly with consideration for others distinguish between right and wrong;
- show respect for each other and the environment;
- make informed and independent judgements.

**Social Development** - as a school we aim to promote opportunities that will enable children to:

- develop an understanding of their individual and group identity;
- grow in the knowledge and understanding of a range of social contexts;
- learn about service in the school and wider community;
- share views and opinions with others and work towards consensus;
- begin to understand the need for social justice and a concern for the disadvantaged;
- gain a sense of social and moral responsibility.

**Cultural Development** - as a school we aim to promote opportunities that will enable children to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- recognise religions as world faiths and their global significance;
- develop an understanding of their social and cultural environment;
- understand the importance of the arts (e.g. music, literature and painting) which have significance and meaning in a culture.
- have a regard for the heights of human achievement in all cultures and societies.

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to RE and philosophy, collective worship and Personal, Social, Health and Economic Education (PSHEE). Within all curricular activities, pupils will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives through reflection.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Through classroom discussions we will give pupils opportunities to:

- talk about personal experiences and feelings express and clarify their own ideas and beliefs;
- speak about difficult events, e.g. bullying, death;
- share thoughts and feelings with other people;
- explore relationships with friends/family/others;
- consider the needs and behaviour of others;
- show empathy;
- develop self-esteem and a respect for others;
- develop a sense of belonging;
- develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally ( e.g. empathy, respect, open-mindedness, sensitivity, critical awareness)

All curriculum areas provide opportunities to:

- listen and talk to each other;
- learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- agree and disagree
- experience good role models;
- take turns and share;
- work co-operatively and collaboratively.

Practical activities to develop SMSC will include:

- working together in different groupings and situations encouraging the pupils to behave appropriately at meal times;
- taking responsibility (e.g. Student Council, lunch helpers, delivering messages and looking after younger children);
- encouraging teamwork in classroom collaboration;
- appreciation of and respect for the work and performance of other pupils regardless of ability;
- listening to and performing music of different composers and from different cultures and genres;
- participating in a variety of different educational visits;
- use of assembly themes to explore important aspects of our heritage and other cultures, (e.g. festival days, the patron saints and national celebrations; studying literature and art from different cultures supported by visits from writers and artists and participating in workshops, studying the contributions to society that certain famous people have made);
- opportunities for pupils to hear and see live performances by professional actors, dancers and musicians

## **6. Fundamental British Values (FBV)**



St Paul's Cathedral School actively promotes FBV:

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

These values are reinforced in every aspect of school life: on the sports field and in the playground; in classrooms and corridors; in interactions between staff and pupils; in communication with stakeholders.

### **Democracy**

St Paul's Cathedral School teaches pupils how they can influence decision-making through the democratic process. The school actively promotes and encourages a respect for democracy and support for participation in the democratic process.

The school ensures that all have a voice that is listened to through house meetings, the School Council which is democratically elected, and the food committee.

The school's History and PSHEE curriculum includes material on the strengths, advantages and disadvantages of democracy, and how democracy works in Britain, in contrast to other forms of government in other countries.

### **The Rule of Law**

The School's ethos actively promotes the rule of criminal and civil law (of England). The school teaches that living under the rule of law protects individual citizens and is essential for their well-being and safety, as well as informing that bodies such as the police and the army can be held to account by the people, through the democratic organs of government.

This understanding of the importance of the rule of law is consistently reinforced through assemblies and the curriculum. The involvement of pupils in the creation of the school/classroom rules helps them to understand the benefits and importance of rules, sanctions and rewards.

### **Individual Liberty**

Staff invest a great deal of time in creating a positive culture, ensuring that the school is a safe environment where choice and freedom are encouraged. Staff enable pupils to develop their self- knowledge, self-esteem and self-confidence.

### **Mutual respect**

Mutual respect is at the core of school life. We encourage all pupils to take responsibility for their behaviour and contribute positively to the school and local community. We encourage the whole school community to have respect for others with particular regard to the Protected Characteristics as outlined in the 2010 Equality Act, namely: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

The school teaches an age-appropriate understanding of the problems of identifying and combatting discrimination.

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

The School has Christian values embedded in its ethos and principles but actively promotes tolerance of those of different faiths and beliefs. The school teaches 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. Staff actively challenge any statements that *'it could never happen here'*, whether that be prejudicial, discriminatory or extremist behaviour.

The School offers a culturally rich and diverse curriculum in which all major religions are studied and respected, encouraging tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. The School strongly believes that tolerance is gained through knowledge and understanding.

### **Links with the wider community**

- Visitors are welcomed into our school. External speakers visit most notably during our extensive post Common Entrance programme for Year 8.
- The school's close relationship with St Paul's Cathedral and links with the City of London make us part of a larger community.
- The school supports the work of a variety of charities including a school in Nicaragua.
- The school's relationship and links with parents are important to us enabling parents and teachers to work in an effective partnership to support the pupils.
- Liaison with secondary schools to support an effective transition takes place regularly.

## **7. Monitoring and Evaluation**

Provision is monitored and reviewed on a regular basis. This is achieved by:

- regular discussions at staff meetings;
- annual audit of policies;
- review of schemes of work;
- work scrutiny;
- Curriculum development.

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