



Spiritual, Moral, Social and Cultural Development Policy

This policy is the responsibility of the Director of Pastoral Care to review and update biennially.

Aims of this Policy

This Spiritual, Moral, Social and Cultural Development Policy aims to:

- 1) Explain the School's values and educational philosophy in relation to the spiritual, moral, social and cultural development of its pupils.
- 2) Describe the School's understanding of what may be involved in a pupil's development spiritually, morally, socially and culturally.
- 3) Highlight approaches employed in the general operation of the School and within the curriculum which foster spiritual, moral, social and cultural development.
- 4) Outline ways in which fundamental British values are actively promoted within the School community.

Background, Values and Ethos

The statutory requirement that maintained schools should encourage pupils' Spiritual, Moral, Social and Cultural (SMSC) Development was first introduced in the 1988 Education Reform Act. The Act states that the curriculum must be balanced and broadly based in its promotion of the spiritual, moral, social and cultural development of pupils at school. This requirement was reinforced under Section 78 of the Education Act (2002), although the mental and physical development of pupils were added (and 'social' omitted) in this more recent legislation.

Notwithstanding MSJ's independent status, the School has always sought to apply these principles. It understands its obligations under the SMSC development standard contained in Part 2, Schedule 1 of the Education (Independent School Standards) (England) Regulations 2010, and also the amended Regulations of 2014. The latter encourages active promotion of Fundamental British Values in schools.

MSJ has a strong ethos in which SMSC development can flourish. Indeed, SMSC development is 'infused' within the daily functions of the School and the quality of relationships throughout the community. This is achieved through rigorous adherence to the School's values of: promoting inclusion; belief in the dignity of the individual; providing a safe and healthy learning environment; and acceptance, understanding and tolerance of others. The integrity and distinctiveness of faiths is respected and explored. The rich, international nature of the pupil body gives access to alternative cultural approaches and a diversity of spiritual traditions. The School's Collective Worship contributes strongly to the ethos outlined above (see Collective Worship Policy).

MSJ prides itself on the high quality of the pastoral care provided: pupils' abilities, experiences, views and feelings are of paramount concern when establishing communities in the Houses and in planning and delivering the curriculum. Staff are available to provide guidance and support to pupils and their families. Both formal and informal reporting structures are in place to enable pupils, parents and staff to raise concerns and express views. The risk of radicalisation is mitigated and reduced through the pastoral and safeguarding procedures actioned by the School (see Safeguarding and Protecting Children Policy; Preventing Radicalisation Policy).

The School curriculum aims to promote pupils' SMSC development and to prepare pupils from Reception to year 13 for the opportunities, responsibilities and aspirations of life within and beyond the School. The values of SMSC are imbedded within the curriculum, although clearly some subject areas will make a greater contribution in more overt and specific ways, e.g. PSHEEC, Religious Studies. The Prep Department has SMSC plenary question cards which are written into lesson planning and evaluated afterwards. The SMSC/Fundamental British Values (FBV) document on Firefly indicates the ways in which Departments signpost and support SMSC and FBV. The Enrichment programme, sports and co-curricular activities also contribute significantly to the pupils' SMSC development.

Nature of Spiritual, Moral, Social and Cultural Development

Spiritual, moral, social and cultural development is concerned with the following concepts, beliefs and values.

Spiritual Development concerns:

- A sense of awe, wonder and mystery
- Insights into personal existence which are of enduring worth
- Valuing a non-material, immeasurable dimension to life
- The relationship between belief and behaviour
- A sense of being part of a greater whole
- A search for meaning and purpose
- The attribution of meaning to experience
- Feelings, experiences and emotions

Moral Development concerns:

- Knowledge of the codes and conventions of conduct agreed by British society
- Having the will to behave morally as a point of principle
- Being able to articulate attitudes and values
- Recognising the moral dimensions to situations

- Developing a socially acceptable set of values and principles
- Recognising that values and attitudes change over time
- Making judgements on issues by applying moral principles, insights and reasoning
- Taking responsibility for one's own actions
- Behaving consistently in accordance with principles
- Understanding the consequences of actions for self and for others
- Recognising greater needs, which may extend beyond self-interest
- Distinguish right from wrong and respect the civil and criminal law of England

Social Development concerns:

- The progressive acquisition of the competencies and qualities needed to play a full part in society
- Treating all members of the community with equal respect and with regard to the protected characteristic cited in the Equality Act 2010
- Understanding of the institutions, structures and processes of society
- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour
- Being able to make a personal contribution to the well-being of the group
- The ability to exercise responsibility and initiative
- Being able to participate positively, cooperatively and productively within local and a wider society
- Knowing how different societies function and are organised
- Understanding how what is learnt in the curriculum relates to life in society
- Being able to take on the roles of a team leader, mentor and team worker

Cultural Development concerns:

- Understanding of beliefs, customs, traditions, values, knowledge and skills which form the basis for identity and cohesion in society
- Recognition of and respect for the rights of others to belong to a different cultural tradition, with its specific customs, dress and food
- Knowledge of the nature, roots and key features of cultural traditions and groups within society
- The practice of tolerance and harmony in relation to the beliefs and ideas of others

- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society
- Developing and strengthening the cultural interests of pupils in relation to the expressive arts
- Exposing pupils to a breadth of stimuli in order to allow them to develop new interests
- Extending horizons beyond the immediate to the highest artistic, musical and literary achievements
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices
- Being able to evaluate the quality and worth of cultural achievements with appreciation and respect

Fundamental British Values

The Prevent Strategy introduced by the government in 2011 included a commitment to strengthen the SMSC standard in terms of respecting fundamental British values. In September 2014, the requirement changed so that fundamental British values should now be actively promoted, and not merely respected.

Fundamental British values focus upon:

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

At MSJ, there is a clear concern for the embedding of fundamental British values, and the success of this aim will be measured through ongoing evaluation of the pupils' work in the curriculum as well as regular and informal assessments of the 'health' of the School community in meetings of the Senior Leadership Team and the School Council (governing body). Opinions or behaviour that undermine or are contrary to fundamental British values will be challenged inside and outside of the classroom. All arbitrary discrimination and partisan political views will be robustly resisted. Steps are taken to ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing viewpoints (see Visiting Speaker Policy).

The understanding and knowledge expected of pupils is outlined in Standard 5(a), paragraph 7 of the Department for Education advice, November 2014 (p. 6f):

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;

- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combatting discrimination.

MSJ will aim to achieve some of these objectives explicitly within the curriculum. However, the knowledge and understanding of pupils will also be fostered by a broad variety of approaches and activities outside of the classroom including:

- Assemblies
- The Enrichment Programme
- Code of Conduct
- D of E Awards
- Pupil Voice
- Surveys of pupils
- Pupil Councils
- Anti-bullying forum and ambassadors
- Monitoring of pupil well-being by Tutors, Heads of Year, House staff, Director of Pastoral Care and Health and Wellbeing staff
- Mock elections
- Subject Ambassadors
- Buddies System in Prep
- Digital Leaders
- Prep Friendship Drop-In
- Leadership roles in classes, Houses, 'Ships', and sports teams
- Objective, non-confessional World Religions approaches in Religious Studies
- Model United Nations
- Thought for the Week
- Co-curricular activities and clubs
- Celebrations in School of the festivals and anniversaries of religious and ethnic groups
- Theme exploration in Expressive Arts
- Partnerships with international schools in The Gambia and Kenya
- House Charities, Charities Committee and fundraising
- International visits – cultural, educational, sport
- International visitors to School
- Young Enterprise
- Somerville Suppers
- Social Graces Suppers
- Quest - exploring theological, philosophical, moral and spiritual issues
- Christian Union
- House Blessings and Prayers

Appendix 1 Examples of SMSC within the curriculum

A comprehensive overview is on Firefly.

Academic subjects contribute to the Spiritual, Moral, Social and Cultural development of pupils at MSJ through the mutual respect and support encouraged between teachers and their pupils, the layout and decoration of classrooms and the teaching-learning collaboration during lessons. However, specific contributions may also be made by each subject. Many Departmental Handbooks contain greater detail, but the following are merely highlights and are relevant, as applicable, to pupils from Reception to Year 13.

Art & Design may contribute to SMSC by:

- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with spiritual or religious themes and issues raised by artists which concern ethical issues, i.e. war and violence.

Business & Economics makes a contribution to SMSC through:

- Understanding of industrial relations and the different roles of shareholders and stakeholders.
- Consideration of the social and ethical implications of economic and fiscal policies.
- Reflecting on the effects of globalisation on the economies of MEDCs and LEDCs.

Classics contributes to SMSC by:

- Promoting an awareness that contemporary language, philosophy, politics, ethics, drama and sport are built upon the foundation of Greek and Roman civilisation.
- Enabling pupils to appreciate the origins of concepts like democracy and rhetoric.

Computing can contribute to SMSC development by:

- Making clear the guidelines about the legal and ethical use of the internet and other forms of communications technology.
- Acknowledging advances in technology and appreciation for human achievement.

Critical Thinking can contribute to SMSC by:

- Giving pupils the chance to explore the place of reason and enquiry in human dialogue.
- Learning to develop skills of the analysis and evaluation of ideas and concepts.
- Understanding concepts of thesis, antithesis and synthesis.
- Studying the arts of rhetoric, argument, criticism and debate.

Design & Technology makes a particular contribution to SMSC through: -

- Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
- Awareness of the moral dilemmas created by technological advances.

- Consideration of how different cultures have contributed to technology.
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

Drama contributes to SMSC through:

- Studies of texts which disclose a variety of spiritual, cultural and moral values reflected in contemporary societies or historical contexts.
- Exploring characterisation as a means to developing greater skills of empathy.
- Study of relationships through text and improvisation, exploring feelings, experiences and emotions in a range of social situations
- Creating regular situations where successful group work is a fundamental and key learning area, demanding personal contribution and respect for others
- Developing the confidence to perform in front of a peer group and larger audiences.

English makes a contribution to pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- Helping pupils to engage in emotional literacy through differing genres.

Extended Project Qualification (EPQ) contributes to SMSC by:

- Enabling pupils to research an individual area of interest under supervision. This could be a particular political perspective and, if so, it would be supervised to ensure that respect and tolerance are upheld.

Food & Nutrition contributes to SMSC by:

- Giving pupils the opportunity to examine cultural and religious differences in food and diet.
- Reflecting on the social issues around food such as price and income.
- Acknowledging government guidelines for health and dietary requirements.
- Reflecting on the moral issues concerning food production both the UK and in less economically-developed countries.
- Exploring the issues surrounding food scares in the media.
- Empathising when considering different food choices e.g. veganism /vegetarianism

Geography contributes to SMSC through:

- Opportunities for reflection on the earth's origins, future and diversity are given.
- Reflection on a fair distribution of the earth's resources.
- Consideration of the impact of climate change.

- Studies of people and places gives pupils the chance to reflect on the social and cultural characteristics of societies.

Politics can contribute to SMSC by:

- Learning about democratic processes and other political philosophies.
- Enabling pupils to understand the roles and responsibilities of the executive and the judiciary in the British political system.
- Exploring the duties of law makers and law enforcers in society.
- Learning about participation and pressure groups.

History makes a contribution to SMSC by:

- Looking at the establishment of multi-cultural and multi-faith Britain.
- Enabling pupils to reflect on issues such as slavery, the Holocaust and Imperialism.
- Understanding the impact on societies of war, totalitarian regimes and terror.
- Awareness of the history of non-European cultures.
- Showing an awareness of the moral implications of the actions of major historical figures.

Mathematics can provide a contribution to pupils' SMSC by:

- Enabling pupils to acknowledge the important contribution made to mathematics by all cultures.
- Helping pupils to see the beauty of pattern in mathematics.

Modern Foreign Languages contribute to SMSC by:

- encouraging pupils to study languages which provide many opportunities to develop their understanding of spiritual, moral and cultural issues
- helping pupils to take their place in a multilingual and global society.
- enabling pupils to develop awareness and understanding of the culture and identity of other countries and communities.
- encouraging pupils to engage with the values of texts, films and other materials in the original language in order to develop their understanding of them within their cultural and social context
- developing pupils' knowledge about matters central to the society and culture, past and present of other countries
- developing pupils' understanding of moral issues and fostering recognition and sympathetic awareness of others' beliefs and values.

Music contributes to SMSC through:

- Teaching which encourages pupils to be open to the music of other cultures.
- Considering the role of music in society and to see how music can cause conflict and differences of opinion.
- Looking at the way music can change mood and behaviour.

- Fostering teamwork and encouraging empathy.

Outdoor Pursuits and the **Duke of Edinburgh's Award** Activities contribute to the SMSC by:

- Activities taking place predominantly in the outdoors, raising awareness of the natural world and the beauty of the UK landscapes.
- Activities encouraging the pupils to take responsibility for themselves and each other, fostering leadership and teamwork.
- Activities involve cooperation, listening to each other's ideas, suggestions and opinions, and then acting on them.
- Activities are both individual and team contexts, providing many opportunities for confidence building and self-reflection, enabling individuals to help fulfil their potential.

Physical Education – SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection and challenge.

PSHEEC makes a considerable contribution to SMSC by:

- Exploring the physical and emotional development of pupils in relation to their personal health, sexuality and wellbeing.
- Helping pupils to understand their distinctive place in family, school, local, national and global communities.
- Studying the significant themes of citizenship, democracy, stereotyping, discrimination and racism.

Psychology can contribute to SMSC by:

- Understanding the role of early experience on future development via historical studies of orphans and Institutionalised children.
- Reflecting on Ethical Issues in Psychological Research
- Exploring moral behaviour in Obedience research, and applying this to events such as Abu Ghraib and the My Lai Massacre
- Developing an understanding of mental illnesses such as depression, its causes and treatments.
- Acknowledging cultural variations in: child rearing practices, individualist and collectivist cultures, and how abnormality is defined.

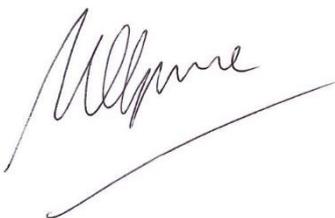
Religion & Philosophy makes a distinctive and substantial contribution to the delivery of SMSC through:

- Learning about beliefs, values and the concept of spirituality.
- Reflecting on the significance of religious teaching in the lives of believers.
- Developing respect for the right of others to hold beliefs different from their own.
- Showing an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and

traditions.

Science provides opportunities for pupils' SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world.
- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result from scientific developments.
- Showing respect for differing opinions, e.g. on the origin of the Universe.
- Co-operation in practical activities.
- Raising awareness that scientific developments are the product of many different cultures.

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Signature	
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