



Spiritual, Moral, Social and Cultural Development Policy

This policy is the responsibility of the Director of Pastoral Care to review and update biennially in conjunction with the School Chaplain.

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.

This policy should be read with reference to the SMSC Overview which details how each subject area incorporates SMSC into their Schemes of Work.

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 the Shared Staff Resources team 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, but not limited to:

- Assemblies
- The Enrichment Programme
- The Character Programme
- Code of Conduct
- D of E Awards
- Pupil Voice
- Surveys of pupils
- Pupil Councils
- Anti-bullying survey
- Pastoral Champions
- 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
- Quote of the Week
- Weekly Newsflash Activities
- 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
- House Charities, Charities Committee and fundraising
- International visits – cultural, educational, sport
- International visitors to School
- Young Enterprise
- Somerville Suppers
- Social Graces Suppers
- Christian Union
- House Prayers

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