Felsted

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT AND EDUCATION FOR SOCIAL RESPONSIBILITY OF PUPILS

WHOLE SCHOOL
INCLUDING EYFS AND BOARDING

Governors' Committee normally reviewing:	Pupil Focus Group
Date last formally approved by the Governors :	Autumn Term 2025
Date policy became effective :	Spring Term 2010
Period of Review:	Three Yearly
Next Review Date :	Autumn Term 2028
Person responsible for implementation and monitoring :	Heads **Deputy Head (Pastoral and Boarding)** Deputy Head Academic Deputy Heads, SLT, HMs, HODs, all staff
Other relevant policies :	• Assessment Policy • Worship Policy • Equal Opportunities Policy • Health and Safety Policy • Online Safety and ICT Acceptable Use Policy • Online Learning Policy and Procedures • Support for Learning Policy • Safeguarding (Child Protection) Policy • Staff Behaviour Policy • Anti-bullying Policy

	• Preventing Radicalisation Policy • Curriculum Policy (new) • Academic Honesty • The Behaviour Policy

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

Aims and Ethos

SAFEGUARDING STATEMENT
Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection) Policy and the Staff Behaviour Policy'.

EQUAL OPPORTUNITIES STATEMENT
The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF PUPILS AT FELSTED POLICY

1. INTRODUCTION

The importance of pupils' Social, Moral, Spiritual and Cultural (SMSC) development is recognised in law. Independent schools are required to meet the Spiritual, Moral, Social, and Cultural (SMSC) regulations as set out in the Education (Independent School Standards) (England) Regulations 2014. Section 78(1) of the 2002 Education Act states that all pupils should follow a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.

Part 2 of The Independent School Standards, Guidance for Independent Schools (2019), sees the purpose of SMSC as being to ensure that pupils' development in non-academic terms will enable them to play a confident, informed role in society, have a fully developed value system, and be able to interact with other people in a positive way. Many schools see it as the heart of what education is about.

Included in SMSC is education for Social Responsibility, which is the promotion of well-being, the rights, responsibilities, knowledge, skills and opportunity that will enable young people to be valuable, compassionate and constructive members of society. This is embedded within all parts of the curriculum and links learning to the wider world, economic and cultural difference and helps promote the British values of service, leadership, character, empathy and tolerance. Pupils are encouraged to explore and support the love of the natural world and issues of conservation and sustainability. Internationalism is at the heart of the school and pupils are expected to embrace the ideals of global citizenship, protecting human rights, exercising responsibility and citizenship and stepping up to the mark.

2. AIMS

Felsted has the following aims in developing SMSC for every pupil. Our PSHE and RSE/RSHE programme, class subjects and the all-round ethos of the School, help to further embed the presence of SMSC throughout the Prep and Senior School communities:

- To play a part in the personal development of their pupils, in a manner that is beneficial to the pupils.
- To develop a climate and ethos in the school within which all pupils can grow and flourish, respect others and be respected.
- To help pupils develop into self-assured, confident, happy, positive young people who are developing their self-knowledge.
- To help pupils develop an attitude of resilience to everyday learning and life, so that they are able to respond constructively to the opportunities and challenges that it may bring.
- To develop pupils' values and their understanding of society's agreed values and the law of the land.
- To teach pupils how to be responsible for their behaviour from an early age.
- To encourage pupils to show initiative.
- To foster and develop a strong sense of community in the pupils, by creating a strong school community and through work with other communities, and to develop pupils' contribution to community life.
- To ensure that pupils are knowledgeable about the public institutions and services in England, enabling them to understand the support these offer and how that support can be accessed.

- To ensure that pupils are encouraged and enabled to interact with people of other cultures and faiths in a positive way, thus promoting community cohesion.

3. THE KEY ELEMENTS OF SMSC PROVISION

The SMSC regulations are all inter-related and are shown below:

- To enable pupils to develop their self-knowledge, self-esteem and self-confidence

  Self-knowledge – Knowledge about strengths, weaknesses, and character
  Self-esteem – Being able to appreciate yourself, your strengths and character
  Self-confidence – Being able to trust your own capabilities, and feeling sure of yourself;

- To enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

- To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working at the School, in the locality of the school and to society more widely;

- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

- To enable pupils to acquire an appreciation of, and respect for, their own and other cultures in a way that furthers tolerance and harmony between different cultural traditions;

- To encourage respect for other people;

- To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in England;

- To encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

4. DEFINING THE TERMS SPIRITUAL, MORAL, SOCIAL AND CULTURAL

Spiritual

Pupils should be enabled to

- explore beliefs and experience;
- respect faiths, feelings and values;
- enjoy learning about themselves, others and the surrounding world, continuing to develop an attitude of empathy as they progress through their learning;
- use imagination and creativity;
- reflect.

Felsted School is fostering these attributes through the delivery of academic subjects such as TEP, PSHE, Tutorials, History, Drama, English and Art, alongside Chapel Services and Co-Curricular activities including D of E, CCF, volunteering within and outside the school community, for example by:

- giving pupils the opportunity to explore values and beliefs including religious beliefs and the way in which they affect peoples' lives
- enabling pupils to develop a set of values, principles and beliefs to inform their perspective on life and their behaviour – (debates and discussion within subjects eg TEP).
- encouraging pupils to explore and develop what animates and inspires themselves and others
- encouraging pupils to express innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight – (examples seen in reflections on art work, creative pieces of writing in English and reflections after PSHE lessons)
- encouraging pupils to reflect and learn from reflection – (evidence seen in pupil work)
- encouraging pupils' self-knowledge and awareness in terms of thoughts, responsibilities and experiences; and giving them 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 – (covered in PSHE and tutorials)
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected – (minutes from student forum meetings)
- accommodating difference and respecting the integrity of individuals – (various house chapel services)
- 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 – for example, asking 'why?', 'how?', and 'where?' as well as 'what?' This also supports the 'P4C' and 'Hot-thinking' learning approaches that continue to be embedded throughout the Prep School.
- monitoring in simple, pragmatic ways, the success of what is provided
- continuing to offer a clear, pastoral 'Tutor' and 'Phase' system within the Prep School, where every pupil feels that they have an adult that they are able to discuss their own feelings and values with and seek necessary advice to support them on both academic and pastoral matters.

Moral

Pupils should:

- Recognise right and wrong;
- Respect the law;
- Understand consequences;
- Investigate moral and ethical issues;
- Offer reasoned views.

Felsted School encourages pupils' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school (eg "Aims of Felsted");
- the promotion of the Prep School's Anti-bullying 'STOP' campaign.
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria (eg "Equal Opportunities Statement");
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong (eg in RS, History, PSHE, tutorials and Chapel services);

- developing an open and safe learning environment in which pupils can express their views and practise moral decision-making (House and School Forums as well as in PSHE, RS and Senior and Prep tutorials);
- rewarding expressions of moral insights and good behaviour (awards of House MI/MA as well as Jack Petchy Award);
- making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school (eg in PSHE and RS);
- modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community;
- encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour;
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship (see Schemes of Work);
- reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions;
- monitoring, in simple, pragmatic ways, the success of what is provided.

Social

Pupils should be able to:

- Investigate moral and ethical issues;
- Appreciate diverse viewpoints;
- Participate, volunteer and cooperate;
- Resolve conflict;
- Engage with the British values of democracy, the rule of law, liberty, respect and tolerance.

Felsted School encourages pupils' social development by:

- identifying key values and principles on which school and community life is based;
- fostering a sense of community, with common, inclusive values which ensures that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish – (eg see Aims and Ethos);
- encouraging pupils to work co-operatively (eg in house, league and school competitions, sport and otherwise);
- encouraging pupils to recognise and respect social differences and similarities (eg in MFL lessons, TEP, PSHE);
- providing positive corporate experiences – for example, through assemblies, team activities, boarding/day house membership, school productions, sports tours and other trips;
- helping pupils to develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect – (eg School and House Prefect training, Peer Counselling training and the allocation of "Buddies" to new pupils);
- the implementation of Year 6 Play Leaders, who have the added responsibility of helping younger pupils feel included and valued within games at break-times.
- helping pupils to challenge, when necessary, and in appropriate ways, the values of a group or wider community – (eg work done on anti-bullying);
- helping pupils resolve tensions between their own aspirations and those of the group or wider society;

- providing a conceptual and linguistic framework within which to understand and debate social issues – (eg Prep and Senior MUN);
- providing opportunities for engaging in the democratic process and participating in community life - (eg Mock election, including hustings, voting for Heads of School and Heads of House);
- providing opportunities for pupils to exercise leadership and responsibility – (numerous including roles in houses and sports teams, CCF, Prep School Prefects, League Positions, Form Captains, Prep School Pupil Council Representatives,
- providing positive and effective links with the world of work and the wider community – (various industry days and cross-curricular mornings, raising money for charity);
- monitoring, in simple pragmatic ways, the success of what is provided.
- inviting the local community (inc. different schools) to Prep School play productions.

Cultural

Pupils need to be able to:

- Appreciate cultural differences;
- Appreciate the role of Britain's parliamentary system;
- Participate in cultural opportunities;
- Understand, accept respect and value diversity.

Felsted School is encouraging pupils' cultural development by:

- providing opportunities for pupils to explore their own assumptions and values – (eg opportunities for volunteering including for Magic Bus, Sparkle Malawi and Teach Uganda) Raising money enhancing the understanding of the needs of others;
- providing Prep School pupils with the opportunity to help make a difference to the local community (e.g. donating food and harvest goods to the local Alms' Houses during Harvest festival).
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures – (eg visiting speakers);
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality – (eg covered in PSHE, TEP);
- recognising and nurturing particular gifts and talents – (scholars and talent awards, successes mentioned in Headman's & Prep School assemblies and House Assemblies, League Meetings as well as Lists and Speech Day);
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance – (opportunities for all to take part in sporting, musical, drama and artistic activities as well as visits to museums, galleries and theatres);
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre visits, gallery and museum visits, language trips, cultural visits, foreign exchanges;).
- providing pupils with the opportunity to take part in School charity and fund-raising events (e.g. Children in Need, a Sponsored Walk for the Nyakabungo primary school).
- reinforcing the school's cultural values through displays, posters, exhibitions, etc;

5. ORGANISATION OF THE SPIRITUAL, MORAL SOCIAL AND CULTURAL ELEMENTS OF PERSONAL DEVELOPMENT

All subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in

these areas are provided in TEP, the Personal, Social and Health Education Programme and the Tutorial Programme across both the Prep & Senior level a significant contribution is also made by the school Ethos, effective relationships throughout the school, Collective Worship, and other curriculum activities. Please see the Worship Policy for further details.

6. GATHERING EVIDENCE AND MAKING JUDGEMENTS ON PUPILS' PERSONAL DEVELOPMENT – WHERE TO LOOK

The School monitors its SMSC development through planning and monitoring. The School places responsibility on the pupils for developing themselves in each of the SMSC areas and they discuss these areas regularly with their Tutors.

Pupils' development is constantly monitored through the following:

- reporting procedures
- tracking data
- rewards and sanctions systems
- behaviour logs
- health checks (including the Prep School's Pupil Review, administered through Phases)
- pupil evaluation and review of activities
- staff, League and Tutor meetings
- lessons, activities, Tutorials
- House Welfare Audits
- Pupils' own reflections on reports, recorded in ISAMs
- CAS logs and DofE evaluations

Pupils' opportunities and their social, moral, spiritual and cultural development are regularly monitored through the following:

- Pupils complete a PASS survey, which promotes self evaluation, and provides indicators to school leaders of trends in pupil development and wellbeing.
- Pupils are carefully tracked and monitored through academic attainment tracking and through House Welfare Audits. Senior staff meet regularly to triangulate insights and identify trends or patterns that relate to SMSC, PSHE or wider issues of personal development.
- Pupils are invited to complete an annual survey, gauging their experiences of school, including matters relating to EDI. This allows school leaders to gauge the effectiveness of provision supporting SMSC, and identify areas for further action.
- There is an EDI committee, as well as pupil bodies such as School Prefects, whose insights enable school leaders to understand the impact of SMSC provision.
- Staff are encouraged to record and share any concerns around pupils' conduct that is contrary to the Behaviour, EDI and SMSC policies so that where necessary, intervention can be made, and where trends emerge, provision can be put in place to tackle issues arising in the school.
- Annual planning and policy review, development plans and updating and improving Schemes of Work and Programmes of Study.
- The curriculum: All Felsted School lesson plans have a section on contribution SMSC to complete and all teachers are expected to consider any possible SMSC links in what they are teaching. Mutual respect and personal development are encouraged by the nature of interaction between teachers and pupils. Specific subjects include discussion of SMSC ideals within the taught curriculum. This is diverse and wide ranging, including teaching of other religions in RS, environmental issues in Geography, cultural differences in MFL, emotional intelligence and personal growth in PSHE and many more.

- Assemblies and chapel services: Assemblies are used to celebrate individual and group successes, stressing the wide range of opportunities available for pupil contribution. Chapel services are broadly Christian but also contain a strong moral message which is non-denominational.
- The tutor system. Each pupil has a tutor, who helps, with the HM, their academic, social and personal welfare. The fixed tutorial period explicitly and implicitly deals with the promotion of personal values. The School also has an established Tutor system, where a member of staff oversees the academic and pastoral responsibility for a group of pupils. The Phase Structure also ensures that there is clear communication and hand-over as pupils progress through the year groups. Tutor groups are visited by HMs, Heads of Phase, Careers and PSHE coordinators to ensure quality and consistency of pupil experience
- Co-curricular Activities: There are numerous and diverse co-curricular activities across both the Prep & Senior level, which make a major contribution to personal development. Working as a team in a range of sports, overseas trips and tours, music, art and drama, concerts and plays all contribute to the social, cultural and moral development of pupils.
- Responsibilities and Leadership: The opportunity to develop leadership skills and take responsibility for their own and others well-being is developed as pupils progress through the school. In all year groups, pupils are expected to be on various house duty rotas, and the peer buddy scheme encourages year 10 pupils to help and support the year 9 induction. There is a Peer Counselling training programme for L6 volunteers and L6 also have the opportunity to be house prefects. Inter-house competitions allow all pupils the opportunity to take part in a wide range of activities representing their house. School prefects help take responsibility for many areas of the running of the school and also undertake rigorous training. All age groups have the opportunity to be team captains in sports teams. There are also house and school councils, a healthy school committee and lower school and 6th form social committees and many others so that pupils can contribute to the community. The Prep School also provides various responsibility-based roles, which pave the way for pupil leadership from the very beginning of their Felsted Journey. These include: Prefects, League Positions, School Council members etc.
- Specialist staff: In addition to the teaching staff, there are the Medical Centre nurses, the school doctors, counsellors, the independent listener and the Director of Professional Guidance who have a particular role to play in working closely with individuals to assist them to prepare in diverse ways for the outside world. Our Prep School Health & Well-being Assistants are always available to provide non-judgmental advice and support. Our School Nurse also liaises closely with the HoD of PSHE to ensure that our 'Relationships' and 'Health-based' teaching are reviewed regularly.
- Special Services: During the school year there are occasions, such as the Remembrance Service, Harvest Festival, the Carol Service, the Confirmation Service, Sunday communions and the Leavers' Service, which are celebrated in and through Christian acts of worship. These serve both to remind Felsted School of its heritage and enable it to celebrate what it is.
- Felsted School pupils are also invited to visit the Felsted Mission Church over the year, so that they are able to have an insight into the historical and social relationship between the School and the London Docks.
- Round Square and other cultural exchanges and visits: Felsted benefit greatly from having pupils of many different nationalities. This multi-cultural community is consciously extended by a range of trips and overseas visits that pupils take on as part of Felsted's provision or individually through the friendships that they form with those of other cultures. This international and cultural diversity is of great benefit to the Felsted community. As well as this, the Prep School also has designated lunches to mark important International occasions.

- Visiting Speakers: Great care is taken to select and recruit outside speakers from a wide range of backgrounds, who have a valuable moral, social, spiritual or cultural story to tell. All speakers are vetted to ensure that they do not hold extremist views but can deliver an enlightening, uplifting and inspirational message to pupils.
- Community Service: The school supports a number of local, national and international charities. Pupils work hard to raise money for these and also provide practical hands-on help on a regular basis. For example, there are regular trips to Mumbai to help street children for the Magic Bus charity. There are also a number of pupils who do weekly volunteering with local groups, including special schools, charity shops and local conservation projects.
- The School Ethos and Rules: Although there is more to SMSC development than enforced compliance of a set of rules, it is important to have set boundaries and expectations. All school rules and policies are based upon the basic tenets of mutual respect, empathy and compassion. These, together with the schools Aims and Ethos, are expressions of the values that Felsted seeks to encourage.
- Relevant Memberships and awards: Membership of the following helps underpin the SMSC development of pupils:

    - International Baccalaureate
    - Round Square
    - Good Schools Guide
    - Schools Arts Mark
    - Enhanced Healthy Schools Award
    - The Wellbeing Award for Schools

7. USEFUL RESOURCES

There are a number of resources which can be very helpful for promoting pupils' SMSC development. A selection of these are shown below. Some will be more appropriate for certain schools than others as different schools will have different requirements.

- www.teachernet.gov.uk/wholeschool/Communitycohesion
- www.teachernet.gov.uk/wholeschool/Communitycohesion/Community_Cohesion_Guidance
- www.teachernet.gov.uk/wholeschool/Communitycohesion/communitycohesionresourcepack
- School Linking Network - www.schoolslinkingnetwork.org.uk
- Ofsted maintained school guidance on SMSC - www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Curriculum/Religious-education/Primary/Promoting-and-evaluating-pupils-spiritual-moral-social-and-cultural-development
- National curriculum - http://curriculum.qcda.gov.uk/
- Council for Subject Associations - www.subjectassociation.org.uk/index.php
- NASACRE - www.nasacre.org.uk/

8. REVIEW

This Policy will be reviewed and updated regularly by the SLT and Education Committee.