Spiritual, Moral, Social & Cultural Development (SMSC) Policy

This policy applies to the whole school including Boarding and the Early Years.
The current version of any policy, procedure, protocol or guideline is the version held on the TASIS England website. It is the responsibility of all staff to ensure that they are following the current version.

Information Sharing Category	PUBLIC
TASIS England Document reference (Org, Doc, version, date)	TASIS_SMSC_V10_21012026
Version	v10
Date published	21 January 2026
Date ratified by Head of School	21 January 2026
Review/Update date	21 January 2027
Responsible area	Director of Pastoral Care

Agreed by:

Head of School	DSL	Chair of the Board of Directors
Bryan Nixon	Jason Tait	David King
21 January 2026	21 January 2026	21 January 2026

1. Introduction

1.1. For purposes of this document, the term 'Board of Directors' is deemed to have the same meaning as 'Proprietor' in accordance with The Education (Independent Schools Standards) Regulation (ISSR) currently in force and is used interchangeably.

1.2. This policy is publicly available on the TASIS England website, upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the school Office.

1.3. Legal Status:

- Complies with Part 2, paragraph 5 of The Education (Independent School Standards) (England) Regulations currently in force
- The Prevent duty: safeguarding learners vulnerable to radicalisation (DfE 2022 - updated September 2023)
- Prevent duty guidance: England and Wales (HO 2023 - updated March 2024)

1.4. In our school the terms 'faculty, staff and adults working on behalf of the school' includes all employees, contractors, agency and supply staff, volunteers, students on placement, and members of the Board of Directors."

1.5. Related documents:

- The Single Equalities Policy
- Personal, Social, Health, Economic Education (PSHEE)
- Curriculum, Teaching and Learning Policies
- Safeguarding Children Child Protection Policy
- Online Safety Policy
- Recruitment, Selection & Disclosure Procedures
- Safer Recruitment Policy
- Accessibility Plan 2024-2027
- Faculty and Staff Code of Conduct
- TASIS England Vision and Mission Statements
- Preventing Extremism & Radicalisation Policy

1.6. The policy will be reviewed annually by the Director of Pastoral Care in collaboration with the Head of School and the Board of Directors.

1.7. This policy is supported by monitoring and evaluation processes which enable the school to assess the effectiveness of its SMSC provision, including student voice, behaviour and safeguarding data, curriculum review, and pastoral oversight.

2. Rationale

2.1. TASIS England plan and provide effective means and methods for our students' Spiritual, Moral, Social and Cultural Development (SMSC) and awareness.

2.2. Our school's Mission, Commitments, and Outcomes shows that the school is not only focused on academic excellence but also on the holistic development of learners, encompassing their spiritual, moral, social, and cultural dimensions. The emphasis on global citizenship, diversity celebration, and service leadership aligns with the goals of our SMSC program, which aims to develop well-rounded individuals who can contribute

positively to society. The commitment to nurturing intellectual curiosity and personal growth recognises the importance of cultivating qualities beyond academic achievement, such as resilience, empathy, and openness.

2.3. We actively promote SMSC in our school. SMSC permeates all subjects and activities and is evidenced through the schemes of work and programs of study along with activities which are both internal and external to the school.

2.4. TASIS England is a non-denominational school. Students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

2.5. Whilst SMSC is integral to all aspects of our curriculum, Personal, Social, Health and Economic Education (PSHEE) makes a strong contribution.

2.6. Students are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions.

2.7. TASIS England builds resilience to radicalisation by promoting British values as defined in statutory guidance, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views.

2.8. Any discriminatory or extremist language, opinions or behaviours are challenged as a matter of routine. For more details on how our school prevents extremism, please see our *'Preventing Extremism and Radicalisation'* Policy, available on our school website policy page.

2.9. For students to benefit fully from their time at TASIS England, we must ensure that they have the best teaching and pastoral care, and they must ensure that they endeavour to meet the expectations regarding their work, conduct and attitude.

2.10. This can be best achieved where the aims of the SMSC policy link and strengthen other policies so that the ideals of the school's ethos and mission become a reality for its students.

2.11. TASIS England supports students' SMSC development and suitably prepares students for life.

2.12. The whole-school community works towards building a positive climate and ethos and enables students to grow and flourish, become confident individuals, and appreciate their own worth and that of others.

2.13. The definitions and practices that follow are intended to clarify the ways that TASIS England factors SMSC into everyday school life.

2.14. There is recognition of a broad set of common values and purposes which underpin the TASIS England curriculum and the work of the school. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment within which we live.

2.15. There is also a commitment to the virtues of respect for oneself and others, truth, justice and honesty.

2.16. The curriculum promotes and sustains a thirst for knowledge and understanding and instils a love of learning. It covers a wide range of subjects and provides opportunities for academic, artistic and sporting excellence.

2.17. As part of our Behaviour Management Policy, TASIS England believes that all children and adults have the right to live in a supportive, caring environment in which students feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment, marriage and civil partnership, pregnancy and maternity or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

2.18. We plan our PSHEE education and citizenship through tutorials, assemblies and 'circle time' to help our students acquire values and skills to enable them to develop independence and choose their path in life.

2.19. It is incumbent on us to focus our policy upon the values and principles which we instill in our children and young people through the application of our ethos and education throughout the school.

3. Roles and Responsibilities

3.1. School Leaders and Board Directors:
- Provide strategic leadership and ensure compliance with statutory requirements.
- Monitor and evaluate the effectiveness of SMSC provision.

3.2. Faculty and staff:
- Embed SMSC principles into teaching, learning, boarding and co-curricular activities.
- Actively promote British values and address discrimination or extremist or radical behaviours.

3.3. Students:
- Engage with SMSC opportunities and demonstrate respect for the school's Mission, Commitments and Outcomes.

3.4. Parents and Carers:
- Support the school's SMSC ethos and encourage engagement in SMSC activities.

3.5. Senior leaders ensure that SMSC provision is coherent, inclusive, and effectively monitored across curriculum, pastoral, boarding, and co-curricular provision, and that faculty and staff receive appropriate guidance and training.

4. The Vision and Values of TASIS England

4.1. **Mission:** TASIS England nurtures intellectual curiosity and emboldens each learner to flourish as a principled, open minded, and compassionate member of a global community.

4.2. We realize our values through our passion as educators and the following **Commitments:** We promote multiple pathways for each learner throughout our school environment, our programs, and our community. Our commitment to nurturing intellectual curiosity prepares each learner for the opportunities and challenges of the future. We encourage continuous personal growth through active engagement and desire to seek and learn from experiences. Through a balance of support and challenge, students flourish as creative, reflective, and resilient owners of their learning. We foster connections and collaboration in our community of learners by cultivating supportive relationships and celebrating the unique contributions of each member.

4.3. The **Outcomes** of a TASIS England education were articulated over many decades through the vision of the school´s charismatic founder, Mary Crist Fleming. Life-long Learning cultivates curiosity, exploration, and discovery, emboldening individuals to embrace a culture of learning and celebrate the journey of continuous development toward personal fulfilment.

International mindedness promotes the exploration, communication, and celebration of diversity. Being curious and open-minded to the richness of perspective within our global community creates a desire to flourish through action and service. Service Leadership fosters empathetic, compassionate, and principled

individuals who take responsibility for sustaining healthy relationships with themselves, their families, their communities, and their environment.

4.4. In addition, TASIS England fosters a passion for excellence along with mutual respect and understanding. Believing in the worth of each individual and the importance of enduring relationships, TASIS England seeks to embody and instill the values of personal responsibility, civility, compassion, justice and truth.

4.5. Our aims are to:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to understand what is right and wrong in their school life and life outside school
- encourage students to accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities
- enable students to take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable
- enable students to acquire knowledge and reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- actively promote principles that encourage students to respect British values such as democracy and the rule of law
- develop respect towards inclusion and diversity in relation to special educational needs and disability, sexual orientation, sex, race, religion and belief, gender reassignment, marriage and civil partnership, pregnancy and maternity and mental health
- provide students with a broad general knowledge of public institutions and services
- provide a range of artistic, sporting and other cultural opportunities, and
- enable students to overcome barriers to their learning

4.6. Our aims prevent the political indoctrination of students through the curriculum. That aim does not prevent students from being appropriately exposed to political views or from discussing political issues in school.

4.7. Students in our school should not, however, be actively encouraged by faculty, staff or others to support particular political viewpoints.

4.8. The school is committed to equipping faculty and staff with the knowledge and skills needed to effectively promote SMSC development.

5. Promotion of British values

5.1. We actively promote British values including democracy, the rule of law, individual liberty, mutual respect and tolerance, by virtue of our approach. Evidence of this commitment to promoting British values can be seen across the school including within our school prospectus and the TASIS England website.

5.2. We pay particular regard to the 9 protected characteristics set out in the Equality Act 2010. We provide positive experiences through planned and coherent opportunities in the curriculum (such as learning how democracy, liberty and the rule of law works in Britain), through co-curricular activities (often run directly by students).

5.3. For example, our participation in the Model United Nations Program (MUN) provides students with the opportunity to learn how to argue and defend points of view and engage in the democratic process.

5.4. Our School Council (whose members are voted for by the students) ensures that all students within the school have a voice that is listened to and demonstrates how democracy works.

5.5. At TASIS England, PSHEE ensures that students are able to understand and respond to risk, for example risks associated with extremism and radicalisation, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

5.6. Our school roll represents approximately 70 different nationalities. As a result, we are able to promote tolerance and community cohesion by helping young people understand different lifestyles and cultures through living their daily lives at TASIS England.

5.7. Tolerance, respect and harmony between different cultural traditions and anti-discrimination against protected characteristics are requisite and students are enabled to acquire an appreciation of and respect for their own and other cultures.

5.8. We aim for our students to understand and appreciate the range of different cultures and faiths in modern Britain and to respect the civil and criminal law of the UK.

5.9. Students are also encouraged to understand and have respect for the value of democracy and support for participation and decision making in the democratic process, including respect for the basis on which the law is made and applied in the UK.

5.10. Students understand that the freedom to hold a faith and belief is protected in UK law and appreciate that living under the rule of the law protects individual citizens and is essential for their wellbeing and safety.

5.11. We do not 'promote' teachings, beliefs or opinions that conflict with our own, nor do we promote discrimination against people or groups on the basis of their belief, opinion, background or way of life.

6. Building Children's Resilience to Radicalisation Through the Promotion of British Values

6.1. TASIS England builds resilience to radicalisation of its students by promoting British values including those embedded in the British way of life.

6.2. We provide a safe space in which our students can discuss and understand the risks associated with extremism, radicalisation and terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views.

6.3. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

7. Spiritual Development

7.1. Spiritual development is associated with the search for meaning and purpose in life.

7.2. Spiritual development relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions, attitudes and beliefs.

7.3. Spiritual development is not the same as religious development.

7.4. Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.

7.5. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions.

7.6. Students develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

7.7. Spiritual development is the non-physical aspect of a person concerned with profound thoughts:

- a set of values and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- an understanding of feelings, experiences and emotions
- a sense of empathy with others, concern and compassion
- a sense of purpose and respect for themselves and others
- an increasing ability to reflect and learn from this reflection
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- a readiness to challenge all that would constrain the human spirit
- the relationship between belief and behaviour
- an appreciation of the intangible
- a respect for insight as well as for knowledge and reason
- an expressive and/or creative impulse, and
- the attribution of meaning to experience

7.8. TASIS England promotes spiritual development through:

- providing and encouraging a positive ethos
- the values and attitudes the school identifies, upholds and fosters
- focusing on positive 'success' and the learning from 'failure'
- giving students 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
- encouraging students to explore and develop what animates and inspires themselves and others
- giving students the opportunity to reflect and to experience times of quiet (e.g., circle time, advisory time)
- encouraging students to listen to and consider the ideas and experiences of others
- encouraging students to express innermost thoughts and feelings through art, music, literature and crafts
- accommodating difference and respecting the integrity of individuals
- providing opportunities for students to learn about and respond to a variety of beliefs and values
- promoting teaching styles which value students' questions and give them space for their own thoughts, ideas and concerns
- enable students to make connections between aspects of their learning
- encourage students to relate their learning to a wider frame of reference
- encouraging students to think independently
- fostering a fascination and enjoyment in learning, and
- using imagination and creativity in learning
- embracing inclusion and diversity within all aspects of school life

8. Moral Development

8.1. Moral development is concerned with students' ability to make judgements about how they should behave and act, and the reasons for such behaviour.

8.2. Students are encouraged to understand the need for a common code of conduct and to follow it from a point of conviction rather than because of sanctions or consequences.

8.3. Moral development refers to knowledge, understanding, values and attitudes in relation to what is right or wrong. From the basis of understanding the difference between right and wrong, students will develop the ability to make moral judgements and to take responsibility for their own moral decisions.

8.4. TASIS England promotes moral development through:

- making it clear what kinds of behaviour are expected
- enabling students to distinguish right from wrong through a clear moral code as well as respect for the civil and criminal law of the UK
- taking steps to ensure that where political issues are brought to the attention of students in the teaching of any subject in the school, they are offered a balanced presentation of different views
- promoting measures to actively prevent discrimination and harassment
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty
- rewarding expressions of moral insights and good behaviour
- making an issue of breaches of agreed moral codes where they arise
- modelling the principles which our school wishes to promote
- encouraging students to take responsibility for their actions
- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable
- giving students opportunities across the curriculum to explore and develop moral concepts and values
- developing an open safe learning environment in which students can express their views
- extending student knowledge and understanding of a range of values in society
- developing student ability to make moral decisions
- having the confidence to act in accordance with their own moral principles and thinking through the consequences of their actions
- providing opportunities for students to explore moral issues in a contemporary context
- reinforcing our values through images, posters, classroom displays, screensavers, exhibitions, readings and
- monitoring the success of what is provided in our school

9. Social Development

9.1. Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society and the wider community.

9.2. Social development also relates to the growth of knowledge and understanding of society in all its aspects.

9.3. Students' social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good.

9.4. Students display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

9.5. TASIS England promotes social development through:

a. encouraging students to relate positively to others
b. encouraging students to recognise and respect social differences and similarities
c. learning about the experiences and perspectives of others, embracing diversity and promoting the inclusion of others
d. helping students develop personal qualities which are valued in a civilized society
e. encouraging adults to set high standards in their relationships with each other

f. providing a model of purposeful and harmonious community
g. providing opportunities for engaging in the democratic process and participating in community life
h. providing a conceptual and linguistic framework within which to understand and debate social issues
i. allowing students to experience the obligations and constraints, but also the satisfaction, that goes with being a member of a group
j. encouraging the use of social skills and decision making in group work
k. exploring the way in which communities and societies function at a variety of levels
l. encouraging students to take responsibility and show initiative
m. giving students an understanding of their role within the wider community

10. Cultural Development

10.1. Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions.

10.2. Students acquire a respect for their own culture and that of others, an interest in others' way of doing things and a respectful curiosity about differences.

10.3. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

10.4. Our school promotes cultural development by giving students opportunities to engage in a wide range of cultural activities.

10.5. TASIS England promotes cultural development through:

- encouraging knowledge of the student's own cultural traditions and practices, along with those of other cultural groups within society
- adopting the view that diversity, equity and inclusion makes the world a richer place
- encouraging respect for democracy and support for participation in the democratic process, including respect or the basis on which the law is made and applied in the UK
- identifying key values on which our school community life is based
- furthering tolerance and harmony between different cultural traditions
- encouraging an understanding of how students can contribute positively to the lives of those living and working in the locality and to wider society
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- addressing discrimination on the grounds of disability, sexual orientation, sex, race, religion and belief, gender reassignment, marriage and civil partnership, pregnancy and maternity and mental health and actively promoting equality
- extending students' knowledge and use of cultural imagery and language
- recognising and nurturing particular gifts and talents
- providing opportunities for students to participate in literature, drama, music, art, crafts and other cultural events and encouraging students to reflect on their significance
- developing partnerships with outside agencies and individuals to extend students' cultural awareness, e.g., theatre, museum, concert and gallery visits, resident artists, foreign exchanges
- reinforcing our school's cultural values through displays, posters and exhibitions
- auditing the quality and nature of opportunities for students to extend their cultural development across the curriculum
- encouraging students to engage with a variety of cultures
- understanding and responding to cultural diversity and inclusion, and
- monitoring the success of what is provided in our school

11. Equal Opportunities

11.1. Please refer to our Single Equalities Policy available on the TASIS England website.

12. Putting Ideas into Practice

12.1. To ensure that student's SMSC development is effective, there are three aspects of TASIS England which need to be considered:

- our school mission, commitments and outcomes
- the pastoral support for students, and
- the curriculum

12.2. We believe in engendering in young people a love of lifelong learning, the attribute of being internationally-minded and an awareness of the importance of service leadership.

12.3. TASIS England aims to ensure that the curriculum offers all students experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

13. Social, Moral, Spiritual and Cultural Promotion Within the Curriculum

13.1. The curriculum is the framework on which a school is built and so it is through the curriculum that schools can have a major influence.

13.2. The staff team must be aware of these responsibilities and know how respective curriculum areas might be used and plan accordingly.

13.3. Staff should be alert to the many every day, unplanned and incidental opportunities that can provide important starting points for discussions and learning.

14. Assemblies/Community Meetings

14.1. Appreciating and valuing other faiths and beliefs of both groups and individuals.

14.2. Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs.

14.3. Knowing about and celebrating the historical, social and religious aspects and holidays of our own culture and that of others.

14.4. Celebrating each other's achievements and interests and learning about presenting in front of a group of peers.

15. Linguistics

15.1. This area is concerned with developing student's communication skills and increasing their command of language through listening, speaking, reading and writing.

15.2. The studying of different texts – classical, contemporary, serious, funny - can provide challenging starting points and give an appreciation of the beauty of great language and literature.

15.3. Drama and stories which create opportunities for moral judgements, shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view.

15.4. Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures and an awareness of traditional tales and their cultural background.

16. Mathematics

16.1. This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly.

16.2. Their knowledge and understanding of mathematics are developed in a variety of ways, including: practical activity, exploration, group work on a shared topic or investigation promoting an appreciation of the input of all members of the group.

16.3. An appreciation of the inherent pattern and beauty of mathematics.

16.4. The promotion of positive attitudes towards mathematics through appropriate groupings.

16.5. An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian - and understanding of the role and importance of these cultures.

17. Information Technology (IT)

17.1. Technological skills can include the use of information and communication technology, developing, planning and communicating ideas, working with tools, equipment, materials and components to produce good quality products and evaluating processes and products.

17.2. Working together to create a graphic design or study, researching religious artefacts on the internet, following the TASIS England Acceptable Use Policy and setting up e-mail correspondence with another school from a different country.

18. Science

18.1. This area is concerned with increasing the student's knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry

18.2. For example: observing, forming hypotheses, conducting experiments and recording their findings.

18.3. The development of an understanding of our place in the great scheme of things by studying space or life processes, an appreciation of moral questions as scientific knowledge increases, e.g., the use of animals for research, an awareness of the cultural background of science and the study of cause and effect.

19. Human and Social

19.1. This area is concerned with people and their environment, and how human action now and in the past, has influenced events and conditions.

20. History

20.1. The study of artefacts, buildings, churches, etc., gives children and young people a sense of their place in the historical scheme of things.

20.2. It helps to develop an awareness of beauty and aesthetics. Moral issues can be considered, for example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain?

20.3. Studying the cultures of other times – Egyptians, Romans, etc., builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

21. Geography

21.1. The study of different localities helps our students to understand the background, way of life and values, etc., of different people and cultures.

21.2. For example, the Inuit's and their way of life and values are, to a large degree the result of habitat – as is our own; tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life.

21.3. Local studies will encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things and environmental issues and concerns can be discussed, e.g. recycling.

22. Aesthetic and creative

22.1. This area is concerned with the process of making, composing, and inventing.

22.2. There are aesthetic and creative aspects of all subjects, but some make a strong contribution, including art, music, dance, drama and the study of literature.

23. Art

23.1. Studying great works of art can give an insight into the culture of other people and provide a strong link with the past; art can provide a valuable tool to study the past and make social or moral comment on it.

23.2. Multicultural art, the art of different religions and the art of ancient societies all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own

23.3. The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

24. Music

24.1. Listening to music, performing, joining in with it gives pleasure, lifts the spirit and has an emotional dimension that children and young people need to experience.

24.2. Music experienced in our plays and assemblies helps students in their spirituality. Listening to and appreciating the great music of our own and others culture builds an important awareness and understanding of other lands.

24.3. Music from specific times in history helps us to understand people's historical experience. Songs and poems from the past such as music of the fields, sea shanties, songs from colonial times or the times of slavery can be used to build an awareness of the importance of music and its place in social history and the accompanying moral and social questions that arise out of it.

24.4. Group music making is an important social activity – working together and experiencing the same feelings together.

25. Physical Education

25.1. This area aims to develop student's physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance.

25.2. Students will also acquire knowledge and understanding of the basic principles of fitness and health.

25.3. Caring for our bodies and respecting the health of others; obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important; appreciating the aesthetic beauty of the movements of gymnastics or dance.

25.4. Building team spirit, being a good team member, valuing the contributions of others to the team; and learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics.

26. Personal, Social, Health and Economic Education - Citizenship

26.1. Listening to others; holding discussions leading to written work; drama and role play linked to choices; drawing pictures of feelings and emotions.

27. Religious Education

27.1. The exploration of moral and spiritual questions through discussion, appreciating and valuing other faiths and beliefs of both groups and individuals.

27.2. Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs, knowing about the historical, social and religious aspects of our own culture and that of others, and learning about the religious law including the differences between secular and religious law.

28. Links With the Wider Community

28.1. Invited visitors and guest speakers are welcomed into our school to speak to the students.

28.2. Visits to places of cultural significance such as theatres, museums and libraries are an integral part of our school and are actively encouraged.

28.3. Children are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups on this matter.

29. Differentiation

29.1. All staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the school. They should feel free to voice related concerns and interests within the normal pattern of staff meetings.

29.2. The following guidance takes account of information provided by Ofsted and DfE in relation to the Marriage (Same Sex Couples) Act 2013 but highlights principles that are equally applicable to other issues.

29.3. Whilst we recognise there is no curriculum requirement to teach about marriage, if we follow the principles highlighted in 29.2 above, we will ensure that our curriculum will accord with the Education (Independent School Standards) Regulations currently in force.

29.4. TASIS England believes that a balanced curriculum is one that, amongst other things, reflects the nature of the world we live in. If marriage were to be discussed in lessons, our teachers will reflect the fact that marriage for same sex couples is part of the law of this country, but that they are not required to endorse it.

29.5. There is nothing in the Equal Marriage Act that inhibits the rights of teachers or schools to express religious or philosophical views about marriage in lessons.

29.6. Article 9 of the European Convention on Human Rights guarantees freedom of thought, conscience and religion. Religion or belief is a protected characteristic under the Equality Act 2010. However, teachers and schools must ensure their conduct recognises their responsibilities under those duties to others.

29.7. Our teachers are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involves singling out students on grounds of sexuality or gender or presenting views without balance on a topic such as marriage for same sex couples, would be considered inappropriate and unacceptable.

30. Monitoring and Evaluation

30.1. The effectiveness of SMSC provision is monitored through:

- student voice activities (surveys, councils, focus groups);
- behaviour, safeguarding, and conduct data;
- curriculum and pastoral review cycles;
- boarding and co-curricular oversight;
- periodic review by senior leaders and the Board of Directors.

Findings inform ongoing improvement and staff development.