



# North Bridge House

## Senior School

### Legal Status:

Complies with Part 2, paragraph of the Education (Independent School Standards) (England) Regulations 2014

### Applies to:

- Whole School

### Related documents:

- Equality And Diversity
- Personal, Social, Health and Economic Education (PSHEE).
- Curriculum Policies

### Availability

This policy is made available to parents, staff and students in the following ways: via the School website, in the Staff Hub, within the Parents Policies Folder where, on request, a copy may be obtained.

### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit

### School Ethos

**'Our aim is to educate the whole child and to provide a secure and nurturing environment where students learn tolerance, consideration and respect for others.'**

### Equal opportunities

Please refer to our Equal Opportunities policy

### Rationale

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by staff at NBH. It is a core feature of all subjects in the curriculum, including PHSEE. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In

## Spiritual, Moral, Social and Cultural (SMSC) Policy

later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

As part of our SMSC Policy we believe that all children and adults have the right to live in a supportive, caring environment in which pupils 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 or disability (as defined in the Equality Act 2010), and the use of discriminatory language. We promote awareness of the fact that within the school community that bullying can occur through several types of anti-social behaviour.

### Definitions

#### Spiritual Development

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life that is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'. All areas of the curriculum should contribute to the spiritual development of pupils.

- The non-physical aspect of a person concerned with profound thoughts, relating particularly to Christianity and other religious faiths
- That which moves people as well as experiences and emotions
- A sense of purpose, awe, wonder and mystery
- Insights into a personal existence which are of enduring worth and valuing a non-material dimension to life
- The relationship between belief and behaviour and a sense of heightened perception or awareness
- A sense of being part of a greater whole as well as a search for meaning and purpose
- The attribution of meaning to experience

#### Moral Development

Moral development is concerned with pupils' ability to make judgements about how they should behave and act, and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

- Knowing of the codes and conventions of conduct agreed by society
- Having the will to behave morally as a point of principle and being able to articulate attitudes and values
- Recognising the moral dimension to situations and developing a set of socially acceptable 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 ones' own actions and understanding the consequences of actions for self and others
- Behaving consistently in accordance with principles and recognising the greater needs which extend beyond self-interest

Spiritual, Moral, Social and Cultural (SMSC) Policy  
**Social Development**

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

- The progressive acquisition of the competencies and qualities needed to play a full part in society
- Understanding of the institutions, structures, processes of society and of how individuals relate to each other
- Being able to adjust to a range of social contexts by appropriate and sensitive behaviour and being able to make a personal contribution to the well-being of groups
- The ability to exercise responsibility and initiative
- Being able to participate cooperatively and productively in the community
- Knowing how societies function and are organised as well as understanding how what is learnt in the curriculum relates to life in society
- Being able to take on the roles of team leader and team worker

**Cultural Development**

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

- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society
- Recognition of and respect for the rights of others to exercise a cultural influence and knowledge of the nature and roots of cultural traditions
- The key features of major cultural groups within society and personal response and accomplishment
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society
- Developing and strengthening the cultural interests of pupils and 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 and being able to evaluate the quality and worth of cultural achievements

**Fundamental British Values**

Fundamental British values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Promoting Fundamental British Values is about:

- Educating pupils that while different people may hold different opinions about 'right' and 'wrong', all people living in England are subject to our laws.

### Spiritual, Moral, Social and Cultural (SMSC) Policy

- School aims and ethos support the rule of English civil and criminal laws and do not undermine our society. Pupils are made aware of the difference between law of the land and religious law.
- Challenging opinions or behaviours in school that are contrary to fundamental British values.
- Enabling pupils to develop self-knowledge, esteem and confidence
- Encouraging students to accept responsibility for behaviour and to contribute positively to both the school and wider community.
- Encouraging and fostering respect for others, for democracy and support for democratic processes, understanding how citizens can influence decision making through this process.
- Developing appreciation of the protection of living under rule of law extends to individuals and is essential for their well-being and safety.
- Understanding the separation of power between executive and judiciary and that while some public bodies (police and army) can be held to account through Parliament, others such as courts remain independent
- Understanding that the freedom to choose and hold other faiths and beliefs is protected in law and also; that others with different faiths and beliefs (or none) should be accepted and tolerated
- Identifying and combatting discrimination
- See 'Promoting fundamental British Values as part of SMSC in schools' DfE-00679-2014 Nov 14

### The aims of our SMSC Policy are to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- enable pupils to understand what is right and wrong in their school life and life outside school
- encourage pupils to accept responsibility for their behaviour, show initiative and contribute to the school, local and wider communities
- 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
- acquire knowledge and are able to reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability
- provide pupils with a broad general knowledge of public institutions and services in England
- precludes the promotion of partisan political views in the teaching of any subject in the school;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature
- overcome barriers to their learning.

We ensure that pupils (as appropriate to their age) are able to understand and respond to risk, for example, risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

## Spiritual, Moral, Social and Cultural (SMSC) Policy

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities available to pupils through the curricular and extra-curricular programme and their participation in these opportunities.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities and aspire to help our pupils acquire values and skills to enable them to develop independence and choose their paths in life.

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils and that pupils are offered a balanced presentation of opposing views.

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils 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.

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

In addition our school:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities as appropriate.
- Enables pupils to gain insights into the origins and practices of their own cultures and those of the wider community.
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism.

### School Ethos

The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values. Teachers must:

- be aware of these responsibilities
- know how respective curriculum areas might be used
- plan accordingly
- be alert to the many every day, unplanned and incidental opportunities that can provide important starting points

*If marriage were to be discussed in lessons, we would expect teachers to reflect the fact that marriage for same sex couples is part of the law of this country, but there is no requirement on them to endorse it. Article 9 of the European Convention on Human Rights guarantees freedom of thought, conscience and religion, and 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. Teachers are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involved singling out*

Spiritual, Moral, Social and Cultural (SMSC) Policy

*pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered inappropriate.*

**Putting ideas into practice**

To ensure that the things described can happen, there are three aspects or levels of the school which need to be considered:

1. The ethos of the school, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish. This is described well in the school aims
2. The Pastoral support for students which should reflect these aims, and creates a deliberate structure through which the care and concern for pupils can be given
3. The curriculum, which sets out to ensure that there are opportunities to introduce and explore the elements of SMSC as appropriate

We plan SMSC into all areas of school life. The curriculum is the framework on which a school is built and so it is through teaching and learning that SMSC can be seen. In addition to the academic curriculum, SMSC is evident in:

- Assemblies
- PSHEE Curriculum
- Range of Clubs and Enrichment opportunities
- Trips and Visits (including the Duke of Edinburgh Award)
- Charity work
- Programme of Guest Speakers
- Form Time
- Year Time
- Leadership Programme
- World of Work Programme
- Work Experience Programme (WEX)
- Form Reps & Student Council
- Counselling Service
- Mentoring Programme
- Rewards & Sanctions
- Behaviour Policy
- Staff Development

Signed:



Georgina Masefield, Head Teacher