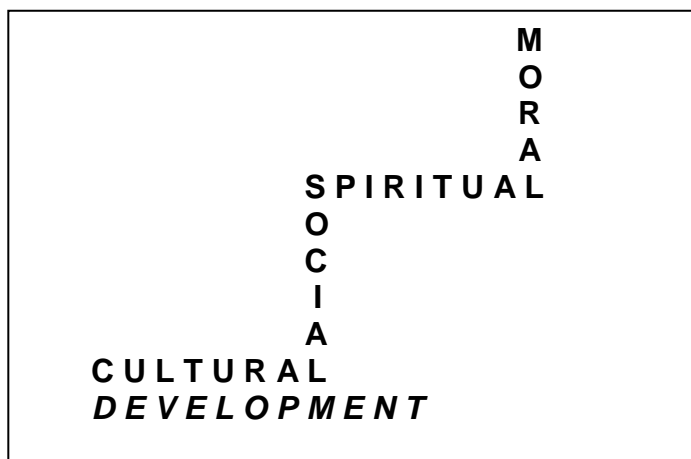


SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT POLICY



Definitions:

1. 'Parent(s)' includes guardian(s) or any person who has parental responsibility for the pupil or who is responsible for the pupil.
2. 'Is to', 'are to' and 'must' are obligatory. 'Should' is not obligatory but is best practice and is to be adhered to unless non-compliance can be justified.

PREAMBLE

1. For pupils to benefit fully from their time at Bishop Wordsworth's School (the School) staff provide the best possible teaching and pastoral care which, alongside their personal development through a variety of rich experiences within and beyond the curriculum, enables them to meet the expectations placed on them in work, conduct and attitude.
2. Policy is to link with and strengthen other policies to enhance the ideals of the School's Motto and Mission Statement for the pupils.
3. The definitions and practices below clarify the ways that a pupil's personal development and the well-being of the whole School are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development.

MOTTO

4. *Veritas in Caritate* – from the Letter to the Ephesians 4:15 in the New Testament sometimes translated: *Truth in Caring* and which asserts the primacy of learning to love, even of those regarded as enemies.

DEVELOPMENT DEFINITIONS AND ACTIONS

5. **Spiritual Development.** As children develop physically, they do so emotionally and psychologically. In studying at school to gain knowledge and skills, their personal beliefs and identities are shaped. To help pupils in their positive spiritual development and to try to understand the meaning of life staff are to:
 - a. Promote their self-esteem by valuing and commending their achievements.
 - b. Engage their imaginations and feelings.
 - c. Assist them to reflect, question and explore.

- d. Provide opportunities for them to discuss and exchange views and insights.
- e. Encourage them to be inspired by a sense of awe and the mystery of life.
- f. Support those who seek faith or wish to strengthen it.

6. Moral Development. Children enter secondary school with degrees of moral understanding defined by their families and friends and by their previous schooling. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemmas they may face. To help them develop a clear and positive moral code at School and in the wider world, they should be led to respect:

- a. The importance of truth and honesty.
- b. The necessity of and the importance of following appropriate rules as well as undertaking responsibilities.
- c. The importance of compassion and of tact.
- d. The property and rights of others.
- e. Their environments – both at School and in the wider world.

7. British Values. A clear sense of what is meant by British Values is also to be instilled through teaching pupils about:

- a. The politics associated with British Values.
- b. Different faiths in the UK.
- c. Respect for different communities.
- d. Democracy and individual liberty.
- e. Accepting personal & social responsibility.
- f. Respect for law & order.
- g. Effective relationships within society.

8. Social Development. As members of the community at School, pupils learn social skills and values that will determine their future lives as responsible citizens. To help this growth, the following is to be reinforced and supported:

- a. Security and confidence in learning and support in life's challenges, for example: the experience of facing bereavement or loss.
- b. A willingness to co-operate with other pupils by balancing individual and collective needs.
- c. A readiness to celebrate others' achievements.
- d. An appreciation of the benefits that can result from supporting the School.
- e. A sense of how their lives and that of the School relate to the wider community it serves.
- f. Participation in community service and charitable activities.
- g. The willingness to engage with the development of the School in the future, and in doing so provide constructive feedback on how the School currently operates.

9. Cultural Development. At School, pupils discover and develop their aesthetic, creative, intellectual and physical skills. They should develop an awareness of their own cultural roots. They should also be able to appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur and how they can be reconciled. To assist pupil development and the wellbeing of the School community, there are to be:

- a. Opportunities in lessons for pupils to develop individual skills and achievements appropriate to all curricular subjects.
- b. In lessons, assemblies and tutorials pupils are to be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact.
- c. Further opportunities for cultural development as above should be part of extra-curricular activities.

PRACTICES

10. This section describes how the development action above enabled and co-ordinated with each other and with other School policies.

11. Acts of Collective Worship, Assemblies and Tutorial Programmes. Those with responsibilities for planning acts of collective worship, delivering assemblies (including House assemblies) and drawing up tutorial programmes are regularly to consider aspects of SMSC and ensure that matters of topical concern are also included as well as recurrent issues.

12. Charity Committee. The Charity Committee, chaired by a senior prefect and advised by the Finance Department, has a responsibility to organise fundraising events and select charities to benefit from these and from the proceeds of collections following the annual Carol Service and Founder's Day Service.

13. Teaching and Learning. Teaching and Learning should offer opportunities for SMSC where appropriate. Teachers are to be encouraged to discuss aspects of their own work which impinge on SMSC development.

14. External Links. Those with responsibility for publicising the School or liaising with other schools and organisations should consider the SMSC aspects of their public relations. In addition to being representatives of the School, they should report SMSC matters arising from their links to the Headmaster when appropriate.

15. Extra-curricular Activities. Those with responsibility for running clubs, societies, trips and other events should develop their awareness of SMSC opportunities their activities have and maximise the benefits they bring.

16. Pastoral Care. SMSC issues relating to particular pupils will come to the attention of staff members in the course of School life and business and through interactions with and about pupils. Prime responsibility for addressing these lies with the Tutor or Head of School who will also often need to discuss the issues with other members of staff and sometimes with pupils, parents and other affected parties: Confidentiality, ie 'Need to know', is to be considered when widening a discussion or report..

17. Staff Development. The Staff Development Co-ordinator is to ensure that individual and whole staff SMSC training requirements are met in the Staff Development Plan.

18. Awareness by Members of Staff. All Members of Staff are to be made 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 departmental, tutorial and staff meetings.

OTHER POLICIES

19. The following policies are relevant to SMSC :

Collective Worship

Equality

Curriculum

Religious Education

Pastoral Care

Staffing and Pay

and in addition: Ethos Statement, Funding Agreement

MONITORING

20. The Leadership Team is to monitor the effectiveness of this policy by liaising with Heads of School, Heads of Departments, the Chaplain, the Link Governor and the Collective Worship Co-ordinator.

EVALUATION

21. The Policy will be reviewed annually at by governors .

22. This Policy was first agreed by Governors on 2.10.02 and reviewed and re-adopted on: (dates in () indicate no amendments): 4.5.04, (03.05.05), 09.05.06, 05.06.07, (16.10.08), (13.10.09), (23.11.10), 22.11.11, 27.11.12, 26.11.13, 12.11.14, (17.11.15), (10.11.16), 20.06.17, (07.11.17), 13.11.18, 22.11.19