BISHOP WORDSWORTH'S SCHOOL

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

Definitions:

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

PREAMBLE

1.   For students to benefit fully from their time at Bishop Wordsworth's School (the School), the personal development of students through spiritual, moral, social and cultural education is central and takes place through aa variety of experiences within and beyond the curriculum to prepare all pupils for the opportunities, responsibilities and experiences of life.

2.   Policy is to link with and strengthen other policies to enhance the ideals of the School's Motto and Mission Statement for the students.

3.   The definitions and practices below clarify the ways that a student'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 those regarded as enemies. Through this we underline the values of truth and honesty in the learning journey.

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 students in their positive spiritual development and to try to understand the meaning of life staff are to:

   a.   Explore and learn to express personal values and beliefs.

   b.   Understand the importance of spirituality in our lives and support those who seek faith or wish to strengthen it.

   c.   Explore the concept of spirituality in different cultures and religions.

   d.   Promote their self-esteem by valuing and commending their achievements.

   e.   Engage their imaginations and feelings.

   f.   Assist them to reflect, question and explore.

   g.   Provide opportunities for them to discuss and exchange views and insights.

   h.   Encourage them to be inspired by a sense of awe and the mystery of life.

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 prepared to offer and receive challenge and criticism in mutually respectful ways. They should be expected to reject any form of bullying, discrimination or cruelty and develop an understanding of how our actions impact others. They should be helped to develop a strong sense of personal morality; learn to make ethical and moral decision and

receive support in dealing with any moral dilemmas they may face. To help them develop a clear and positive moral code at School and in the wider world, learn how to explore complex moral dilemmas, and be led to respect:

    a. The importance of truth and honesty, and the role of law and justice in society.

    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 students about:

    a. The politics associated with British Values.

    b. Tolerance of those with different faiths and beliefs in the UK.

    c. Mutual 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, students learn social skills, developing healthy relationships and values that will determine their future lives as responsible citizens. They will explore the impact of social, economic and political factors on our society and the impact of social, economic and political factors in our world. 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 students 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 and the importance of social responsibility.

    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, students discover the impact of culture and cultural diversity on our lives. 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 within society, how conflicts between them occur and how they can be reconciled, developing a global perspective on cultural diversity. To assist student development and the wellbeing of the School community, there are to be:

a. Opportunities in lessons for students to develop individual skills and achievements appropriate to all curricular subjects.

b. In lessons, assemblies and tutorials students 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 actions above relate to each other and 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 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 that involve the development of SMSC values.

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 to the Headmaster, when appropriate, SMSC matters arising from their links.

15. **Extra-curricular Activities.** Those with responsibility for running clubs, societies, trips and other events should look for SMSC opportunities arising from their activities, and seek to maximise the benefits they bring.

16. **Pastoral Care.** SMSC issues relating to particular students will come to the attention of staff members in the course of School life and business and through interactions with and about students. Prime responsibility for addressing these lies with the Deputy Head (Pastoral), Tutor or Head of School who will also often need to discuss the issues affected or relevant parties on a "need to know" only basis.

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
Curriculum
Pastoral Care
Equality

Religious Education
Staffing and Pay

20. Other documents:

Ethos Statement
Funding Agreement

MONITORING AND EVALUATION

21. 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.

22. The Policy is to be reviewed annually at by governors. It was first agreed by Governors on 2nd October 2002. The most recent 3 years' review history is below:

16th November 2021	Minor updates
15th November 2022	Minor updates
14th November 2023	Minor updates
12th November 2024	Minor updates