



REIGATE GRAMMAR SCHOOL

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## Spiritual, Moral, Social and Cultural Development of Pupils Policy

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<b>ISI Code:</b>	5 SMSC Policy
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## Introduction and Aims

Spiritual, moral, social and cultural education (SMSC) helps children to develop personal qualities ensuring that their development in non-academic terms will enable them to play a confident, informed role in society, have a fully developed values system, and be able to interact with other people in a positive way. We want their personal development to reflect self-awareness, social awareness, moral principles, responsibility, respect for difference, honesty and independence.

At Reigate Grammar School (RGS) we seek to teach these qualities across the curriculum and in all areas of school life, as shown in our school aims and ethos. As part of this, we ensure that we prepare pupils fully for life in British society through the active promotion of fundamental British values (FBV).

This policy reflects the DfE guidance for Independent Schools 2019 and the Equality Act (2010) taking into consideration the protected characteristics.<sup>1</sup>

## How we define SMSC

We recognise that **spiritual development** is concerned with the spiritual dimension of human existence and is not confined to religious belief. It is therefore open to all.

### ***Spiritual development enables people***

- to reflect on the meaning and purpose of life;
- to develop personal beliefs which may or may not include religious beliefs;
- to recognise that people base their lives upon personal and shared beliefs;
- to look within themselves, at their relationships and at the wide world and to recognise their own worth and the worth of others;
- to exercise intellectual curiosity, imagination and creativity;
- to respond to feelings of awe and wonder;
- to be inspired by nature and human achievement.

**Moral development** is concerned with the ability to recognise the principles of right and wrong action and to recognise that a concept of duty is required in order to live in a community. (See also Behaviour Policy).

### ***Moral development enables people***

- to take a thoughtful view of what is right and wrong;
- to develop personal moral values;
- to develop self-esteem;
- to understand the concept of community and that rights are balanced by responsibilities;
- to regulate their behaviour through principles rather than through reward or punishment;
- to understand that actions have consequences.

**Social development** is concerned with taking responsibility, showing initiative and developing an understanding of living in a community.

### ***Social development enables people***

- to develop social skills and to relate to others successfully;
- to recognise principles of equality and values of inclusion;
- to develop characteristics such as tolerance and respect;
- to develop skills of leadership, responsibility, co-operation, teamwork;
- to gain understanding of the ways in which societies function.

**Cultural development** is concerned with awareness of one's own cultural traditions and of cultural diversity on a local, national and global scale.

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<sup>1</sup> e.g. age; disability; gender reassignment; race; religion or belief; sex; sexual orientation

## **Cultural development enables people**

- to recognise, explore and understand their own cultural assumptions and values;
- to be aware of attitudes, values and traditions of other cultures;
- to understand how cultural attitudes and events have shaped their community;
- to appreciate and to celebrate cultural diversity.

## **Fundamental British Values**

At RGS our aim is that fundamental British values are actively promoted in the following ways:

### **Democracy**

1. We provide pupils with a broad general knowledge of public institutions and services, and a respect for the same, through our curriculum, assemblies, speaker events and PSHEE provision.
2. We use Student Voice (including the School Council) to teach pupils how decision-making can be influenced democratically.
3. We show how democracy works in Britain and abroad, and its advantages and disadvantages, through schemes of work in subjects such as History, Geography, T&P, Classics, English, Politics and Economics as well as through the PSHEE curriculum.
4. We encourage pupils to challenge injustice in the world (whether perceived or real) through school activities, charity fundraising (for example as part of the house system), assemblies and awareness raising campaigns.

### **The Rule of Law**

1. We ensure school rules and expectations are clear and fair, available for all to see and applied consistently across the school.
2. We help pupils to distinguish right from wrong through discussion, and by modelling positive behaviour.
3. We use opportunities in lessons and assemblies to help pupils understand the rule of law and why it is important in society.
4. We help pupils to understand the need to respect the rule of law by promoting positive behaviour both in and out of school.
5. We use opportunities in lessons and assemblies to explore the differences between state and religious law in British and other societies.

### **Individual Liberty**

1. We help all pupils develop positive self-esteem, self-confidence and self-awareness.
2. We encourage all pupils to take responsibility for their behaviour and understand the effects it may have on others.
3. We challenge stereotypes and promote individuality through modelling by staff and older students.
4. We ensure that there is a climate within school where all students feel safe and bullying is not tolerated.
5. We expose pupils to people from a wide range of backgrounds and belief systems, through videos, assemblies and visiting speakers as well as external visits.

### **Mutual Respect and Tolerance of those with Different Faiths and Beliefs**

1. We promote respect for individual differences.
2. We use curricular and extra-curricular opportunities to expose pupils to British and other cultures, ways of life and faiths, and encourage them to understand and appreciate these.
3. We develop pupils' understanding of different perspectives on faith and worship and critical thinking through lessons in T&P, PSHEE and assemblies.
4. We discuss differences between people in respect of disability, ethnicity, family situations, faith, gender and sexuality to ensure that pupils understand and respect these diverse elements of British society.

## Examples

Evidence of examples of the active promotion of FBV at RGS includes such items as:

1. The spiritual, moral, social and cultural development of the pupils is an integral part of the whole school curriculum and all departments play an important role in that process, with explicit opportunities provided in particular in T&P and PSHEE. Examples of debate and discussion in lessons.
2. Visits to locations in Britain that help develop understanding of FBV (such as the Houses of Parliament and places of worship).
3. Speakers such as local MPs, charity and human rights workers, war veterans, former offenders, journalists and lawyers who help pupils to understand alternative views on British values.
4. Modelling of positive behaviour by school staff and older students.
5. Assemblies where pupils and/or staff present to the school community on subjects such as Nobel Prize winners, aid programmes, key people from British history, world issues around faith and belief and so on.
6. Opportunities in lessons, PSHEE form time and assemblies for pupils to learn more about and question the notions of democracy, rule of law, liberty and respect.
7. Opportunities to develop understanding of FBV through extra-curricular activities such as Model United Nations, History and Politics Society and others.

At RGS, all staff and pupils are expected to show integrity, respect and compassion in all their dealings with one another. Pupils are encouraged to explore their own cultures and how they align with British values and the health of our school and local community. Every member of our community has a part to play in ensuring we have a fair, respectful, inclusive, supportive and democratic school.

## The Personal Development of Pupils

At RGS our aim is that pupils' personal qualities develop well and in accordance with the aims and ethos of our school, which state that moral purpose is at our core.

***We seek to enable pupils to develop their self-awareness, self-esteem and self-confidence.***

- At RGS we take every opportunity to help pupils become self-assured, confident, happy, positive young people.
- Pupils are encouraged to express and justify their feelings and opinions in safe environments in lessons, form time, PSHEE, through school council and in extra-curricular opportunities such as debates or discussion groups.
- We celebrate achievement by all pupils through assemblies, form time and in school publications such as the weekly bulletin.
- We encourage pupils to challenge themselves and experience new things both in and out of the classroom – for example in Theology and & Philosophy (T&P) lessons or by participating in the Duke of Edinburgh award.
- We encourage pupils to be role models and peer supporters through initiatives such as the Sixth Form mentoring scheme, Peer Mentors and the Second Form buddy scheme.

***We seek to enable pupils to distinguish right from wrong and to respect the civil and criminal law.***

- Our school's ethos supports the rule of law in this country and all pupils, staff and parents are aware of this. Our school rules are clearly published in pupil planners and on our website and are fair and reasonable in promoting a positive and safe school community.
- We expect all staff to promote and apply our school rules consistently and fairly, and all pupils to understand and adhere to them. We have robust anti-bullying and rewards and sanctions policies.
- We encourage healthy debate amongst pupils and staff – for example in T&P, PSHEE and form time – on the issues of what is right and wrong, so that pupils develop their own moral and ethical sense and understand the impact of their actions on other people.

***We seek to encourage pupils to accept responsibility, contribute to the school, local and wider community and help those less fortunate than themselves.***

- We expect all pupils to act responsibly and value the importance of making a positive impact on the lives of others, through our peer mentoring and buddy schemes, appointment of prefects and other positions of responsibility (e.g. within the house system).
- We provide opportunities for pupils to serve people in the local and wider community, for example through the Duke of Edinburgh Award, work with local communities such as Loveworks or Stripey Stork and activities which raise funds for local, national and international charities.
- We regularly promote work done by pupils for the local and wider community, for example in assemblies, the bulletin and on our website.

***We seek to help pupils understand and respect other faiths and cultures and have positive relationships with those from backgrounds different to their own. We ensure that they respect others, regardless of background or personal characteristics.***

- We explore cultures different to our own through the curriculum in subjects such as English, Geography, History, Theology and Philosophy, Music and others. Teaching focuses on being positive about other cultures and faiths, showing commonality in factors such as traditions, dress, food and so on.
- We prepare pupils so that they can interact easily and with respect with people of different cultures and faiths through our curriculum, PSHEE lessons, assemblies, form time and through extra-curricular activities, as well as on school trips and links with other schools and organisations.

## Preventing political indoctrination of pupils

RGS does not seek to prevent pupils from learning about political views or discussing political issues in school. On the contrary, this is an important part of pupils' development towards becoming independent thinkers with clear awareness of their place in society. However, we have a duty to seek to prevent negative outcomes through any one-sided discussion of political or social viewpoints.

Accordingly, we ensure that we do not encourage pupils to support particular political viewpoints through our teaching of the curriculum. Where a particular political viewpoint is represented, we take all reasonably practicable steps to ensure that pupils are offered a balanced presentation of opposing views. Examples of this can be found in the curriculum for subjects such as History, Politics and T&P, as well as in extra-curricular activities such as Model United Nations, Politics talks and in assemblies.

### **This policy should be read in conjunction with:**

- Visiting Speaker Policy
- PSHEE Policy
- Curriculum Policy