



Whole School and EYFS Spiritual, Moral, Social and Cultural Policy (Including Collective Worship)

Please also refer to the School's **'Curriculum Policy for the Junior School', 'Junior School Individual Subject Policies', 'Curriculum Policy for the Senior School (Including Sixth Form)', 'Careers Education Guidance Policy', 'Whole School Preventing Radicalisation Policy (Including EYFS)', 'The Active Promotion of Fundamental British Values in the EYFS', 'Whole School Visiting Speakers' Policy and Procedures'** and **'Whole School Policy for Personal, Social, Health, Citizenship and Economic Education'**.

Policy Statement:

At Cranford House School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. Our SMSC programme reflects the School's aims and ethos and our values are at the core of the curriculum. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs;
- their own spiritual awareness;
- their own high standards of personal behaviour;
- a positive, caring attitude towards other people;
- a respect for other people, even if they choose to follow a lifestyle that one would not choose to follow themselves;
- a respect for other people with particular regard to the protected characteristics under Chapter 1, Part 2 of the 'Equality Act' 2010 and does not discriminate against pupils contrary to Part 6 of the Act;
- an understanding of their social and cultural traditions;
- an appreciation of the diversity and richness of their cultures.

SMSC plays a significant part in a pupil's ability to learn and to achieve. All curriculum areas have a contribution to make to a pupil's spiritual, moral, social and cultural development. At Cranford House, we ensure that our SMSC curriculum does not undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We actively promote fundamental British values through our PSHCEE programmes, Assemblies, pastoral care and Form Time. Christian values, principles and spirituality are explored in the curriculum, especially in RS.

The integrity and spirituality of other faith backgrounds are respected and explored. The diversity of spiritual traditions is recognised and pupils are given access to alternative views.

All staff model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They are encouraged to value themselves and others.

The School is particularly alert to practices, behaviours and interactions which may create or allow a hostile environment for pupils with protected characteristics and will intervene through appropriate action, such as disciplinary and/or educative action as the situation requires, with a view to creating a positive, inclusive culture in which every pupil can feel valued and flourish. The School recognises that this may entail addressing not only negative behaviours but also addressing a lack of positive behaviours and proactively dismantling a hostile environment. Our staff body are aware of the issues of unconscious bias and ensure that those with protected characteristics are fully included in the life of the School. The Senior Leadership Team routinely consider the equality aspect of all policies when initiated or reviewed and value and seek to expand the opportunities for pupils to voice their views, thus creating a culture of listening to pupils.

The School recognises its responsibilities to treat any bullying issues which relate to protected characteristics in the same manner and gravity as any other examples of bullying. All complaints of racist or homophobic bullying or those against a transgender pupil, for example, will be taken seriously and treated in the same way as complaints against bullying which do not fall under this category.

Cranford House ensures that a proactive approach is taken at all times in responding to bullying on the basis of protected characteristics. The use of racist language, such as that used between pupils is never dismissed as 'banter' and is never tolerated. It is tackled aggressively with a view to preventing it happening again.

The School ensures that pupils do not form a negative or restrictive view of the role of the opposite sex, or of those with other protected characteristics, such as race;

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. School Assemblies play a key part in promoting SMSC throughout the School.

This policy is available to all interested parties on the School website or on request from the School Office. It is reviewed annually, or when events or legislation requires, by the Deputy Head (Pastoral), Headmaster and Governors. The next review date is March 2021.

Key Personnel:

The main staff with responsibility for SMSC at the School are as follows:

- The Headmaster;
- The Deputy Head (Junior School);
- Deputy Head (Pastoral)
- The Heads of Pastoral Care in the Senior School and Junior School;
- The Head of PSHCEE;
- Heads of Year;
- Heads of Key Stages;
- The Head of Careers.

Aims of SMSC:

- To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- To actively promote principles which:
 - enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which Cranford House is located and to society more widely;
 - enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Britain;
 - foster tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - encourage respect for other people, paying particular regard to the protected characteristics set out in the *'Equality Act' 2010*;
 - encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
 - develop in every young person the values, skills and behaviours they need to get on in life; and
 - develop intellectual character and emotional intelligence which, together with attributes such as emotional resilience, grit and perseverance, underpin success in education and employment.
- To ensure that everyone connected with the School is aware of our values and principles;
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the School;
- To ensure that a pupil's education is set within the context that it is meaningful and appropriate to their age, aptitude and background;
- To ensure that pupils know what is expected of them and why;
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience;
- To enable pupils to develop an understanding of their individual and group identity;
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society;
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility;
- To ensure the School meets the legal requirements for acts of collective worship which is broadly Christian in character.
- To actively promote understanding and respect for members of the opposite sex and those with protected characteristics e.g. race or sexuality.

Procedures:

Assemblies and Collective Worship:

A variety of assemblies take place throughout the term, either as a whole school, or sections.

Assemblies are structured to:

- provide an act of collective worship;
- develop a community spirit;
- be broadly Christian in nature;
- promote the School's culture, values and expectations;
- explore important moral and social themes;
- promote care for the planet;
- provide important notices and information;
- celebrate pupils' successes and achievements both in and out of School;
- actively promote racial harmony, respect for all and fundamental British values;
- promote respect for and non-discrimination against those with protected characteristics as set out in the 'Equality Act' 2010;
- actively promote respect for the civil and criminal law of England;
- share and celebrate world culture, religions and festivals;
- welcome visitors to lead assemblies and share experiences, values and beliefs.

Assemblies will be led by:

- Teachers;
- SLT Members;
- The School Chaplain
- Pupils;
- Invited visitors, e.g. local clergy, charity workers.

Elements of these assemblies will be broadly of a Christian nature and may include:

- religious and moral themes;
- music and singing
- cultural and current affairs topics
- prayers/quiet reflective times.

Sectional services at Moulsoford Church include:

- an address delivered by the local minister
- religious and moral themes
- music and singing of hymns
- students corporately saying the school prayer
- a quiet time of reflection

Withdrawal:

Parents are offered the right to withdraw their pupils from the act of collective worship and their wishes will be respected. Parents are invited to talk to the Headmaster if they require further information about collective worship and/or wish to consider withdrawing their child. In which case, parents are asked to inform the School in writing if they wish to withdraw their child.

Staff have a freedom under the 1944 'Education Reform Act' not to have to lead or attend collective worship.

The School will respect this right, but will expect staff to attend parts of an Assembly when collective worship is not taking place, e.g. the giving of notices, celebrating pupil achievements, Class Assemblies. Form Tutors are, however, expected to attend School Carol Services if supervision of pupils is required.

Political Views:

As a School, we ensure that partisan political views are not promoted during the teaching of any subject. Cranford House recognises the definition of 'partisan' and 'political views' as those set out in section 406(1) (b) of the 'Education Act' 1996:

- *'Partisan: the best synonym is 'one-sided';*
- *'Political views: views expressed for a political purpose. A political purpose is either directly or indirectly:*
 - *to further interests of a particular political party; or*
 - *to procure changes to the laws of this or another country; or*
 - *to procure the reversal of Government policy or of particular decisions of governmental authorities in this or another country.'*

Staff take steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils while in attendance at School, while taking part in extra-curricular activities provided by or organised by the School or in the promotion at the School (including through the distribution of promotional material, of extra-curricular activities taking place at the School or elsewhere) they are offered a balanced presentation of opposing views.

Teaching and Learning: (see Appendix A)

Spiritual Development: As a School we aim to provide learning opportunities that will enable pupils to:

- sustain their self-esteem in their learning experience;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- foster their own inner lives and non-material well-being;
- experience moments of stillness and reflection;
- discuss their beliefs, feelings, values and responses to personal experiences;
- form and maintain worthwhile and satisfying relationships;
- reflect on, consider and celebrate the wonders and mysteries of life;
- use imagination and creativity in their learning;
- understand how they can contribute positively to those living and working in the locality of the School and to society as a whole.

Moral Development: As a School we aim to provide learning opportunities that will enable pupils to:

- recognise the unique value of each individual;
- develop their self-knowledge, self-esteem and self-confidence;
- develop an understanding of the consequences of their actions;
- have a broad knowledge of public institutions and services in Britain;
- gain an understanding of how citizens can influence decision-making through the democratic process;
- appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety;

- gain an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- recognise the challenge of religious teaching;
- listen and respond appropriately to the views of others;
- understand that the freedom to hold other faiths and beliefs is protected in law;
- accept that people who have different faiths and beliefs to oneself (or have none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- understand the importance of identifying and combatting discrimination;
- gain confidence to cope with setbacks and learn from mistakes;
- take initiative and act responsibly with consideration for others;
- distinguish between right and wrong;
- show respect for the environment;
- make informed and independent judgments.

Social Development: As a School we aim to promote opportunities that will enable pupils to:

- develop an understanding of their individual and group identity;
- display a sense of belonging and an increasing willingness to participate in a variety of social settings;
- respect the fundamental British values of democracy and the rule of law;
- learn about service in the School and wider community;
- begin to understand the need for social justice and concern for the disadvantaged;
- take initiative on wider social issues and establish ways they can help on an individual, local, national and global scale;
- develop leadership skills;
- develop personal qualities which are valued in a civilized society e.g. generosity of spirit, independence, self-respect.

Cultural Development: As a School we aim to promote opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- recognise and accept that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- understand the importance of identifying and combatting discrimination;
- develop an understanding of their social and cultural environment.
- participate in literature, drama, dance, music, art, crafts and other cultural events and reflect on their significance;
- develop their personal gifts and talents;
- learn from and explore the work of authors, speakers, artists and scientists, amongst others, from other cultures (including a diverse range of people/groups from outside Europe).

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to RS and PSHCEE. Within all curricular activities, pupils will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. For example, guidance from the Marriage (Same Sex Couples) Act 2013 is used when planning PSHCEE and Sex and Relationships Education.

Where political issues are brought to the attention of pupils whilst they are involved with any School activities, the School takes reasonable, practicable steps to ensure the pupils are offered a balanced presentation of opposing views. The promotion of partisan political views in the teaching of any subject in the School is precluded.

Cranford House School is committed to preventing the political indoctrination of pupils through the curriculum. The School ensures that pupils will not be actively encouraged by teachers or other members of the School community to support particular political viewpoints.

Through classroom discussions pupils are given the opportunities to:

- talk about personal experiences and feelings;
- express and clarify their own ideas and beliefs;
- speak about difficult events, e.g. bullying, death etc.
- share thoughts and feelings with other people;
- explore relationships with friends, family and others;
- consider the needs and behaviour of others;
- show empathy;
- develop self-esteem and respect for others;
- develop a sense of belonging;
- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- listen and talk to each other;
- learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties;
- agree and disagree;
- experience good role models;
- take turns and share equipment;
- work co-operatively and collaboratively.

Practical activities to develop SMSC will include:

- working together in different groupings and situations;
- encouraging the pupils to behave appropriately at meal times;
- taking responsibility e.g. class monitors, lunch monitors, register monitors, delivering messages and looking after younger pupils;
- encouraging teamwork in PE and games;
- appreciation of and respect for the work and performance of other pupils regardless of ability;
- hearing music from different composers, cultures and genres e.g. composer of the month;
- meeting people from different cultures and countries;
- participating in a variety of different educational visits;
- participation in live performances;
- use of assembly themes to explore important aspects of our heritage and other cultures, e.g. festival days, the patron saints and national celebrations;

- studying literature and art from different cultures supported by visits from writers and artists and participating workshops;
- opportunities for pupils to hear and see live performances by professional actors, dancers and musicians;
- opportunities to make and evaluate food from other countries;
- opportunities in music to learn songs from different cultures and play a range of instruments;
- opportunity to learn about other countries and other languages and cultures;
- studying the contributions to society that certain famous people have made.

Links with the Wider Community:

- Visitors are welcomed into our School;
- Links with the local church are fostered;
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures;
- The School supports the work of a variety of charities;
- The development of a strong home-school relationship is regarded as very important, enabling parents and teachers to work in an effective partnership to support pupils;
- Pupils are taught to appreciate and take responsibility for their local environment;
- Liaison with local schools to support effective transition takes place regularly.

Monitoring and Evaluation:

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- The introduction of the Opeus SMSC Grid for tracking SMSC across the whole school.
- quality assurance of RS and PSHCEE teaching and learning and SMSC within the curriculum;
- regular discussions at staff meetings;
- audit of policies;
- RS and PSHCEE development, and, when relevant, inclusion in the Whole School Strategic Plan.

Appendix A: Definitions:

Spiritual Development:

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development.

Moral Development:

This area of development is concerned with pupils' ability to make judgments 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. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

Social Development:

This area of 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. Pupils learn to lead, use their own initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when pupils work co-operatively.

Cultural Development:

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions and religious beliefs of others.

Partisan Political Views:

Views expressed for a political purpose either directly or indirectly to further the interests of a particular political party to procure changes to the laws of this or another country to procure the reversal of government policy or of particular decisions of governmental authorities in this country or another country.

Reviewed: March 2018: Headmaster, Head of Senior School (Pastoral Care) and Governors

Reviewed: March 2019: Headmaster, Assistant Head (Pastoral) and Governors

Reviewed: March 2020: Headmaster, Assistant Head (Pastoral) and Governors

Review Due: March 2021 by Headmaster, Assistant Head (Pastoral) and Governors