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# Bishop Challoner School



## SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY



## Bishop Challoner School

### Spiritual, Moral, Social and Cultural Policy

Please also refer to the school's PSHEE Policy, Learning and Teaching Policy, Safeguarding Policy.

#### Introduction

Spiritual, moral, social and cultural education (SMSC) helps children develop personal qualities, which are valued in any civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Bishop Challoner School we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school ethos and aims.

We recognise each individual as a unique part of God's creation and respect the human dignity of all members of the community, allowing our pupils to "Live, Love and Learn like Christ". Our school values are actively promoted: Community and service, Celebrate diversity, Faith and spirituality, Forgiveness, Happiness, Honesty, Justice, Love, Respect and Responsibility and Trust.

We also ensure that we provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society. To this end, every opportunity is taken to actively promote Fundamental British Values of democracy, rule of law (both civil and criminal), individual liberty, mutual respect and tolerance of different faiths and beliefs. All curriculum areas at Bishop Challoner have a contribution to make to a child's SMSC development. However, the promotion of British Values is also incorporated into our Assemblies, Form Time, Pastoral Care and work with our Chaplaincy Team.

As a result of British Value promotion, we expect pupils to have:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- 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;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance 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;
- An acceptance of responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality and to society more widely;
- An understanding of the importance of identifying and combatting discrimination.

All staff will model and promote expected behaviour, treating all people as individuals and showing respect for pupils and their families. Staff will not actively encourage particular partisan political

viewpoints and aim to present balanced views as recognised by the Teacher's Standards on personal & professional conduct.

### Definitions

We use the following definitions of Spiritual, Moral, Social and Cultural:

#### **Spiritual**

Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in, and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in their learning and willingness to reflect on their experiences.

#### **Moral**

Ability to recognise the difference between right and wrong and pupils' readiness to apply this understanding in their own lives. Understanding of the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues.

#### **Social**

Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels. An acceptance and engagement with the fundamental British values, encouraging pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

#### **Cultural**

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities. . Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

### AIMS OF SMSC

At Bishop Challoner School, we share, support and strive to achieve the quality of SMSC provision described by the 'Excellent' Grade descriptors used by ISI:

“The pupils have extremely well developed personalities for their age. They show a keen sense of fair play and appreciate the circumstances of those less fortunate than themselves. They are reflective and self-critical and many show a clear awareness of their own strengths and weaknesses. They are sensitive to the non-material aspects of life and show well-developed aesthetic and spiritual awareness. They are able to give convincing reasons for the values which they espouse. They relish the responsibilities which they have and in many cases have taken strong initiatives in organizing fund raising activities. Through their lives in school, they have developed an easy approach to pupils of different nationalities and show conspicuous understanding and harmony of cultures other than their own.”

### **How the curriculum contributes to SMSC**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as the specific subject areas listed below. A balanced curriculum is one that, amongst other things, reflects the nature of the world we live in.

### **The contribution of PSHEE**

Pupils’ SMSC development is actively promoted in PSHEE by:

- Exploring questions about democracy, justice, inequality, how we are governed and organised and respect of civil and criminal law of England
- Learning to work together to create solutions that try to address challenges facing neighbourhoods and wider communities. This is reinforced by charity fund raising and school/community projects such as Harvest Festival and Sixth Form volunteering
- Developing self-knowledge and skills to make a positive contribution to society as informed and responsible citizens
- Appreciating diversity, understanding different viewpoints, collaboration for change. Pupils are encouraged to debate issues.

### **The Contribution of English**

English contributes to our pupils’ SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television
- Developing pupils’ awareness of moral and social issues in fiction, journalism, magazines, radio, television and film
- Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language
- Helping pupils articulate their values through debates.

### **The Contribution of Religious Education**

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Pupils learn about beliefs, values and the concept of spirituality
- RE reflects on the significance of religious teaching in their own lives
- Develops respect for the right of others to hold beliefs different from their own
- Shows an understanding of the influence of religion on society
- Fosters appreciation and understanding of different cultures, religions and traditions
- Discusses the relationship between state and religious laws.

### **The Contribution of Mathematics**

Mathematics contributes to our pupils' SMSC development through:

- Spiritual development: through helping pupils obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns
- Moral development: helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth
- Social development: through helping pupils work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately
- Cultural development: through helping pupils appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

### **The Contribution of Science**

Science contributes to our pupils' SMSC development through:

- Encouraging pupils to reflect on the wonder of the natural world
- Awareness of the ways that Science and Technology can affect society and the environment
- Consideration of the moral dilemmas that can result in scientific developments
- Showing respect for differing opinions, on creation for example
- Co-operation in practical activity
- Raising awareness that scientific developments are the product of many.

### **The Contribution of Computing and ICT**

ICT contributes to our pupils' SMSC development through:

- Preparing the pupils for the challenges of living and learning in a technologically enriched, increasingly interconnected world
- Making clear the guidelines about the appropriate use of the internet and social media
- Acknowledging advances in technology and appreciation for human achievement.

### **The Contribution of History**

History contributes to our pupils' SMSC development through:

- Looking at the creation and evolution of British society and the development of civil and criminal law
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism
- Showing an awareness of the moral implications of the actions of historical figures.

### **The Contribution of Geography**

Geography contributes to our pupils' SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change
- A study of people and physical geography gives our pupils the chance to reflect on the social and cultural characteristics of society.

### **The Contribution of Modern Foreign Languages**

Modern Foreign Languages contributes to our pupils' SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people
- Social skills are developed through group activities and communication exercises
- Listening skills are improved through oral work.

### **The Contribution of Art**

Art contributes to our pupils' SMSC development through:

- Art lessons develop pupils' aesthetic appreciation
- In turn, Art evokes feelings of 'awe' and 'wonder'
- Giving pupils the chance to reflect on nature, their environment and surroundings.

### **The Contribution of Design and Technology**

Design and Technology makes a contribution to pupils' SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives
- Awareness of the moral dilemmas created by technological advances
- How different cultures have contributed to technology
- Opportunities to work as a team, recognising others strengths, sharing equipment.

### **The Contribution of Music**

Music contributes to our pupils' SMSC development through:

- Teaching that encourages pupils to be open to the music of other cultures
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances)
- Lead pupils to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience
- Looking at the way music can change moods and behaviour
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

### **The Contribution of Physical Education**

Pupils' SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

### **Beyond the Curriculum**

We deliver SMSC through a variety of ways beyond the curriculum:

- Celebrations of achievement (eg at assemblies, prize giving, credit system) to build self-confidence and self-esteem. Challenor Update (weekly newsletter) celebrates success
- Links with the local parishes, CAFOD and a wide variety of charities which help pupils recognise the positive contributions they can make to the community
- School trips, retreats and links with Aylesford Priory, Southwark Cathedral and other places of worship. Trips to House of Parliament and War Rooms aid understanding of public institutions and services in UK
- Pupil Leadership/ Prefect system
- Sports Leadership Programme
- Peer Mentor Programme
- All assemblies have a Spiritual, Moral, Social or Cultural theme
- Our extensive Extra-Curricular Programme including visiting speakers such as police medical professionals, who are all vetted in advance and details logged on a central register

- School productions
- Duke of Edinburgh Program
- Pupil Voice – enabling pupils to have their voice heard
- Public Speaking Competitions which help develop confidence and self assurance

### **Roles and Responsibilities**

All members of staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the School. Teachers are expected to respect the rights of others and to respect those with different beliefs; they should feel free to voice related concerns and interests within the normal pattern of departmental, tutorial and staff meetings.

The Heads of Sections will work with the SLT and their tutor teams to develop and regularly review the content of the PSHEE scheme of work to ensure that a coherent programme is followed that allows for all four aspects to be delivered at appropriate times, including assemblies and during form time.

Subject Heads will regularly audit their schemes of work to ensure there are opportunities for covering relevant SMSC criteria.

Opportunities for relevant training will be made available through the CPD programme and co-ordinated by the Deputy Head.

Reviewed: March 2022

Next Review Date: March 2023

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