



## THE COTSWOLD SCHOOL – POLICY DOCUMENT

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<b>Policy:</b>	<b>Spiritual, Moral, Social and Cultural Development</b>
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<b>Updated by:</b>	<b>Mrs H Holland</b>

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### A Statement of Aims and Values

Central to The Cotswold School's ethos is our vision:

**the pursuit of academic excellence and individual achievement within a caring community.**

This vision applies to all the stakeholders in our school – pupils, staff and governors alike. It is a vision that is lived daily and the fantastic relationships between our pupils and staff, the high standards of behaviour, the mutual respect, the calm, purposeful atmosphere and the superlative academic results are all testament to our dedication to that vision.

We maintain values which are key to the success of our vision:

- We seek to be excellent in all that we do.
- Our school is a happy, successful community in which we respect and treat each other as we would like to be treated.
- We are polite and considerate to the needs of others.
- We encourage enterprise and creativity.
- When we need it, we ask for support.
- We believe each individual can achieve and should have every opportunity to do so.
- We applaud endeavour and encourage resilience.

At The Cotswold School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that gives pupils opportunities to explore and develop:

- their own values and beliefs
- spiritual awareness
- high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of the cultures
- the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

### **This policy aims:**

- 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.

This is in compliance of section 78 of the Education Act 2002

## **Definitions**

For the purposes of this document the following key terms are defined:

**Spiritual development** is the development of:

- the non-material element of a human being, which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die
- a sense of identity, self-worth, personal insight, meaning and purpose
- a pupil's 'spirit'  
Some people may call it the development of a pupil's 'soul'; others the development of 'personality' or 'character'

**Moral development** is about:

- the building, by pupils, of a framework of moral values which regulates their personal behaviour
- the development of pupils' understanding of society's shared and agreed values
- understanding that there are issues where there is disagreement and it is also about understanding that society's values change
- gaining an understanding of the range of views and the reasons for the range
- developing an opinion about the different views.

**Social development** is about:

- young people working effectively with each other and participating successfully in the community as a whole
- the development of the skills and personal qualities necessary for living and working together
- functioning effectively in a multi-racial, multi-cultural society
- growth in knowledge and understanding of society in all its aspects.  
This includes understanding people as well as society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community.
- the development of the inter-personal skills necessary for successful relationships.

**Cultural development** is about:

- pupils understanding their own culture and other cultures in their town, region and in the whole country, in Europe and elsewhere in the world.
- understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet.
- understanding that cultures are always changing and coping with change.
- promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

## **Fundamental British values**

In line with Ofsted guidance, we aim to 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. This is in compliance of section 78 of the Education Act 2002

In promoting fundamental British Values, we seek to further tolerance and harmony between different cultural traditions, by enabling students to acquire an appreciation of and respect for their own and other cultures:-

- challenge opinions or behaviours in school that are contrary to fundamental British values
- enable students to
  - develop their self-knowledge, self-esteem and self-confidence
  - distinguish right from wrong and to respect the civil and criminal law of England
  - acquire a broad general knowledge of and respect for public institutions and services in England
- encourage students to
  - accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
  - respect other people
  - respect democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

This is with the aim that pupils develop:

- 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 wellbeing 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 choose and hold other faiths and beliefs is protected in law
- an acceptance that other 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 understanding of the importance of identifying and combating discrimination

## **SMSC Aims**

- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- 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.
- That pupils have a good understanding of their responsibilities
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

**As a school we aim to provide learning opportunities that will enable pupils to:**

### **Spiritual Development**

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- 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.

### **Moral Development**

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the 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 judgements.

### **Social Development**

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Fostering a sense of community
- Promoting racial, religious and other forms of equality
- Providing experiences, such as team building activities, to reinforce school values
- Providing opportunities for pupils to exercise leadership and responsibility

### **Cultural Development**

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

## **What this means in practice for Teaching & Learning**

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and purchasing decisions.
- Time for communal reflection will reflect the aims of SMSC.
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- Pupils should understand the need for rules and the need to abide by rules for the good of everyone.
- School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievement
- The school community will be a place where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Many curriculum areas provide opportunities for pupils to be encouraged to:

- Listen and talk to each other. Agree and disagree. Talk about personal experiences and feelings. Express and clarify their own ideas and beliefs. Speak about difficult events, e.g. bullying, death
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different. Appreciate differences of all natures (racial, gender, sexuality)
- Understand how the different parts of society work together to form a whole.
- Understand the value of and the organic nature of culture and identity.
- Share their achievements and successes with others
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Work co-operatively and collaboratively.
- Show empathy.
- Develop self-confidence, self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness

Practical activities to develop SMSC will include:

- Encouraging teamwork in all group activities, in different groupings and situations
- Encouraging the children to behave appropriately at all times
- Taking responsibility e.g. for their own learning, in school council, as sports leaders
- Showing appreciation of the performances of other pupils, regardless of ability
- Meeting people from different cultures and countries
- Participation in a variety of different educational visits
- Opportunities for pupils to hear, see and participate in live performance
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, national celebrations, religious themes
- Studying the 'Arts' from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities to make and evaluate food from other countries
- Studying influential cultures and the contributions to society that certain famous, historical and influential people have made.

## **Links with the wider community**

- Visitors are welcomed into school
- The school will support the work of a variety of charities, local, national and international (e.g. Helen and Douglas House, Sue Ryder, Injured Jockeys Fund, Emma's Trust, Comic Relief).
- The school promotes different learning opportunities within and outside of the school – for example trips, STEM competitions, university essay writing competitions, careers fairs and the promotion of work experience.

## **Local**

- Liaison with local primary schools to support transition to secondary e.g. MFL, literacy, science and PE.
- Development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils are taught to appreciate their local environment and to develop a sense of responsibility to it.
- Links with organisations concerning:
  - Careers & future pathways
  - Counselling
- Sex Education Involvement in local cultural events
  - Victorian Evening
  - Gloucester Cathedral and Stow Carol Concert
- Involvement with local charitable & interest groups
  - Food Bank
  - Astronomy society
  - Summit Medical – A level linguists taught MFL
- Curriculum links
  - Subject specific links, such as
    - RE - Oxford Neurological Institute & Sibford Quaker Meeting House
    - BTEC (Cotswold Wildlife Park, Summit Medical)
  - Sixth form link with businesses (PSHE Sixth form)

## **National**

- Summer school activities for sixth form are promoted and encouraged
- STEM competitions
- Flame Lab
- Oxford Neurological Institute.
- Royal Geographic Society

## **International Links**

- China - Suzhou Foreign Language School & Dulwich College, Suzhou & Beijing
- Zambia - Masala High School, Ndola
- MFL exchange/ work experience visits to Germany, France, Spain
- Visitors from many countries
- Expeditions to Zambia 2012/ Nicaragua 2014/ Borneo 2016/ Vietnam 2018

## **Areas for future development**

- Develop use of tutor time and lesson time to explicitly draw out themes of democracy and British values.
- Establish links with an inner-city, culturally diverse secondary school to foster an appreciation of the differences between rural and urban life

## **Monitoring and Evaluation**

The provision of Spiritual, Moral and Cultural development is monitored by the Senior Management Team, together with Heads of Department and Heads of Year.

We have not identified performance indicators, but rather colleagues are asked to provide specific examples of student experiences. Departments and Heads of Year are asked to assess their SMSC provision through a new Department Self Evaluation Form

*Monitoring and reviewing SMSC is undertaken in a number of ways:*

- Monitoring of teaching and learning and work scrutiny by Subject leaders / SLT / Principal / Governors.
- Annual audit of activities by departments.
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work by Head of Departments
- Sharing of classroom work and practice.
- Audit of Collective Worship/ Time for Reflection policy and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on SDP and DDP as well as at Department, Governors and Year Team meetings

This policy is written and administered with due regard to our duty and commitment as a school: to consider all aspects of equality and diversity.

(08-10-2018)

\_\_\_\_\_ ratified by Governors and  
signed as such by The Chair of Governors

## **Appendix**

### Other useful documents

- Departmental SMSC Provision Statements
- Departmental SMSC Audits
- Departmental statement on British Values
- School Assemblies
- Thought for the Day
- Aims and Visions document – formulated by the staff and Governors

The following policies can be found on our website which all contribute to our provision of SMSC

- Anti Bullying
- Behaviour, Promoting Positive
- Statement of Behaviour Principles
- Conduct
- Code of Conduct for pupils using home-to-school transport
- Child Protection & Safeguarding
- Equality & Diversity
- E-Safety
- Home-School Agreement
- Highly Able Policy
- Safer Recruitment
- Sex and Relationship Education
- Special Education Needs & Disabilities (SEND) and Inclusion Policy
- Supporting Pupils with Medical Conditions
- Teaching & Learning
- Community Cohesion Policy (by request from the Principal)
- Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools