



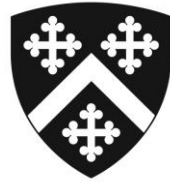
**SPIRITUAL, MORAL, SOCIAL AND
CULTURAL DEVELOPMENT AND
EDUCATION FOR SOCIAL
RESPONSIBILITY OF PUPILS**

SENIOR SCHOOL

Governors' Committee normally reviewing:	Academic Committee
Date last formally approved by the Governors :	Summer 2016
Date policy became effective :	Spring 2010

Period of Review:	Three Yearly
Review Date :	Summer 2019

Person responsible for implementation and monitoring :	Headmaster Deputy Heads, SLT, HMs, HODs, all staff
Other relevant policies :	Assessment Policy Citizenship Policy Collective Worship Policy Educational Visits Policy Equal Opportunities Policy Ethos and Aims Health and Safety Policy E-safety and Computer Usage Policy Learning and Teaching Policy Support for Learning Policy



Felsted
Garde Ta Foy

	<p>Class Size Policy Pastoral Care Policy Behaviour and Discipline Policy Sports, Games and Activities Policy Policy for Managing Children with Attachment and Trauma Issues in School Safeguarding (Child Protection and Staff Behaviour) Policy Anti-bullying Policy Preventing Radicalisation Policy</p>
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The following policy covers the aims and ethos of the Senior School

[Aims of the School](#) Click here

[Ethos of the School](#) Click here

Mr Chris Townsend
Head, Senior School

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of differences in ethnic background, culture, language, religion, sexual orientation, gender and disabilities, so long as in the last matter the student is able to involve himself or herself in the activity concerned; equally these differences will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF PUPILS AT FELSTED POLICY

1. INTRODUCTION

The importance of pupils' Social, Moral, Spiritual and Cultural (SMSC) development is recognised in law. Independent schools are required to meet the Spiritual, Moral, Social, and Cultural (SMSC) regulations as set out in the Education (Independent School Standards) (England) Regulations 2014. Section 78(1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.

The latest publication 'Improving the Spiritual, Moral, Social and Cultural Development of Pupils, Departmental Advice for Independent Schools, Academies and Free Schools' (November 2013) and supplementary information (November 2014), sees SMSC as an essential part of the educational process for individual pupils and, by implication, for society as a whole. Many schools see it as the heart of what education is about.

Included in SMSC is education for Social Responsibility, which is the promotion of well-being, the rights responsibilities, knowledge, skills and opportunity that will enable young people to be valuable, compassionate and constructive members of society. This is embedded within all parts of the curriculum and links learning to the wider world, economic and cultural difference and helps promote the the British values of service, leadership, character, empathy and tolerance. Pupils are encouraged to explore and support the love of the natural world and issues of conservation and sustainability. Internationalism is at the heart of the school and pupils are expected to embrace the ideals of global citizenship, protecting human rights, exercising responsibility and citizenship and stepping up to the mark.

2. AIMS

Felsted has the following aims in developing SMSC in every pupil:

- To play a part in the personal development of their pupils, in a manner that is beneficial to the pupils.
- To develop a climate or ethos in the school within which all pupils can grow and flourish, respect others and be respected.
- To help pupils develop into self-assured, confident, happy, positive young people who are developing their self-knowledge.
- To develop pupils' values and their understanding of society's agreed values and the law of the land.
- To teach pupils how to be responsible for their behaviour from an early age

- To encourage pupils to show initiative.
- To foster and develop a strong sense of community in the pupils, by creating a strong school community and through work with other communities, and to develop pupils' contribution to community life.
- To ensure that pupils are knowledgeable about the public institutions and services in England, enabling them to understand the support these offer and how they can be accessed.
- To ensure that pupils are encouraged and enabled to interact with people of other cultures and faiths in a positive way, thus promoting community cohesion.

3. THE KEY ELEMENTS OF SMSC PROVISION

The SMSC regulations are all inter-related and shown below:

- **To enable pupils to develop their self-knowledge, self-esteem and self-confidence**
Self-knowledge – Knowledge about strengths, weaknesses, and character
Self-esteem – Being able to appreciate yourself, your strengths and character
Self-confidence – Being able to trust your own capabilities, and feeling sure of yourself;
- **To enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;**
- **To 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 at the School, in the locality of the school and to society more widely;**
- **To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;**
- **To enable pupils to acquire an appreciation of, and respect for, their own and other cultures in a way that furthers tolerance and harmony between different cultural traditions;**
- **To encourage respect for other people;**
- **To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in England;**
- **To encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.**

4. DEFINING THE TERMS SPIRITUAL, MORAL, SOCIAL AND CULTURAL

Spiritual

Pupils should be enabled to

- explore beliefs and experience;
- respect faiths, feelings and values;
- enjoy learning about themselves others and the surrounding world;
- use imagination and creativity;
- reflect.

Felsted is fostering these attributes through the delivery of academic subjects such as RS, PSHE, Tutorials, History, Drama, English and Art, alongside Chapel Services and Co-Curricular activities including D of E, CCF, and volunteering within and outside the school community, for example by:

- giving pupils the opportunity to explore values and beliefs including religious beliefs and the way in which they affect peoples' lives - (various schemes of work and examples of pupil work)
- enabling pupils to develop a set of values, principles and beliefs to inform their perspective on life and their behaviour – (debates and discussion within subjects eg RS)
- encouraging pupils to explore and develop what animates and inspires themselves and others – (eg Felsted Diploma)
- encouraging pupils to express innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight – (examples seen in reflections on art work, creative pieces of writing in English and reflections after PSHE lessons)
- encouraging pupils to reflect and learn from reflection – (evidence seen in pupil work)
- encouraging pupils' self-knowledge and awareness in terms of thoughts, responsibilities and experiences; and giving them the opportunity to understand human feelings and emotions, the way they affect people, and growing awareness of when it is important to control emotions and feelings – (specifically covered in PSHE and tutorials)
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected – (minutes from student forum meetings)
- accommodating difference and respecting the integrity of individuals – (various house chapel services)
- promoting teaching styles which:
 - value pupils' questions and give them space for their own thoughts, ideas and concerns
 - enable pupils to make connections between aspects of their learning
 - encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?', and 'where?' as well as 'what?'
- monitoring in simple, pragmatic ways, the success of what is provided

Moral

Pupils should:

- Recognise right and wrong;
- Respect the law;

- Understand consequences;
- Investigate moral and ethical issues;
- Offer reasoned views.

Felsted School encourages pupils' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school (eg "Aims of Felsted" on page 6 of pupil planner);
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria (eg "Equal Opportunities Statement" on page 6 of pupil planner);
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong (eg in RS, History, PSHE, tutorials and Chapel services);
- developing an open and safe learning environment in which pupils can express their views and practise moral decision-making (House and School Forums as well as in PSHE, RS and tutorials);
- rewarding expressions of moral insights and good behaviour (awards of House MI/MA as well as Jack Petchy Award);
- making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school (eg in PSHE and RS);
- modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts;
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community;
- encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour (eg "Education for Social Responsibility" programme);
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship (see Schemes of Work);
- reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions;
- monitoring, in simple, pragmatic ways, the success of what is provided.

Social

Pupils should be able to:

- Investigate moral and ethical issues;
- Appreciate diverse viewpoints;
- Participate, volunteer and cooperate;
- Resolve conflict;
- Engage with the British values of democracy, the rule of law, liberty, respect and tolerance.

Felsted School encourages pupils' social development by :

- identifying key values and principles on which school and community life is based;
- fostering a sense of community, with common, inclusive values which ensures that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish – (eg see Aims and Ethos page 5 of pupil planner);
- encouraging pupils to work co-operatively (eg in house and school competitions, sport and otherwise);
- encouraging pupils to recognise and respect social differences and similarities (eg in MFL lessons, RS, PSHE);
- providing positive corporate experiences – for example, through assemblies, team activities, boarding/day house membership, school productions, sports tours and other trips;
- helping pupils to develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect – (eg School and House Prefect training, Peer Counselling training and the allocation of “Buddies” to new pupils);
- helping pupils to challenge, when necessary, and in appropriate ways, the values of a group or wider community – (eg work done on anti-bullying);
- helping pupils resolve tensions between their own aspirations and those of the group or wider society;
- providing a conceptual and linguistic framework within which to understand and debate social issues – (eg MUN);
- providing opportunities for engaging in the democratic process and participating in community life - (eg Mock election, including hustings, voting for Heads of School and Heads of House);
- providing opportunities for pupils to exercise leadership and responsibility – (numerous including roles in houses and sports teams, CCF etc);
- providing positive and effective links with the world of work and the wider community – (various industry days and cross-curricular mornings, raising money for charity);
- monitoring, in simple pragmatic ways, the success of what is provided.

Cultural

Pupils need to be able to:

- Appreciate cultural differences;
- Appreciate the role of Britain’s parliamentary system;
- Participate in cultural opportunities;
- Understand, accept respect and value diversity.

Felsted School is encouraging pupils’ cultural development by:

- providing opportunities for pupils to explore their own assumptions and values – (eg opportunities for volunteering including for Magic Bus, Sparkle Malawi and Volunteer Uganda with raising money ensuring the raising of the understanding of the needs of others);
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures – (eg visiting speakers);

- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality – (eg covered in PSHE, RS);
- recognising and nurturing particular gifts and talents – (scholars and talent awards, successes mentioned in Headman’s assemblies and House Assemblies as well as Lists and Speech Day);
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance – (opportunities for all to take part in sporting, musical, drama and artistic activities as well as visits to museums, galleries and theatres);
- developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example, theatre visits, gallery and museum visits, language trips, cultural visits, foreign exchanges;
- reinforcing the school’s cultural values through displays, posters, exhibitions, etc;
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum;
- monitoring, in simple, pragmatic ways, the success of what is provided.

5. ORGANISATION OF THE SPIRITUAL, MORAL SOCIAL AND CULTURAL ELEMENTS OF PERSONAL DEVELOPMENT

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in Religious Education, the Personal, Social and Health Education Programme and the Tutorial Programme . A significant contribution is also made by the school Ethos, effective relationships throughout the school, Collective Worship, and other curriculum activities. Please see the diagram in **Appendix 1** for an holistic understanding of SMSC development.

6. GATHERING EVIDENCE AND MAKING JUDGEMENTS ON PUPILS’ PERSONAL DEVELOPMENT – WHERE TO LOOK

The School monitors its SMSC development through planning and monitoring. The School places responsibility on the pupils for developing themselves in each of the SMSC areas and they discuss these areas with their Tutors.

Pupils’ development is constantly monitored through the following:

- reporting procedures
- tracking data
- rewards and sanctions systems
- behaviour logs
- health checks
- pupil evaluation and review
- staff and Tutor meetings

- lessons, activities, Tutorials

Pupils' opportunities are regularly monitored through the following:

1. Annual planning and policy review, development plans and updating and improving Schemes of Work and Programmes of Study.
2. The curriculum: All Felsted School lesson plans have a section on contribution to PSHE and SMSC to complete and all teachers are expected to consider any possible SMSC links in what they are teaching. Mutual respect and personal development are encouraged by the nature of interaction between teachers and pupils. Specific subjects include discussion of SMSC ideals within the taught curriculum. This is diverse and wide ranging, including teaching of other religions in RS, environmental issues in Geography, cultural differences in MFL, emotional intelligence and personal growth in PSHE and many more.
3. Assemblies and chapel services: Assemblies are used to celebrate individual and group successes, stressing the wide range of opportunities available for pupil contribution. Chapel services are broadly Christian but also contain a strong moral message which is non-denominational.
4. The tutor system. Each pupil has a tutor, who helps, with the HM, their academic, social and personal welfare. The fixed tutorial period explicitly and implicitly deals with the promotion of personal values.
5. Co-curricular Activities: There are numerous and diverse co-curricular activities which make a major contribution to personal development. Working as a team in a range of sports, overseas trips and tours, music, art and drama, concerts and plays all contribute to the social, cultural and moral development of pupils.
6. Felsted Diploma: The Felsted Diploma allows pupils to reflect on what they have done and how they have changed and benefitted from each activity. This self-reflection and assessment helps develop personal growth.
7. Responsibilities and Leadership: The opportunity to develop leadership skills and take responsibility for their own and others well-being is developed as pupils progress through the school. In all year groups, pupils are expected to be on various house duty rotas and the peer buddy scheme encourages year 10 pupils to help and support the year 9 induction. There is a Peer Counselling training programme for L6 volunteers and L6 also have the opportunity to be house prefects. Inter-house competitions allow all pupils the opportunity to take part in a wide range of activities representing their house. School prefects help take responsibility for many areas of the running of the school and also undertake rigorous training. All age groups have the opportunity to be team captains in sports teams. There are also house and school councils, a healthy school committee and lower school and 6th form social committees and many others so that pupils can contribute to the community.

8. Specialist staff: In addition to the teaching staff, there are the Medical Centre nurses, the school doctors, counsellors, the independent listener and the Head of Careers who have a particular role to play in working closely with individuals to assist them to prepare in diverse ways for the outside world.
9. Special Services: During the school year there are occasions, such as the Remembrance Service, the Carol Service, the Confirmation Service, Sunday communions and the Leavers' Service, which are celebrated in and through Christian acts of worship. These serve both to remind Felsted School of its heritage and enable it to celebrate what it is.
10. Round Square and other cultural exchanges and visits: Felsted benefits greatly from having pupils of many different nationalities. This multi-cultural community is consciously extended by a range of trips and overseas visits that pupils take on as part of Felsted's provision or individually through the friendships that they form with those of other cultures. This international and cultural diversity is of great benefit to the Felsted community.
11. Visiting Speakers: Great care is taken to select and recruit outside speakers from a wide range of backgrounds, who have a valuable moral, social, spiritual or cultural story to tell. All speakers are vetted to ensure that they do not hold extremist views but can deliver an enlightening, uplifting and inspirational message to pupils.
12. Community Service: The school supports 3 charities, 2 international and 1 in nearby docklands. Pupils work hard to raise money for these and also provide practical hands-on help on a regular basis. For example, there is an annual trip to Mumbai to help street children for the Magic Bus charity. There are also a number of pupils who do weekly volunteering with local groups, including special schools, charity shops and local conservation projects.
13. The School Ethos and Rules: Although there is more to SMSC development than enforced compliance of a set of rules, it is important to have set boundaries and expectations. All school rules and policies are based upon the basic tenets of mutual respect, empathy and compassion. These, together with the schools Aims and Ethos, are expressions of the values that Felsted seeks to encourage.
14. Relevant Memberships and awards: Membership of the following helps underpin the SMSC development of pupils:
 - International Baccalaureate
 - Round Square
 - Good Schools Guide
 - Schools Arts Mark
 - Enhanced Healthy Schools Award

7. USEFUL RESOURCES

There are a number of resources which can be very helpful for promoting pupils' SMSC development. A selection of these are shown below. Some will be more appropriate for certain schools than others as different schools will have different requirements.

- www.teachernet.gov.uk/wholeschool/Communitycohesion
- www.teachernet.gov.uk/wholeschool/Communitycohesion/Community_Cohesion_Guidance
- www.teachernet.gov.uk/wholeschool/Communitycohesion/communitycohesionresourcepack
- School Linking Network - www.schoolslinkingnetwork.org.uk
- Ofsted maintained school guidance on SMSC - www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Curriculum/Religious-education/Primary/Promoting-and-evaluating-pupils-spiritual-moral-social-and-cultural-development
- National curriculum - <http://curriculum.qcda.gov.uk/>
- Council for Subject Associations - www.subjectassociation.org.uk/index.php
- NASACRE - www.nasacre.org.uk/

8. REVIEW

This Policy will be reviewed and updated regularly by the SLT and Academic Committee.

**Karen A. Megahey,
Deputy Head, Welfare, Designated Lead for Child Protection**

APPENDIX 1

