



SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (SMSC) POLICY

This policy relates to all sections and activities of the school and its pupils, e.g. the Senior School, the Junior School (including EYFS), Wrap Around Care, Offsite Activities and School run Holiday Activities or Clubs. The policy also applies to incidents involving our pupils out of school hours.

1 INTRODUCTION

- 1.1** This policy covers Red House School's whole school approach to Spiritual, Moral, Social and Cultural Development, thereafter known as SMSC. We believe that SMSC development is vital for the personal, social and emotional development of our pupils.
- 1.2** This policy was drawn up with reference to the Department for Education's (DfE) advice on promoting basic important British values, as part of pupils' spiritual, moral, social and cultural (SMSC) development in November 2014 and the DfE's 'The Independent School Standards Guidance for Independent Schools' published in April 2019.

2 AIMS

- 2.1** The aims of Red House School include valuing all pupils equally, creating a caring and civilised environment for all, valuing the achievement of potential and demonstrating Christian values in all that we do.
- 2.2** Through its ethos, curriculum, co-curricular activities and the way in which daily life and interpersonal relationships are conducted, Red House School promotes principles which are designed to enable pupils to make significant personal development during their time in School.
- 2.3** Our pupils come from a wide range of socio-economic, cultural, ethnic and religious backgrounds. We seek to:
- Develop their self-knowledge, self-esteem and self-confidence.
 - Enable them to distinguish right from wrong and to respect the civil and criminal law.
 - Help them 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 the school is situated and to society more widely.
 - Encourage pupils to relate positively to others, to empathise, to show compassion and sensitivity where necessary.
 - Encourage pupils to take responsibility and to participate fully in the community.
 - Encourage pupils to develop an understanding of citizenship and to teach pupils to appreciate their own cultural traditions and the diversity and richness of other cultures.
 - Provide them with a broad general knowledge of public institutions and services in England.
 - Assist them to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions actively to ensure that they value the Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
 - Encourage in them respect for other people, paying particular regard to protected characteristics as set out in the Equality Act (2010).

3 ETHOS

- 3.1** School life is based on mutual respect and an overriding sense of community in which all pupils look out for each other and the older pupils are particularly solicitous of the younger ones.
- 3.2** The School seeks to develop in the pupils a strong sense of belonging within the Form, Year and School. This sense of belonging continues when the pupils leave the School, thanks to the ongoing development of our alumni.
- 3.3** Participation in team activities, residential visits and school productions is encouraged and celebrated in the School's weekly Red House News, on the website, via social media, in assemblies and in the School's annual Yearbook.

3.4 All pupils are taught the principles of right and wrong and, through the Behaviour Management System, they are familiar with sanctions and rewards.

3.5 All pupils adhere to a code of conduct. This contributes towards maintaining good behaviour and responsible attitudes throughout the school which is conducive to achieving the aims of the school, in particular ensuring that all pupils achieve their full potential.

4 OUR DEFINITION OF SMSC

4.1 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.
- Develop personal beliefs which may or may not include religious beliefs.
- Recognise that people base their lives upon personal and shared beliefs.
- Look within themselves, at their relationships and at the wide world and to recognise their own worth and the worth of others.
- Exercise intellectual curiosity, imagination, and creativity.
- Respond to feelings of awe and wonder.
- Be inspired by nature and human achievement.

4.2 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 (please also refer to the School's Behaviour Management Policy). Moral development enables people to:

- Take a thoughtful view of what is right and wrong.
- Develop personal moral values.
- Develop self-esteem.
- Understand the concept of community and that rights are balanced by responsibilities.
- Regulate their behaviour through principles rather than through reward or punishment.
- Understand that actions have consequences.

4.3 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.
- Recognise principles of equality and values of inclusion.
- Develop characteristics such as tolerance and respect.
- Develop skills of leadership, responsibility, co-operation, and teamwork.
- Gain understanding of the ways in which societies function.

4.4 Cultural development is concerned with awareness of one's own cultural traditions and of cultural diversity on a local, national and global scale. Cultural development enables people to:

- Recognise, explore and understand their own cultural assumptions and values.
- Be aware of attitudes, values and traditions of other cultures.
- Understand how cultural attitudes and events have shaped their community.
- Appreciate and to celebrate cultural diversity.

5 CURRICULUM

5.1 The SMSC 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 Religious Studies, RSE and PSHE.

5.2 The School aims to promote the spiritual development of each pupil within lessons by enabling them to:

- Reflect on the meaning and purpose of life.
- Share and discuss their belief systems.
- Look within themselves, at their relationships and at the wide world and to recognise their own worth and the worth of others.
- Exercise intellectual curiosity, imagination and creativity.
- Be inspired by nature and human achievement.

5.3 As far as their moral development is concerned:

- Pupils are encouraged to take responsibility for their own actions, to show initiative and to forge an understanding of what it is to live in a community.
- Curricular trips, such as the Year 5, 6, 7 and Year 8 residential trips and the Year 10 Bronze Duke of Edinburgh expedition, which many pupils complete, are designed to develop social skills and to encourage leadership, cooperation and teamwork.
- Interaction in the classroom also helps pupils to relate to others successfully, as well as to work together in pairs and groups to achieve success.

- Departmental schemes of work emphasise awareness of the pupils' own cultural traditions and of cultural diversity (where appropriate).
- Teachers are sensitive to the needs of the pupils in their care and take care to reflect the nature of the world we live in by offering balance in the discussion of different opinions, for example, concerning religious and political matters in curricular and co-curricular activities

6 CO-CURRICULAR CLUBS & ACTIVITIES

- 6.1** The School provides a rich and varied programme of co-curricular activities that provide opportunities for the spiritual development of the pupils. (Please refer to the Curriculum and Co-Curricular Activities policies).
- 6.2** The School and pupils also hold regular fundraising events for charities. All pupils are encouraged to be involved in these activities. Throughout the School, there is an emphasis on charity, both in terms of giving money and time.
- 6.3** The ideals promoted by the curriculum are reinforced by the pupils' participation in co-curricular activities.
- 6.4** A range of popular clubs encourage intelligent discourse on matters of contemporary interest. These include 'The Spires' (Junior Oxbridge Club), the Eco-Club, and the Carbon Neutral Group.
- 6.5** Teamwork and the mutual support of each other are developed through sport, musical ensembles and choirs, and drama productions.

7 SCHOOL DAILY LIFE

- 7.1** The same commitment to the promotion of the pupils' SMSC development exists within the daily organisation of school life and in the way in which relationships are conducted.
- 7.2** Teachers and older pupils seek to serve as positive role models to the younger pupils in order to promote the ideals of mutual respect, tolerance and a spirit of harmony.
- 7.3** The assembly calendar is organised so that Monday-Thursday assemblies have a spiritual and/or moral dimension, offering times of silence, stillness and reflection. These assemblies are organised by staff and/or pupils to showcase matters of interest to the pupils and the wider community; they regularly refer to events and experiences across the world. Celebration Assemblies (in the Senior School) and Star Assembly (in the Junior School) on Fridays allow for the shared celebration of achievements in and out of school.
- 7.4** At all ages, the School offers a range of leadership roles and encourages them to take on roles of responsibility (Form Captains, Form Pupil Council Representatives, Eco Club, ICT ambassadors, Charity Committee representatives, membership of the Carbon Neutral Group, Prefects in Year 5, Year 8 and Year 11, House captains in Year 8 and Year 10 and Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl roles in Year 5 and Year 11), which allow them to develop their moral and social awareness.
- 7.5** Pupil voice is taken seriously, both in the Junior and Senior schools: School life and issues are discussed at the pupil-led Pupil Council and in form time. The process for the election of Form Captain (all years) allows the pupils to engage in democratic activities.
- 7.6** All pupils adhere to a code of conduct that is in keeping with the overall aims of the school and reinforces the maintenance of good behaviour and responsible attitudes throughout the school.

8 THE PROMOTION OF FUNDAMENTAL BRITISH VALUES

- 8.1** Given the diversity of our School population, the School takes particularly seriously its commitment to encourage respect for British Values:
- 8.2 Equality of opportunity**
By celebrating achievement and encouraging pupils to have the confidence to undertake difficult tasks, to have a wide range of experiences and to question traits (such as, prejudice or unfair discrimination) which prevent them developing into confident adults, we aim to give all pupils an understanding of the importance of equality of opportunity. We encourage the pupils to regard all faiths, races and cultures with respect. We aim to engender in them an understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour. We try to give them some understanding of the problems of identifying and combatting discrimination, based on the protected characteristics as listed in the Equality Act (2010).
- 8.3 An understanding and appreciation of democracy**
We aim to give the pupils an understanding of how citizens can influence decision-making through the democratic process, for example by holding our own elections for internal positions and by mirroring national events (such as, mock General Elections). This includes an understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy; and an understanding that bodies such as the police and the army can be held to account through the democratic organs of government.

8.4 Respect for the Civil and Criminal Law of England

We aim to encourage an understanding of the law and an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. We endeavour to enable pupils to develop their own moral sense, and to understand the impact of their actions on other people.

8.5 An understanding of how public institutions work

We include information about how public institutions (such as, Parliament, the Monarchy and Government) and services (such as, healthcare, welfare services and education) operate in our country in our curricular activities, PSHE/RSE lessons, visits and in assemblies.

8.6 In discussing issues, the School is careful not to promote extremist views or partisan political views. For example, we ensure that, when political issues are discussed or arise, pupils are made aware that there are normally countervailing views and a balance is struck between the opinions and beliefs discussed. This may be during lessons (such as, RS, History and English), or when co-curricular activities and competitions within the school, such as, the ISA debate take place, or through the use of external speakers.

Reviewed by: Miss C Thompson and Mr S Haywood
January 2024

Ratified by: The Board of Governors
January 2024