



Spiritual, Moral, Social and Cultural Development Policy

This policy is for EYFS, KS1, KS2 and KS3

Our Vision Statement

1. At Willington, we recognise that the personal development of the boys, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Our mission statement as a school outlines this; '*Education for life*'. We therefore aim to provide an education that provides the boys with 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 and an appreciation of the diversity and richness of other cultures.
2. We believe it is fundamental that the boys acquire knowledge, skills and confidence that can be applied to all future learning experiences. We place high priority on their emotional, social, spiritual and physical development. We strive to nurture the boys into being responsible members of the community. We aim to create a successful learning culture, which will enable the boys to become informed, confident, enthusiastic and independent citizens.
3. All curriculum areas have a contribution to make to the boys' spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum.
4. The boys are encouraged to achieve their full potential and celebrate their achievement. We believe that our School should be a happy, caring and secure environment, where all individuals are valued without any form of discrimination, supported through partnerships with parents, carers and the wider community.
5. It is our intention to achieve this through:
 - a. Clear and purposeful leadership where leaders are focused on learning for all.
 - b. A shared philosophy where staff assume joint responsibility for all pupils learning and have high expectations and commitment.
 - c. The active involvement in and appreciation of professional learning and development through team planning, working together and via learning communities that strive to continually improve practice.
 - d. Effective communications between members of the school community.
 - e. An open and inviting learning environment that demonstrates respect for all.
 - f. Effective systems of reviewing, monitoring and evaluating teaching and learning and other general school practices.
 - g. A culture where data is analysed and research is used to inform teaching and improve learning.
 - h. A clear and understood Equal Opportunities Policy.
6. The School follows the guidance and advice given in the following three publications: "Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils; Departmental advice for Independent Schools and Academies/Free Schools Version 2 Feb 13 (DfE)" "Guidance on Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils; Non-statutory Guidance for Independent Schools (DfE)" "Promoting fundamental British values as part of SMSC in schools" Departmental advice for maintained schools DfE November 2014.
7. The standard for the SMSC development of pupils in the ISI Regulations now includes subparagraphs which are intended to ensure that schools: 'encourage pupils to respect specified fundamental British



values; 'do not promote extremist views, or partisan political views, through their curriculum and/or teaching' 'offer pupils a balanced presentation of views when political issues are brought to their attention'

8. In accordance with the guidance given by DfE the School understands SMSC as:
- a. **Spiritual Development:** 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. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some may call it the development of a pupil's 'soul'; others as the development of 'personality' and 'character'.
 - b. **Moral Development:** enabling pupils to build a framework of moral values, aligned with the law of the land, which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.
 - c. **Social development:** young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together in harmony and making a positive contribution to the school community and wider society. It is about functioning effectively in a multi-racial, multi-cultural society and developing into a tolerant and helpful human being. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding 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. It also involves the development of the interpersonal skills necessary for successful relationships.
 - d. **Cultural Development:** helping pupils to develop an understanding of their own culture and other cultures in their city, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about 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, art, theatre, travel and the internet. It is about 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.

9. The School's aims and objectives positively assert that Willington offers an education to help each boy to *'develop to his full potential, not only in terms of academic, but also in terms of self-confidence and poise, ready to meet the demands of the future'*. This, in terms of the 1992 Schools Act, includes the "spiritual, moral, social and cultural development" of each pupil. In addition, the 'Every Child Matters' agenda (DfES 2004) is reflected naturally in the School's aims (for example, 'self-confidence'). The objectives make it clear that the development is throughout the whole curriculum, and coupled to this is the establishment of positive personal relationships. This concerns adults and young people alike aiming to set, and being entitled to expect from others, good, caring standards of behaviour, marked by respect, responsibility, openness and honesty. We emphasise self-discipline for the development of positive attitudes to oneself and others, resulting in self-induced responsible behaviour.



10. By fostering realistic, but demanding levels of expectation, we encourage and challenge the very able to develop to their fullest degree, and support and enable our lower achieving and average pupils to value themselves and even surprise themselves through what they are able to achieve.
11. It is the task of the School to ensure that an adequate foundation of experience and knowledge, with opportunities for discussion, reflection and evaluation, is provided, so that pupils can be given maximum scope to develop their spiritual, moral, social and cultural dimensions.
12. We are a single sex boys school, however, through a detailed PSHE curriculum, as well as a diverse assembly programme, RS and History curriculum the pupils learn about sexual discrimination in relation to society today and in the past. Boys at Willington are also taught about girls through a detailed SRE curriculum, which is age appropriate.
13. Spiritual, Moral, Social and Cultural (SMSC) Development at Willington provides:
- a. SPIRITUAL DEVELOPMENT**
- (1) Learn about different beliefs and views, and to develop the boys' ability to express their own in an informed and unprejudiced way
 - (2) Appreciate that human endeavour is expressed in many forms and that there are, and have been, many ways in which different people's express beliefs and live their lives as a form of spiritual expression
 - (3) Reflect on and appreciate their own and others' work with a sense of value, emotion and feeling.
 - (4) Express a sense of delight at their own and others' achievements
 - (5) Understand that quality of life can be influenced through an interaction with other people, nature, the arts and sciences
 - (6) Recognise and value the worth of everyone's contribution to the whole school community
 - (7) Express themselves creatively within the curriculum and extra-curricular activities
 - (8) Feel a wide variety of emotions through a response to experiences encountered in the curriculum and extra-curricular activities
 - (9) Encounter and experience a spiritual dimension to human experience through, for example, reflection, poignancy, exhilaration, the wonder of growth and natural phenomena
 - (10) Reflect on and celebrate nature as a source of inspiration
- b. MORAL DEVELOPMENT:**
- (1) Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the School
 - (2) Promoting racial, religious and other forms of equality including the LGBT community.
 - (3) Giving the boys opportunities across the curriculum to explore moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
 - (4) Developing an open and safe learning environment in which the boys can express their views and practise moral decision making
 - (5) Rewarding expressions of moral insights and good behaviour
 - (6) Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
 - (7) Encouraging the pupils to take responsibility for their actions, for example, respect for property, care of the environment, developing codes of behaviour
 - (8) Providing models of moral virtue through literature, humanities, sciences, arts and assemblies
 - (9) Reinforcing the School's values through images, posters, classroom displays



c. SOCIAL DEVELOPMENT

- (1) Identifying key values and principles on which school and community life is based
- (2) Fostering a sense of community with common, inclusive values
- (3) Encouraging pupils to work co-operatively
- (4) Encouraging the boys to recognise and respect social differences and similarities
- (5) Providing positive experiences to reinforce our values as a school community, for example through assemblies, team building exercises, residential experiences, school productions
- (6) Helping the boys develop personal qualities which are valued in a civilised society for example thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect and an awareness of others' needs
- (7) Providing opportunities for engaging the democratic process and participating in community life
- (8) Providing opportunities for the boys to exercise leadership and responsibility
- (9) Providing positive and effective links with the world of work and the wider community

d. CULTURAL DEVELOPMENT - The boys should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done across many curriculum areas and Willington develops the boys' cultural development by:

- (1) Extending the boys knowledge and use of cultural imagery and language
- (2) Encouraging them to think about special events in life and how they are celebrated
- (3) Recognising and nurturing particular boys and talents
- (4) Providing opportunities for boys to participate in literature, drama, music, art, crafts and other cultural events and encouraging the boys to reflect on their significance
- (5) Reinforcing the School's cultural links through displays, posters and exhibitions
- (6) Developing partnerships with outside agencies and individuals to extend the boys' cultural awareness eg theatre, museum and gallery visits
- (7) Engaging with artists, musicians, dancers, story-tellers and religious representatives who visit the School
- (8) Participating in school and community events such as Christmas bazaar, fund-raising events and charitable activities

Pupil Voice.

14. Willington encourages the boys to give their input to what happens within the School and classroom. Our aim is for them to know that their expertise, opinions and ideas are valued in all aspects of school life. The pupil voice permeates all levels of our work together and the boys are actively encouraged to contribute to the over-arching ethos of the school.

15. School council play a large role in pupil voice, boys are chosen democratically in class and meet regularly to discuss the wider school community and improvements to be made within school. They have a yearly vision statement and agenda that they work towards.

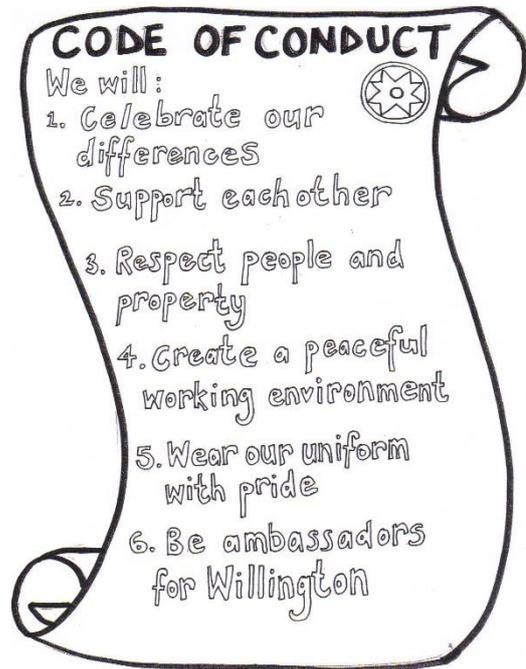
Links with the wider community.

16. Willington School has many close links with the local community and charities. These links foster an attitude of care and concern in the boys who commit themselves readily to such activities as fund-raising for the charities nominated by the School Council and voted for by all the boys and generously contributing Harvest Festival gifts for local homelessness projects. The choristers lead Evensong services twice each term at a local church and sing Christmas carols at a nearby care home. Our boys compete in local fixtures and regional sporting competitions. International links are maintained with the Lunchbowl Network, working in the Kibera slums of Nairobi, which is regularly supported.



17. Key areas of school life where evidence of SMSC development may be found include:

- a. School behaviour policy
- b. Code of Conduct
- c. Displays
- d. Competitions
- e. Positive relationships between staff and pupils
- f. Assemblies
- g. Extra-curricular activities
- h. Visits, residential trips, visitors etc
- i. Lunch and play times
- j. PSHE/RE lessons
- k. Community links
- l. School Council involvement
- m. Themed days/weeks
- n. Cultural experiences



British Values at Willington.

18. At Willington it is also our duty, in actively promoting British Values, to promote a sense of tolerance and respect amongst pupils, parents and staff and to challenge any opinions that are contrary to those values. We aim to create a climate of tolerance, respect and acceptance where pupils feel safe, secure and enabled to reach their full potential. Pupil voice plays an important part in driving the School forward and varying levels of school rules provide the foundation upon which this can be achieved. At Willington we adhere to the Prevent Duty, in line with the Counter-Terrorism Security Act 2015.

Democracy.

19. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated daily by our pupils.

20. School council gives pupil voice and these candidates are elected yearly. They are fundamental in bringing about changes within the school.

The Rule of Law.

21. The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices.

22. At the start of the School year, each class discusses our school rules – "At Willington we... and the importance of them. These rules are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. We also have "Golden Rules" that are consistent throughout the School, Willington Ambassador behaviour codes and safety rules. The boys are also taught the value of and reason behind the rules, how they protect us, the responsibilities that they involve and the consequences when rules are broken. Visits from authorities help to reinforce this message.

23. Pupils are taught that, while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. They are taught the value and reasons behind



laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways during:

- a. Visits from authorities such as the police and fire service
- b. Religious Education, when rules for particular faiths are thought about and the difference between religious and state law is explained;
- c. Other school subjects, where there is respect and appreciation for different rules e.g. in a PE lesson.

Individual liberty

24. Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and education, we provide boundaries for our pupils to make choices safely. For example:

- a. Choices about what learning challenge or activity
- b. Choices about how they record their learning
- c. Choices around the participation in extra-curricular activities

25. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our ICT and PSHCEE lessons.

26. Boys are encouraged to make choices, knowing that they are in a safe and supportive environment. We enable our boys to make informed choices within clear boundaries through a safe and empowering education. Boys are encouraged to know, understand and exercise their rights and personal freedoms and advised on how to exercise these freely, for example through our Learning for Life (PSHEE) lessons.

Mutual respect

27. Willington School has a culturally diverse intake of pupils and their families, and we are proud to promote and celebrate our different backgrounds and beliefs. Mutual respect is a big part of our Aims and Values. All members of the School community treat each other with respect.

- a. Our pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have, and to everything, whether it is a school resource, a religious belief or anything else. Boys learn that their behaviour choices have an effect on their own rights and those of others. All members of the School community should treat each other with tolerance and respect.
- b. The Willington "Code of Conduct" are based on core values such as respect, these are part of pupils' discussions, lessons and assemblies. The first of our rules reads: "*Celebrate our differences.*"
- c. Posters in classrooms promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.
- d. We actively promote respect for our environment and have "Green Ambassadors" who meet to discuss ways to improve our school and local environment.

Tolerance of those of different faiths and beliefs

28. Willington boys come from a wide range of backgrounds and we seek to embrace this diversity, to help them to understand their place in a culturally diverse society and to give them opportunities to experience and understand the backgrounds of others.

29. Examples of how this is achieved are:



- a. Assemblies and Learning for Life lessons introducing the boys to a range of different celebrations such as Chinese New Year, Christmas, Easter, Diwali, Eid etc.
- b. Members of different faiths or religions are encouraged to share their knowledge and to enhance learning within the School. E.g: Mothers come into assembly and explain about the festival of light; Diwali.
- c. Learning about other faiths, as well as prejudice and tolerance of others is taught in RE and PSHCEE lessons.
- d. On a general level, assemblies and PSHCEE lessons promote the traditional values of respect for others, empathy, tolerance and understanding.
- e. Visits to different places of worship.
- f. Visits from people of different faiths to individual classes and assemblies.