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SOCIAL, MORAL, SPIRITUAL AND CULTURAL POLICY (INCLUDING BRITISH VALUES) (KS/P&B/059)

Committee Responsible:	Pastoral and Boarding Committee
Lead Officer:	Deputy Headteacher
Date of Review:	June 2025
Date to be Reviewed:	June 2028
Signed: Date:	



SOCIAL, MORAL, SPIRITUAL AND CULTURAL POLICY

(Including British Values)

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	Nov 2013
2	Update	Feb 2018
3	Policy Review	Feb 2020
4	Policy Review	Feb 2022
5	Policy Review	June 2025

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SOCIAL, MORAL, SPIRITUAL AND CULTURAL POLICY (SMSC)

(Including British Values)

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SOCIAL, MORAL, SPIRITUAL AND CULTURAL POLICY (SMSC)

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1.0 RATIONALE

- 1.1 At Keswick School the promotion of students' spiritual, moral, social and cultural development is considered to be a whole school issue. People form their values and attitudes in childhood. These may change over time, but those values and attitudes formed in early life are likely to have a strong influence on the adult person's role as a citizen.
- 1.2 As a school, we have a duty to provide a positive influence whilst at the same time allowing students freedom of expression and the ability to reach decisions for themselves (conformity and challenge). The example set by adults in the school and the quality of relationships is of particular importance in promoting spiritual, moral, social and cultural development.
- 1.3 Our values and ethos support the importance of the growth and development of all aspects of SMSC within the school community.
- 1.4 We recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

2.0 AIMS

- 2.1 To promote inclusion.
- 2.2 To provide a safe learning environment where students can build self-esteem.
- 2.3 To set realistic targets which both challenge and support all learners.
- 2.4 To ensure students receive a broad and balanced curriculum.
- 2.5 To provide an education that provides students 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.
- 2.6 To ensure that all curriculum areas have a contribution to make to a student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.
- 2.7 All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.
- 2.8 To ensure that the integrity and spirituality of students from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views
- 2.9 All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families

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- 2.10 To ensure that students should understand the need for rules which should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements
- 2.11 To ensure that everyone connected with the school is aware of our values and principles
- 2.12 To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- 2.13 To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- 2.14 To enable students to develop an understanding of their individual and group identity, their social and cultural environment and an appreciation of the many cultures that enrich our society
- 2.15 To provide each student with the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility
- 2.16 **Spiritual Development**
- 2.16.1 As a school we aim to provide learning opportunities that will enable students to:
- Sustain self-esteem in their learning experience
 - Develop capacity for critical and independent thought
 - Foster their emotional life and express their feelings
 - Experience moments of stillness and reflection
 - Discuss 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
- 2.17 **Moral Development**
- 2.17.1 As a school we aim to provide learning opportunities that will enable students to:
- 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 judgments
 - Accept responsibility for their actions
- 2.18 **Social Development**
- 2.18.1 As a school we aim to promote opportunities that will enable students to:
- Develop an understanding of individual and group identity
 - Learn about service in the school and wider community
- 2.19 **Cultural Development**
- 2.19.1 As a school we aim to promote opportunities that will enable students to:
- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.

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- Understand and appreciate the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Extend their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Participate in, and respond positively to, artistic, sporting, and cultural opportunities.
- Explore, improve their understanding of, and show respect for, different faiths and cultures.
- Understand, accept, respect, and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic, and socioeconomic groups in the local, national, and global communities.
- Recognise and value the things shared across cultural, religious, ethnic, and socio-economic communities.

2.20 Promoting fundamental British Values

2.20.1 By promoting fundamental British Values through SMSC education, we aim to enable students to:

- Understand how they can influence decision making through the democratic process.
- Appreciate that living under the rule of law protects them and is essential for their wellbeing and safety.
- Understand that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- Understand that their freedom to choose and hold faiths and beliefs is protected by law.
- Accept that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and should not be subject to prejudicial or discriminatory behaviour.
- Understand the importance of identifying and combatting discrimination.

3.0 PROCEDURES

3.1 Development in SMSC will take place across all curriculum areas, within activities that encourage students 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.

3.2 All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible and where relevant.

3.3 Class discussions will give students opportunities to:

- Talk about personal experiences and feelings
- Express and clarify ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people
- Explore relationships with friends/family/others
- Consider others' needs and behaviour
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging

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- 3.4 Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally — e.g. empathy, respect, open mindedness, sensitivity, critical awareness
- 3.5 Many curriculum areas provide opportunities to:
- Listen and talk to each other
 - Learn an awareness of treating all as equals
 - Agree and disagree
 - Take turns and share equipment
 - Work cooperatively and collaboratively
- 3.6 The ethos of the school is reflected in the aims of this policy and will be developed using strategies such as:
- School expectations that promote the development of self-awareness and personal responsibility
 - School policies that promote equality of access and opportunity for all students
 - Activities which encourage the development of initiative and understanding of living in a diverse community
 - An environment that is safe and secure
 - Visitors who provide positive role models for all students
 - Ceremonies and celebrations that promote the recognition of individual worth, spiritual awareness and reflective attitude to life experiences
 - Displays which reflect and encourage respect for diversity of cultures
 - Assemblies which promote and demonstrate principles such as fair play, tolerance, respect, understanding, honesty, empathy and justice.
- 3.7 Spiritual Development is encouraged through:
- The values and attitudes the school upholds and identifies
 - The agreed common courtesies that the school has collectively adopted
 - Religious Education; acts of collective worship and other assemblies
 - Provide Out of School Hours learning opportunities
 - The general ethos and climate of the school
 - A culture of listening and valuing the opinion of others
- 3.8 Moral development is encouraged through:
- An ability to distinguish right from wrong based on knowledge of the moral codes of their own and other cultures
 - An ability to think through the consequences of their own actions
 - A willingness to express their views on ethical issues and personal values
 - The confidence to express their view if they consider they or someone else is being treated unfairly
 - An ability to make responsible judgements on moral dilemmas
 - Commitment to personal values regarding issues that are held to be right by some but wrong by others
 - A considerate style of life
 - Respect for other people's views and feelings as well as their own.
 - An understanding of the need to reassess values and moral codes in the light of experience
 - An understanding of the rights and responsibilities they have in the community and society in which they live

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- 3.9 Moral issues will be addressed through:
- The behaviour, sanctions and rewards policy
 - Assemblies, Religious Education and Personal Development
 - Swiftly dealing with issues of injustice and discrimination; involving the students in the decision making where possible
 - Providing a safe working environment in which students can express their views and opinions
 - Model through relationships and interactions, the principles we wish to promote.
 - Encourage students to take responsibility for their own actions and correct their behaviour as appropriate
 - Acknowledge, praise and reward good behaviour
 - Recognise a moral view that engages students to help those less fortunate themselves through charitable events and giving
- 3.10 Social development is encouraged through:
- The students ability to adjust to a range of social contexts by appropriate and sensitive behaviour
 - Working successfully as a member of a group or team
 - An ability to share views and opinions with others and work towards consensus
 - Respect for people, living things, property and the environment.
 - Appreciation of others rights and responsibilities
 - An understanding of the structures of society and its organisation
- 3.11 Social issues will be addressed through:
- Encouraging a sense of community
 - Assemblies, Personal Development and Religious Education
 - Provide opportunities for students to work in a variety of social groupings both in and out of class and across the whole school.
 - Provision of a full range of extra-curricular activities and sport
 - Provide positive whole school experiences such as school productions, music events, assemblies, award and prize giving, residential opportunities, off timetable enrichment experiences.
 - Provision of opportunities to attend cultural events outside of the school not normally part of the academic curriculum
 - Encouraging students to develop valuable personal qualities: thoughtfulness, honesty, respect.
 - An ability to resolve tensions and conflict
 - Encouraging students to express their view about their school and how it can be improved e.g. Student Voice, Prefects Meetings, School Council
- 3.12 Cultural development will be developed through:
- An ability to recognise their own cultures and values, an ability to recognise cultural diversity and respect other people's values and beliefs.
 - An openness to new ideas
 - A willingness to participate in artistic and cultural events
 - Ability to recognise and understand images and icons that have significance and meaning in culture

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3.13 Cultural issues will be addressed through:

- Celebration our students' individual gifts and talents
- Raising awareness of other cultures through assemblies, religious education, classical studies and history, modern foreign languages and interaction with our international students
- Provide opportunities for cultural exchange
- Provide opportunities for visits that aim to explore language, history and cultural achievement
- Provide opportunities to take part in cultural events such as drama productions, musical events
- Reporting incidents of racism and prejudice appropriately

3.14 We will take the following actions to promote fundamental British values:

- Including in suitable parts of the curriculum age-appropriate material on the strengths, advantages, and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.
- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Commemorating World War 1 and 2.
- Demonstrating the historical importance of the Commonwealth.
- Ensuring that all pupils have a voice that is listened to.
- Demonstrating how democracy works by actively promoting democratic processes, for example, via a school council.

4.0 MONITORING AND EVALUATION

4.1 Provision for SMSC is monitored and reviewed on a regular basis

4.2 Heads of Year to incorporate elements of SMSC into pastoral work whenever possible e.g. through assemblies, activities and year group work

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