



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

This policy also applies to the EYFS

Updated	Review Date	Version
February 2019	January 2020	2019.01

Signed: Ms Andrea Morley (Chair of Governing Board)

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

This policy should be read in conjunction with other relevant school policies, including: PSHCE, SMSC, EYFS Curriculum, RE, Pastoral Care and Pupil Support, Anti-bullying, Behaviour and Safeguarding and Child protection policy and procedures.

Aims

It is the aim of Lyonsdown School to support and guide children to be their best within a safe and happy environment, by providing the best quality teaching and guidance we can.

The spiritual, moral, social and cultural (SMSC) development of a child plays a significant part in their desire and ability to learn. By offering the children a wide variety of lessons and extra-curricular activities, we provide children with the opportunity to be the best they can be. We believe that the ethos and education throughout the school actively promotes fundamental British values.

The school philosophy believes in educating the whole child. It is our job to discover and nurture each child's abilities. At Lyonsdown School, there is no prejudicial hierarchy of subjects and no hierarchy of value, since the value is the value to the child - the individual.

Lyonsdown is a school, where good behaviour and good manners are paramount. This environment makes the school a place where children should enjoy being. We encourage children of any faith, or none, to understand and believe in the values that really matter, to treat others as they would wish to be treated themselves, and to develop their own self-discipline to stand up for what they know to be right.

The education provided is not only about the gaining of knowledge and the acquiring of essential skills, it is also about the personal development of each child in its fullest sense. The fullest sense, in terms of the 1992 Schools Act, is one which includes the 'spiritual, moral, social and cultural development' of each child. At Lyonsdown, the education offered closely interweaves the following:

- Integrity and commitment where adults and children are encouraged to value and be true to the highest ideals.
- Personal relationships. This concerns adults and children alike, aiming to set, and to expect from others, good, caring standards of behaviour, marked by respect, responsibility, openness and honesty.
- Discipline in terms of the development of positive attitudes to oneself and others resulting in self-induced responsible behaviour.
- Developing all children to their fullest potential, encouraging and challenging those exceeding expectations to develop to their fullest degree, and supporting and enabling those working towards and achieving expectations to value themselves and even surprise themselves through what they are able to achieve.
- A Christian world view, serving as an ever present backcloth to the ongoing life of the school.

It is the duty of the school to ensure that an adequate foundation of experience and knowledge, with opportunities for discussion, reflection and evaluation, is provided, so that children can be given maximum scope to develop their spiritual, moral, social and cultural dimensions.

A strong pastoral team is led by the Deputy Head and supported by the PSHCE co-ordinator, Learning Support Department and Form Teachers who are responsible for the academic, social and personal welfare of each child in their class. As part of their role, Form Teachers

have contact time with the children in their class which provides opportunities, both explicitly and implicitly, for them to deal with the promotion of personal values.

The School Ethos and Rules

There is more to spiritual, moral, social and cultural development than just conforming to the school rules. It is important to have a well regulated and disciplined environment to enable educational achievement. The school encourages codes of behaviour through following 'The Golden Rules' and five human values for promoting life as a worthwhile citizen, which are: Truth, Peace, Love, Right Conduct and Non-Violence. These, together with the general ethos of the school, are expressions of the values which Lyonsdown seeks to encourage. They are considered to be a vital ingredient in the spiritual, moral, social and cultural development of all children.

Lyonsdown Learning

From September 2017, the school has run a Lyonsdown Learning scheme, designed to promote the values and principles of the school. The list of mindsets is as follows:

- Collaboration, creativity, curiosity, independence, perseverance and reflection

E-safety

This is taught throughout the school, particularly in Computing and PSHCE lessons.

Fundamental British values

For guidance on what classes as a Fundamental British value, please see Appendix 1.

We actively promote positive and fair values throughout the school, ensuring a balanced, non-partisan political view, but have identified certain points in the school year when SMSC education can be delivered more discreetly, e.g.

- Assemblies, which make a significant contribution to the articulation and demonstration of the values which the school wishes to promote and develop. Assemblies are of a broadly Christian character and provide the opportunity for worship and reflection.
- Discrete lessons, such as Religious Education and PSHCE have an important and specific, but not exclusive role in the promotion of moral and spiritual development. It is in these lessons that a number of explicit moral and spiritual issues can be examined, explored and clarified. Every area of the curriculum, however, through the very nature of the interaction between staff and children, is a forum for moral, spiritual, social and cultural development.
- There is the opportunity for the promotion of social, cultural, spiritual and moral values, through extra-curricular activities such as sport, visits and trips to sites and institutions of educational interest, as well as attendance at concerts, plays and art galleries.
- Responsibility and leadership opportunities exist, including those of Head and Deputy Head Girl, Games Captains, House Captains, School Council, Subject Prefects and Librarians which provide both formal and informal opportunities for children to exercise leadership, service and responsibility.
- Displays, including the ongoing living log display by the dining room
- Form time
- Educational visits
- Charity work

The Promotion of Fundamental British Values

Lyonsdown School is committed to meet the Spiritual, Moral, Social and Cultural (SMSC) development standards set out in the Education (Independent School Standards) (England) Regulations and we **actively 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 (Standard 5(a))**. In doing this we challenge opinions or behaviours in school that are contrary to fundamental British values.

We expect children to have the following understanding and knowledge to demonstrate meeting this part of the standard through showing:

- An understanding of how citizens can influence decision-making through the democratic process, e.g. learning about democracy through History lessons on the Ancient Greeks (Year 4), voting class representatives (Years 2-6) who attend School Council meetings taking the ideas from the class suggestion box, opportunity for Upper School children to attend Debating Society;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety, e.g. Community Police visits (whole school), Lyonsdown values being shared and promoted;
- 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, e.g. taking part in a workshop on a visit to the Houses of Parliament where a mock election takes place (Year 6);
- An understanding that the freedom to hold other faiths and beliefs is protected in law, e.g. this is taught implicitly throughout the RE curriculum, citizenship – understanding the basic rights of children (Year 6) ;
- An acceptance that 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 e.g. as above, asking children to contribute knowledge and show artefacts from their own religions and looking at similarities between religions (whole school) ; and
- An understanding of the importance of identifying and combatting discrimination, e.g. diversity and communities work through Citizenship (Year 5).

Examples of work are kept by the PSHCE Teacher

Lyonsdown School ensures that principles are actively promoted which –

- i. Enable children to develop their self-knowledge, self-esteem and self-confidence;
- ii. Enable children to distinguish right from wrong and to respect the civil and criminal law of England;
- iii. Encourage children to 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;
- iv. Enable children to acquire a broad general knowledge of and respect for public institutions and services in England;

- v. Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- vi. Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
- vii. Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. (Standard 5(b))

Additionally, the school precludes the promotion of partisan political views in the teaching of any subject in the school (Standard 5) and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of children ... they are offered a balanced presentation of opposing views. A log of examples of work relating to the promotion of FBVs is kept by the PSHCE co-ordinator and displayed on the 'living log' display.

Teaching and Learning Rate of Development

It is impossible to prescribe a rigid and bureaucratic set of aims, objectives and standards to be met in spiritual, moral, social and cultural development. It is however, possible to establish clear signposts to show the general direction of the desired development. We encourage individual autonomy and responsibility; respect for individual difference, rather than mere conformity; and also a willingness to appreciate and celebrate diversity. What follows is an attempt to clarify the ways in which the school can encourage its children to develop as whole human beings.

Children's spiritual development

Spiritual development relies on thinking, exploring and discussing. It is concerned with how personal beliefs and values are acquired, especially on questions of religion; whether life has purpose, and the basis for personal and social behaviour. It is not another name for religious education, although there are close connections.

Spiritual development is concerned with religion, but not confined to the development of religious beliefs. The spiritual dimension of life at Lyonsdown is seen as the set of beliefs, values, attitudes, experiences, and reflections by which individuals give direction and shape and meaning to their lives.

Spiritual development is also concerned with the promotion of the development of feelings and emotions, as well as identifying the importance of intellectual curiosity. It is concerned with deepening appreciation of music, art and literature and the national environment. These areas, as well as religion, seek to explain what life is about, and children are invited and encouraged to explore them. They are urged to approach these areas with serious intent and take on increasing responsibility for themselves in them. The methodology adopted is that of discussion, exploration and reflection through what is taught in the curriculum, participation in music, drama and artistic activity, through collective worship using the environment to enhance spiritual experience and through the school's ethos.

Spiritual Aims

- Recognition of the right of others to hold their own views and respect for those who have different beliefs and customs.
- A willingness to explore the religious faith which has shaped the particular culture from which the child has come.
- A willingness to look beyond materialism.
- A willingness to reflect on and think critically about their experiences, responses and choices.

- A developing sense of awe and wonder in the face of the universe.
- A willingness to reflect on and appreciate works of literary, artistic or musical merit.
- A willingness to ask and explore 'ultimate questions'.
- A growing ability to cope with the times of suffering which human life naturally presents: eg. anxiety, stress, unhappiness, illness, divorce and death.

Children's moral development

Moral development is concerned with a child's knowledge, understanding, intentions, attitudes and behaviour in relation to what is 'right' and 'wrong'. Moral development is concerned with fundamental judgements and precepts about how people should behave and act, and reasons for such behaviour. The intention at Lyonsdown is that children, as they develop a sense of morality, will be able to explore the place of reason in ethical matters and acquire value systems which are their own, together with an understanding that their behaviour and actions should be derived from a moral set of beliefs and values. The school expects high moral standards from all members of its community. It is important for all children to understand that any social grouping depends for its continued existence on the broad acceptance of rules and laws.

Moral Aims

- A developing sense of self-discipline and responsibility, not only for their own actions, but for their responsibilities to others.
- A developing awareness of, and pride in, their own unique gifts, talents and privileges, and a rejection of all forms of prejudice to others on the basis of class, race, sex, sexuality, religion or nationality.
- An appreciation of the importance of honesty, truthfulness and the development of personal integrity.
- A sensitivity to the feelings, needs and rights of others.
- A growing disposition towards generosity, rather than selfishness, by helping those less fortunate or weaker than ourselves.
- An appreciation of the importance of being kind to others and a clear rejection of unkindness.
- A developing of a mature sense of self-confidence and self-worth and a consequent willingness to lay aside arrogance.

Children's social development

Social development refers to gaining competences and qualities needed to play a full part in society. It is primarily concerned with the skills and personal qualities necessary for individuals to live and function effectively in society by being a member of the community.

Children will learn the obligations and constraints, as well as the satisfaction, that go with being a member of the Lyonsdown community. They will also become aware of their own identity as individuals, as well as the importance of taking into account the feelings and wishes of others. Social development is closely related to the development of moral principles.

Social Aims

- To provide opportunities for children to work in groups and in pairs to experience a variety of social roles.
- To provide opportunities for children to exercise leadership and responsibility.
- To provide opportunities for children to learn to respond to the initiatives of others, and what it means to share a common purpose.
- To provide opportunities for children to understand about the 'political' aspects of

living in society.

Children's cultural development

Cultural development refers to children's increasing understanding and command of those beliefs, values, customs, knowledge and skills which form the basis of identity and cohesion in societies and groups. This area of development is principally concerned with the children's understanding and appreciation of the music, art, drama, poetry, science and technology of the society in which they live.

The purpose of cultural education is both to develop and strengthen the cultural interests which the children already possess and expose them to a breadth of stimuli which will allow them to develop new interests. Because cultures change, children are taught about how the past has influenced and shaped the present, as well as how the present generations are maintaining, interpreting and reshaping their cultural traditions.

The school is not the only means whereby a child is influenced culturally and it may not be the strongest factor. The school can have an immediate impact upon the children and does have a contribution to make. Such contributions may include an introduction to the values and customs held within a nation's culture, and to those of other significant cultures, including those represented in the school. At Lyonsdown, with the presence of a significant number of children from differing cultures, it is important that they feel that their values and customs are respected.

Cultural Aims

- To provide children with the knowledge of the nature and roots of their own cultural traditions and practices, including historical, social, religious, aesthetic, ethnic or political and also of the key features of other major cultural groups within their own society.
- To develop an understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices within their society.
- To encourage a personal response and accomplishment in a range of cultural fields which might include: literature (both prose and verse); music; technology (including computing); art and design; and physical movement.
- To enlarge children's capacity to relate what they learn to their appreciation of wider cultural aspects of society, and to evaluate the quality and worth of cultural achievements.

Achieving the aims

The moral, spiritual, social and cultural aspects of a child's development do not form part of any separate curriculum area's scheme of work. The formation of character, beliefs, values and a spiritual centre, is really the development of character and is not something which can be attained by formula, curriculum, organisation or prescription. Personal meanings, beliefs and values which constitute a person's spirituality, and the qualities of character and value from which morally good and socially responsible action proceed, are built up steadily, slowly, continuously and cumulatively in the on-going process of how we relate to each other as human beings.

No single system or institutional structure within the school, no single subject or procedure is responsible for the moral, spiritual, cultural or social developments of the children. The school however, endeavours to provide an ethos where this development can take place through the general day to day quality of relationships. The 'hidden curriculum' is also of great importance and can aid development.

The teaching and learning of SMSC is accessible to any children with a Special Education Need or Disability (including any children who may have an EHC plan) or those with English as an additional language. Please see the Special Education Needs and Disability Policy.

When active promotion of British values is planned, it should be reflected in termly planning, in PSHMEEandC lessons and others. Any such detail should be marked with "SMSC". Teaching staff should liaise with SLT if more guidance is needed, but the following examples should give some idea of what can be included:

- *Important British figures, both current and historical, in any subject, especially those figures who uphold British values.*
- *Important events in British history.*
- *Important published or produced works, such as books and art work.*
- *The tolerant society of the UK, including cultural and religious tolerance.*
- *Current Affairs.*
- *The democratic system of the UK, and any form of election.*
- *The selection of any grouping, with reference to the above.*

Prevent Duty

Respect for other cultures and traditions is actively promoted at Lyonsdown and discriminatory or extremist opinion or behaviour will always be challenged. The promotion of partisan political views in the teaching of any subject in the school is forbidden. Whenever political issues are discussed, children must be offered a balanced viewpoint. The school also recognises its duty to prevent its children being drawn into terrorism, with its work on actively promoting British values as a suitable countermeasure. However, should the school become aware of any child who is at risk of being drawn into terrorism it will take appropriate action, as set out in its Safeguarding and Child Protection Policy and Procedures.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY
Appendix 1

Independent School Standards – Part 2. Spiritual, Moral, Social and Cultural Development of pupils, paragraph 5

“5. The standard about the spiritual, moral, social and cultural development of children at the school is met if the proprietor—

- (a) actively **promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;**
- (b) ensures that principles are actively promoted which— .
 - (i) enable children to develop their self-knowledge, **self-esteem and self-confidence;** .
 - (ii) enable children to distinguish **right from wrong** and to respect the **civil and criminal law** of England; .
 - (iii) encourage children to 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; .
 - (iv) enable children to acquire a **broad general knowledge of and respect for public institutions** and services in England; .
 - (v) further **tolerance and harmony between different cultural traditions by** enabling children to acquire an appreciation of and respect for their own and other cultures; .
 - (vi) **encourage respect for other people**, paying particular regard to the protected characteristics set out in the Equality Act 2010(2); and .
 - (vii) **encourage respect for democracy** and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England; .
- (c) **precludes the promotion of partisan political views** in the teaching of any subject in the school; and
- (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of children— .
 - (i) while they are in attendance at the school;
 - (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
 - (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere; they are offered a balanced presentation of opposing views.”.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY
Appendix 2

Article 14 (Freedom of thought, conscience and religion), UNICEF Convention on the Rights of the Child

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.