



**POLICY STATEMENT ON SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (and in conjunction with the PSHE policy)  
Senior School**

**Applicable to:** All teaching staff and students

The School 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, and for those without faith and beliefs.

**Aims:**

**To encourage a Spiritual dimension across the whole curriculum, through school assemblies, collective reflection and extra-curricular activities that are designed to:**

- Allow students the scope to develop a system of personal beliefs.
- Help them to communicate these beliefs in discussion and behaviour.
- Promote a willingness to reflect on and try to address fundamental issues.
- Encourage a sense of awe and wonder about the mysteries of the world.
- Enable them to search for meaning and purpose in their lives.
- Develop self-knowledge, creativity, self-worth and the ability to express feelings and emotions.
- Actively promote fundamental British values.

**To encourage a Moral framework that is strengthened by the curriculum and the daily life of the school, including assemblies of all types, so that students have:-**

- An understanding of the difference between right and wrong.
- A respect for people and their property.
- A concern for how their actions may affect others.
- A desire to act in ways that are in harmony with the ethos of the community.
- An appreciation of the value of truth and honesty.
- The opportunity to actively promote fundamental British values.

**To encourage Social and Cultural awareness among students through the curriculum, assemblies of all types and all other aspects of school life so that they have:-**

- An awareness and appreciation of the value of social and cultural diversity within the school and the wider community.
- An awareness of the implications and dangers of stereotyping and bias.

- An understanding of their rights and responsibilities, and those of others, as members of a family, British society, or a wider community including a global one.
- A sense of belonging and working towards common goals and being increasingly active in working towards a common good.
- An understanding of the democratic process and a willingness to participate at all levels.

### **Objectives and Implementation:**

#### **A system of school assemblies and acts of collective reflection that are planned to:**

- Allow the whole school community to meet on a regular basis.
- Offer an opportunity for reflection, private thought and contemplation.
- Allow participation by students, staff and outside speakers and promote a sense of inclusion for people of all faiths.
- Recognise achievement.
- Allow other groups to meet and share experiences.
- Allow consideration of a wide range of social issues.
- Encourage students to consider the impact and significance of such issues on themselves and on others.
- Raises topical issues which actively promote fundamental British values.
- Encourage respect, tolerance and celebration of diversity in our society and community.
- Hear from people from different backgrounds and faith backgrounds including guest speakers.

### **Curriculum areas and Extra Curricular Activities**

It is the responsibility of each head of department or subject head to explore the ways in which their subject contributes to the delivery of spiritual, moral, social and cultural education. In particular to:

- Allow students to explore values and beliefs, including religious beliefs and the ways in which they impact on people's lives.
- Enable students to search for meaning and purpose in their lives.
- Develop self-knowledge, self-worth and the ability to express feelings and emotions.
- Promote a balanced approach to political views and guard against indoctrination or radicalisation.
- Promote a sense of awe, wonder and mystery about the world.
- Schemes of work in other curriculum areas should make reference to aspects of spiritual, moral, social and cultural development where appropriate and in a way that helps these elements to become embedded in the school curriculum.
- Curriculum explores diversity in all senses of the world across a range of subjects in all year groups. This includes explicitly considering the issues raised by Black Lives Matter and other movements raising awareness of structural and tolerance issues evident in society.
- Curriculum areas use a range of examples and case studies from a variety of culturally diverse backgrounds to inspire discussions and enhance understanding. This includes authors in literature, voices in History, scientists, artists and the range of speakers invited to the school.

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- PSHE curriculum explore relationships and different genders including Consent in the Sixth Form Futures Programme.

## **Measuring Success**

The values and ethos of the school should be strengthened and supported by the contribution of Spiritual, Moral, Social and Cultural Development and be evident in the way in which students:-

- Take up the challenge of leadership and responsibility (form leaders, school council reps, green reps, sixth form leadership team etc).
- Work together to support each other in the school and also support others in the wider local, national and global community (individual support of friends and also charitable activities and House and School events).
- Are confident and articulate when speaking or writing about their beliefs or values (in assemblies for example) or when communicating in class, or any other forum, on all topics (school council).
- Respect each other's property and the fabric of the school by reporting damage or loss and working to prevent it.
- Respect their environment, both within the school as evidenced by relative absence of litter, and enjoyment and appreciation of school grounds, and in a wider context by their endeavours to be aware of and support sustainability (Geography, Environmental Captains and green representatives in tutor groups).
- Tackle problem solving in areas of the curriculum, or in their own lives, in a rational, thoughtful and reflective way. (Tutor group discussions, school council, technology, methods of planning work).
- Feel 'safe' within the school and able to mix with older/younger students, interact well with adults and take risks in terms of personal involvement in new and challenging endeavours. (Extra Curriculum Activities, House events).
- Feel able to talk about and share feelings and problems and know that they will be dealt with sensitively.
- Are imaginative and creative and able to express this through performance and other forms of artistic endeavour.
- Engage in partnerships with local organisations such as Caring in Bristol.
- Have an aesthetic appreciation of the human-made and natural world and show this through their creativity and understanding (Art, Music, Maths, Science, and Technology).
- Use the influence of other cultures and periods in history as inspiration for their own creative work (English, Art, Technology and Music).
- Are able to listen, reflect and respond thoughtfully in class situation and in wider debates (music, class discussion, school council, performance by others, assemblies and written work by peers or by established authors).
- Are able to listen to and be empathetic with individuals (Chatterbox, peer mentor groups, PSHE).
- Participate in sporting events and work as part of a team, or as an individual, towards achieving goals of commitment, fairness and enthusiastic involvement.
- Work together in orchestras, choirs, ensembles and in drama productions.
- Engage in debates and discussions, and also reflect, about ethical issues and world events in a contemporary or historical context.

- Are able to reflect about the inner feelings, beliefs and motivations of others through their study of literature, history, art etc.
- Are able to raise questions about the origins of the universe and about the origins of humankind and of each human individual.
- Are able to participate in the Bristol Youth Parliament scheme – by voting and standing, or encouraging others to stand, as members.
- Are able to participate in trips and expeditions which expand their horizons, international mindedness and humanitarian awareness.
- Are encouraged to initiate and participate in societies such as SAGA to openly discuss experiences of gender and race. These are explored within tutor time and assemblies too creating an open culture of understanding and communication.
- Actively engage in partnerships with organisations such as United World Schools, Linda Cruise Foundation, and Bristol Zoological Society and o expand global outlooks.
- Work with students from other institutions through the World School Conference and Bristol Education Partnership.

***Further measures undertaken "to respect criminal and civil law and to distinguish between right and wrong".***

- Frequent visits from our local PCSO who speaks at Year assemblies and to students in PSHE lesson (on matters such as personal safety and e-safety).
- Annual visit by a drugs education organisation to students in Years 9 and above.
- Annual visit by specialists to talk to Year 11 students about sexual consent, and this is followed up by PSHE lessons.
- Annual Year 8 Citizenship day which covered a variety of topics including drugs education, gang awareness.
- Year 8 PSHE: the laws surrounding alcohol and drugs.
- Year 7 PSHE: some inclusion of legal aspects re smoking.
- Annual Year 13 Futures session on "the debate about the right to free speech and self-expression".
- Annual Year 12 Futures session on driving safely, given by Avon and Somerset Police.
- 6<sup>th</sup> form tutor assemblies regularly focus on contentious issues e.g. gun law, alcohol. These are researched and presented by the students.
- Whole school mock elections.
- Quotes or 'Thought for the Day' postings on our daily news screens which actively promote fundamental British values.
- SARI (Stand Against Racism and Inequality) visit the school to work with students and teachers.

**Linked Policies**

PSHE Policy and Schemes of Work

**Jon Cooper/Juliet White  
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