

# Redmaids' High School

## Spiritual, Moral, Social and Cultural Development (SMSC)

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REDMAIDS'  
HIGH SCHOOL  
FOR GIRLS | BRISTOL  
JUNIOR SCHOOL

**Applicable to** all teaching staff and pupils

### Background

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 or beliefs.

We recognise that the spiritual, moral, social and cultural development of our pupils is of fundamental importance in the 'whole child' education we strive to achieve. It is taught through every subject of the curriculum and through assemblies, extra-curricular activities, RE and PSHE. It supports all areas of learning and is key to a child's motivation to learn. We recognise that such development is most successful when the values and attitudes promoted by all the staff provide a model of behaviour for our pupils; mutual respect, positive attitudes, willingness to listen and valuing of all pupils. In later years it can enrich the individual's appreciation and preparation for life's opportunities, experiences, responsibilities and relationships with others. We aim to develop respect for religious and moral values, and an understanding of other races, religions and ways of life, whilst challenging opinions, stereotyping or behaviours that are contrary to British Values.

The pursuit of partisan political activity by Junior pupils in school or in activities led by staff outside of school/acting on behalf of the school is not permitted.

### Purpose of SPIRITUAL DEVELOPMENT

Spiritual development is the quest for individual identity and the search for meaning and purpose in life and for the values by which we live. It is about feelings, emotions, attitudes and the growth of knowledge and insight into values and beliefs.

We aim to provide a variety of experiences which give potential for the development of an awareness of self, an awareness of other people, an awareness of the natural world and the world around and an awareness of religious beliefs and practices.

Teachers are aware when situations occur in their teaching, which have the potential to give their pupils the experience of awe and wonder and they will, through such situations, help their pupils to:

- Enter into experiences fully and focus upon them in considerable depth, such as the birth of a baby in the family, the death of a favourite pet
- Discover new facets of things which they would usually take for granted, such as looking carefully at plants or creatures to see how they have special characteristics unique to them
- Become more aware of the natural world – caving, kayaking, pond dipping
- Experience the intensity of becoming aware of things at a deeper level
- Ask questions about the meaning and purpose of life
- Develop personal values
- Appreciate and reflect upon the beliefs and values of others whilst having respect for the ideas of people from different cultures
- Value the ideas and contribution of others by listening to things which are important in their lives
- RE, current affairs and assemblies offer opportunities for our pupils to consider religious beliefs and reasons for different types of behaviour
- Develop understanding of fundamental British values

School assembly will:

- Provide an opportunity for reflection and consideration of the meaning and purpose of issues encountered
- Acknowledge the religious beliefs of others
- Touch on the concepts of mystery, depth of feeling, relationships with others, reflection and contemplation

### **Spiritual Development Practice**

- We encourage pupils to take risks or face challenges in their learning within a secure and positive environment.
- We appreciate work from our pupils' imagination and provide frequent and varied opportunities for them to use their creativity.
- We offer opportunities for aesthetic experience in art, music, drama and literature.
- We make time for stillness and reflection.
- We pose questions that encourage our pupils to consider issues of meaning and purpose.
- We aim to develop good listening skills in our pupils. In addition, we show that we listen to our pupils through, for example, pupil voice and our responses to any issues raised.

- We help our pupils to understand that there is not always an absolute answer and that at such times it is a positive experience to value a variety of interpretations and responses.
- We aim too improve co-operation and understanding: we provide opportunities for group work where our pupils can have enjoyable and constructive interaction with each other. We often group children with others they would not usually choose as partners.
- We foster emotional well-being by encouraging our pupils to express their feelings and by helping them to develop the ability to control their emotional behaviour.
- We help our pupils to develop the capacity for evaluative reasoning and critical thought by encouraging them to look beyond the surface.
- We actively promote fundamental British values in every aspect of school-life as well as exploring them in assemblies.
- We accommodate differences and respect the integrity of individuals.
- We create a culture of mutual respect and individual liberty where pupils can grow and flourish.

These opportunities permeate the curriculum as well as school activities, assemblies and extra-curricular events.

### **Purpose of MORAL DEVELOPMENT**

Moral development relates to:

- the child's ability to make judgements about how to behave and act and the reasons for such behaviour
- the child's ability to distinguish *right* from *wrong* and act consistently with their beliefs with a view to understanding the consequences of their own and others' actions
- the active promotion of behaviour that respects the fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, and for those without faith or beliefs
- the child's ability to develop a personal code of behaviour including telling the truth, being honest, showing respect for justice and respect for property
- knowing that any type of discrimination has no place in society

The environment in which our pupils learn and the expectations within that environment will influence our pupils' moral development.

Our teaching in any subject in the school, including in extra-curricular activities, precludes the promotion of partisan political views, and our pupils are offered a balanced presentation of opposing views.

School assembly and the weekly class and school pastoral sessions can provide an opportunity for reflection and consideration of issues of a moral nature so that pupils can become increasingly responsible for their own actions.

## **Moral Development Practice**

- Every pupil in the school is involved in the compilation, establishment and annual review of the school's codes of behaviour i.e. The Golden Rules, Breaktime Snack Rules and Anti-Bullying. The codes of behaviour are posted around the school.
- The school's codes of behaviour are directly referred to by staff with the pupil when a pupil either behaves well or behaves inappropriately.
- Teachers refer to issues appertaining to personal and group attitudes in lessons.
- We help our pupils make decisions which are acceptable to the school community and society as a whole.
- We help our pupils to realise that to enjoy rights they have to accept responsibilities.
- We encourage a sense of healthy self-esteem and personal worth.
- We help our pupils to value the physical well-being, privacy, feelings, beliefs and rights of others.
- We value and help our pupils to value every individual in the school for the contribution they can make in all situations.
- We promote equality including all protected characteristics such as race and gender. We challenge stereotyping.
- Pupils are encouraged to explore their feelings in reactions to different stimuli.
- Pupils are addressed with respect by staff and are actively encouraged to express views in a positive and polite manner.
- Pupils are encouraged to take responsibility for their actions and be honest when they have made a mistake.
- Pupils are taught to be forgiving of others and allow others to put their mistakes behind them.
- We aim to provide models of moral virtue through literature, assemblies, images and posters.

## **Purpose of SOCIAL DEVELOPMENT**

Social development relates to:

- relating effectively to others
- managing responsibility
- participating and contributing positively within the school community, the local community and to society more widely
- an understanding of citizenship
- an understanding of the democratic process and a willingness to participate at all levels

- supporting a diverse and multi-opinioned society

The general school environment, with its routines and structures, provides opportunities for promoting the social development of all its pupils.

All staff take steps that are reasonably practicable to prohibit the promotion of partisan political views. All visitors are checked via our checklist before meeting the pupils. For example, climate change is not a political issue but the solutions could be.

### **Social Development Practice**

- In the classroom and within extra-curricular activities our pupils are able to work in pairs and in groups on collaborative projects which require cooperation, understanding, and the ability to listen to others, to contribute and exchange ideas: examples include the Christmas Bazaar stalls, robotics, caving, climbing and kayaking sessions.
- Our pupils organise many charity events to support Redmaids' High Junior especially the junior link with the Chicuchas Wasi School for girls in Cusco, Peru. They organise, plan and execute their ideas successfully, for example Wacky Hair day, cake sales and mufti days.
- Classes and large groups work together to plan and deliver assemblies to the whole school, including such examples as Y6 Leavers' assembly and the robotics team.
- Assemblies promote the understanding and tolerance of differences whatever they be, for example medical, social or racial
- There is a wide ranging extra-curricular programme and every child is actively encouraged to take a full part. There are events and competitions with pupils from other schools, such as Bristol Junior Maths Challenge. The school enters the annual Bristol Festival of Speech & Drama and occasional national competitions, for example IAPS hockey, First Lego League Robotics and the National Science Quiz.
- Team games in sport assist the development of interpersonal skills. There are a wealth of competitive matches against other local schools in many sports: netball, football, hockey, judo and fencing.
- Our music, ballet and drama clubs go out into the local community to visit elderly residents. Our pupils are given the opportunity to take part in residential school trips, including travel abroad, such as outdoor education trips, ski trip to Europe, hockey/netball tour.
- Citizenship and the rule of law, is part of the PSHE curriculum. In addition, we run a model democratic school 'election' at times of a national general election or high-profile local elections.

- Staff are aware that they should be impartial politically and make sure that balanced arguments are raised in an age-appropriate manner in discussions and that facts are checked for accuracy, for example during current affairs. Any concern raised about any member of the school community is dealt with seriously and sensitively.
- We encourage opportunities to work and socialise alongside boys where appropriate, for instance robotics day and other external competitions.
- We promote racial, religious and other forms of equality.
- We provide opportunities for pupils to exercise leadership and responsibility.

### **Purpose of CULTURAL DEVELOPMENT**

We celebrate each child's racial and cultural traditions and encourage each pupil to be proud of their heritage. We support the development of a sense of personal identity whilst acquiring an awareness, understanding and tolerance of the cultural traditions and beliefs of others throughout school life.

### **Cultural Development Practice**

- At appropriate intervals, we organise the opportunity for pupils and staff to survey their family's cultural traditions thereby giving the school community insight and wonder at the cultural diversity within our small school.
- There are opportunities to visit places of interest to stimulate discussion of the cultural aspects of a subject, for example The Bristol Museum & Art Gallery, Caerleon, Gloucester Cathedral, M Shed and a Sikh Gurdwara.
- We recognise and nurture particular talents through such opportunities as Theatre Workshop and music group performances to a variety of audiences, including elderly residents at Westbury Fields and the Henleaze Christmas Fair.
- Theatre groups and musicians visit the school, sometimes resulting in shared performances and we attend theatre and music performances including The Hobbit performance, ballet performances and peripatetic music concerts.
- Pupils are given the opportunity to attend musical, dance or dramatic productions for study and for relaxation purposes including Ballet at the Bristol Hippodrome and Pantomimes.
- Artists with specific skills, such as comic artists visit the school and share their expertise and history with our pupils.
- Our pupils experience the culture of other nations through celebrating their festivals including Chinese New Year, Holi, Diwali and Japanese Girls' Day.

- Aspects of other cultures are explored with pupils through such activities as dance from Asia or South America, cooking from China, Indonesian Gamelan band and African dance and drumming workshop.
- We think about special events in life and how they are celebrated.
- We celebrate the School's diversity by sharing experiences. For example, pupils are encouraged to present their cultural celebration in assemblies or to their class.
- SARI (Stand Against Racism and Inequality) visit the school to work with staff and/or pupils.
- Cultural links are reinforced through displays, posters and relationships with other communities such as the Chicuhwas Wasi School, Peru.

### **Monitoring**

The policy will be reviewed by the Headteacher and a designated governor, in consultation with the staff each year.

### **Linked Policies**

**PHSE policy and schemes of work**

**Lisa Brown/Perdita Davidson**

**Reviewed Spring term 2024**

**Review date Spring term 2025**