



5 Policy on Spiritual, Moral, Social and Cultural Aspects of a Child's Education

Review cycle:	Every year
Review by:	P Team, G(Ed), G(Board)
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Policies linked to:

- Curriculum policy
- Behaviour policy
- Teaching and Learning policy
- Equal Opportunities Policy

This document also appears on:

- School Website
- Staff Intranet

THIS POLICY ALSO APPLIES TO EARLY YEARS

The Beacon 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.

We consider the spiritual, moral, social and cultural growth of our boys to be at the forefront of their daily experience at school. So, both as a timetabled subject (Self & Society in Year 6-8, PSHEE and RS in Year 5 and below) and as a general underpinning of "everything we do", we aim to keep the school's Core Values alive in the minds of the boys'.

Article 14 (Freedom of thought, conscience and religion): 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.

(UNICEF Convention on the Rights of the Child)

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1.0 Scope

As well as having aims for each section of the SMSC policy, the school recognises that the SMSC education of children is multi-disciplinary relating to many subjects including Religious Studies, History and PSHEE, which may reflect the nature of the world, we live in. These vital subject areas explore dimensions of life and growth and may therefore touch upon principles and political issues relevant to everyday life and include Spiritual¹, Moral², Social³ and Cultural Development⁴ in addition to Respecting Diversity which is covered in greater depth in the Equal Opportunities Policy. The school is mindful of issues of discrimination (for example as highlighted in 2020 by movements such as Black Lives Matter) and we challenge ourselves to reflect on whether we are doing enough proactively to maintain a culture of equality in which pupils with protected characteristics do not experience unlawful discrimination. For example, in response to the Black Lives Matter movement and the death of George Floyd in 2020, the A (Academic) Team conducted a review to evaluate how we teach racism and the historical contexts at The Beacon. Examples include the Civil Rights Movement (covered in SAS in Year 7), Pre Prep celebrating difference each week in assemblies and the Middle School English curriculum (including study of Journey to Jo'burg/Oranges in No Man's Land. Teachers should present such material in an unbiased, objective and detached manner, ensuring all aspects and views concerning the matter being discussed are explored. Staff will never promote partisan views of any sort or attempt to politically indoctrinate pupils at any level and also have due regard to the need to prevent people from being drawn into terrorism. This is a statutory requirement under Section 29 of the Counter-Terrorism Act 2015 and is known as our Prevent Duty.

The school community is a place where pupils can find acceptance for themselves as unique individuals, and where mutual respect, understanding and the opportunity to start again are fundamental to the ethos of the school. The school actively promotes fundamental British values within PSHEE programmes, assemblies, schemes of work in relevant curriculum subjects and the work of the school council.

The school introduces pupils to the advantages and disadvantages of democracy, and how democracy and the law work in Britain in contrast to other forms of government in other countries.

The fundamental British values of

Democracy,

The Rule of Law,

Individual Liberty, and

Mutual Respect and Tolerance of those with different faiths and beliefs are promoted positively by the school. In doing so the school will meet the requirements of Education Act

¹ Appendix 1 – Spiritual development

² Appendix 2– Moral Development

³ Appendix 3 – Social Development

⁴ Appendix 4- Cultural Development

2002 (section 78) and the Education (Independent school standards), (England) Regulations in ways appropriate to pupils' ages and stages of development.

Teaching about potentially controversial or difficult subjects is likely to use some material, which presents opinions that are not compatible with the principles referred to in school policy but are useful to illustrate the full range of opinion on a matter. Teachers will use their discretion in these matters and remain in line with school policy at all times. As in all areas, SMSC provision will utilise classroom resources of an adequate quality, quantity and range effectively.

The school is mindful of the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the school's work in this area is covered in the RSE policy. We acknowledge that schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate can take place about issues that are seen as contentious. Our teaching always reflects the law (including the Equality Act 2010).

Staff should follow the school policy when considering their choice of visiting speakers, ensuring a balance of views. Speakers may include representatives of political parties or campaigning organisations. We do not aim to prevent pupils from being exposed to a range of political views or from discussing political issues in school whether during lessons, extra-curricular activities, debates or through the use of external speakers. Those holding extremist views within any political persuasion will not be invited to speak to pupils. Staff will not actively encourage pupils to support particular political viewpoints. Staff will ensure that when political issues are discussed or arise, pupils understand that views differ and normally a balance is struck between the opinions and beliefs discussed.

2.0 The Beacon's mission is:

To inspire our pupils to achieve their best within a happy, safe and stimulating environment, providing education of the highest quality delivered by caring and dedicated teachers.

We recognise that:

The spiritual, moral, social and cultural development of a child plays a significant part in his/her desire and ability to learn. With this thought at the forefront of our minds, we plan our curriculum and menu of school activities to provide our children with daily opportunities to explore and develop their own sets of values and beliefs, which we hope, over time will chime with The Beacon Values, which are:

*Well-being
Integrity
Courage
Respect
Achievement*

These are highlighted specifically during:

- Weekly Whole school assemblies
- Bi – Weekly Sectional assemblies
- PSHEE lessons
- Tutor times
- Themed Days
- Trips and Excursion
- Bi – Weekly House Meetings

3.0 Aims

Among our aims is: *'to enable pupils to develop the social and emotional skills needed to believe in themselves, show consideration for others and value diversity'*.

We aim to actively:

- 3.1 lead pupils towards becoming confident and positive contributors to their community
- 3.2 enable the boys to understand and apply British Values to their lives, both in school and the wider community.
- 3.3 take steps to ensure that pupils appreciate cultural diversity as well as condemning and rejecting racism, which is explained in greater detail in the Equal Opportunities Policy.
- 3.4 enable our pupils to develop their self-knowledge, self-esteem and self-confidence
- 3.5 encourage our pupils 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 of the school and the wider society;
- 3.6 equip our pupils to understand and develop their own ability to lead, contribute to and participate in discussions, research and independent thinking through the promotion of the Beacon Core Learning Skills (as set out in Appendix 6).
- 3.7 assist pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England at levels appropriate to their ages;
- 3.8 further tolerance and harmony between different cultural traditions amongst pupils and in the wider society by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

- 3.9 understand that the freedom to choose and hold different faiths and beliefs is protected in law and that those having different faiths or beliefs to oneself should be accepted, respected and celebrated.
- 3.10 assist pupils to understand what democracy means and how democracy works in England;
- 3.11 help pupils to respect British Law and understand that the rule of law protects individuals and is essential for their wellbeing and safety;
- 3.12 ensure pupils are offered a balanced presentation of views when discussion of political issues takes place.
- 3.13 ensure staff are aware of the ways in which pupils may be exposed to radicalisation and know how to identify changes in pupils who are being politically indoctrinated or who show tendencies toward terrorism

4.0 Monitoring and Evaluation of SMSC

- An online grid which tracks where SMSC appears in the school curriculum is populated by staff
- Senior leaders monitor schemes of work, teaching and learning,
- SMSC is built into Medium Term Plans
- Use of displays to promote SMSC values incl. pupil work, specific themes
- British Values and Prevent Duty now included in the matrix.

Appendix 1

Spiritual Development

The word spiritual is often defined as something fundamental in the human condition, which is not necessarily experienced through the physical senses or through everyday language. It is to do with the search for meaning and purpose in life, the values by which to live and our uniqueness as an individual. We do not measure pupils' spiritual development; we offer them opportunities to expand their experiences.

All areas of the curriculum may contribute to pupils' spiritual development. Pupils' spiritual development is about the growth of knowledge and insight into personal values and beliefs and relates to fundamental questions about the meaning and purpose of life. Spiritual development involves relationships to other people, the universal search for individual identity, our responses to challenging experiences, such as death, suffering and beauty.

The school aims, in the area of spiritual development, to;

- Provide pupils with a variety of experiences that give potential for the development of an awareness of self, others and the natural world
- Raise pupils' awareness of and respect for a range of local, national and world religious beliefs and practices.
- Promote acceptance that people having different faiths or beliefs to oneself should be accepted, appreciated and respected and not the subject of prejudice or discriminatory behaviour
- Value each pupil as an individual for the contribution they make in all situations and develop their capacity for critical and independent thought.
- Enable pupils to experience moments of stillness and reflection and reflect on, consider and celebrate the wonders and mysteries of life.
- Encourage each pupil to explore their feelings in reactions to different stimuli.
- Address each pupil with respect
- Actively encourage pupils to express views in a positive and polite manner.

Appendix 2

Moral development

Moral development is concerned with a pupil's ability to make informed judgements about how to behave and act, to identify the reasons for such behaviour and to understand the principles that distinguish right from wrong. Moral development includes the development of a personal code of behaviour and involves the need to show sensitivity and respect toward other people, truth, justice, property and the law of the land.

The environment in which they learn and the expectations of those in that environment, influence pupils' moral development. Every pupil in the school has access to the school's Behaviour and Anti-bullying policies and have discussions with teachers and tutors to help them understand their role in meeting these expectations. Teachers may discuss issues appertaining to personal and group attitudes in all lessons, particularly Self & Society and PSHEE. Teachers will discuss responsibility with pupils, and help pupils make decisions which are acceptable to the community of the school and society as a whole.

All adults model and promote expected behaviour, treating all pupils as unique and valuable individuals and showing respect for them and their families.

The school actively aims to promote

- Pupils' development and growth into self-assured, confident, happy, positive youngsters with growing self-confidence.
- A sense of healthy self-esteem and personal worth for individuals and within groups of pupils.
- Pupils' ability to reflect upon personal values, attitudes and beliefs as they affect themselves and others
- A range of formal and informal settings which enable pupils to express their feelings and justify them, and consider and evaluate their attitudes and innermost feelings
- Pupils understanding of how they can contribute to the local and wider community.
- A recognition of what constitutes 'right' and 'wrong', the understanding pupils have of the impact of their actions on others and the development and implementation of personal and institutional codes of behaviour.
- The development of tolerance and respect for cultural traditions different to their own.

In addition, since November 2013, in response to requirements concerning citizenship the school aims to provide pupils with the knowledge and skills that enable them to demonstrate:

- A knowledge of and respect for public institutions in England
- An understanding, at age appropriate levels, of what constitutes English civil and criminal law and that they are subject to such laws
- The ability to compare and contrast English law with the different requirements of various religious laws
- A recognition that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that bodies such as the police and the army can be held to account to the people, through the democratic organs of government;
- A grasp of how the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour;
- Their comprehension of how citizens can influence decision-making through the democratic process;
- Why participation in elections by all, including those opposed to democracy, should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy;
- Some understanding of the problems of identifying and combat discrimination (based on protected characteristics as listed in the Equality Act 2010).

There are many ways in which the school covers the above requirements, at levels appropriate for the age of the pupils. Within history, PSHEE, geography and Religious Studies, discussions are introduced in a variety of contexts on the advantages and disadvantages of democracy. The school welcomes visits by local community personnel which adds to pupils' knowledge of how public institutions operate, why democracy is considered a fair format for political organisation, how democracy works in Britain in contrast to other forms of government in other countries. Such visits also promote pupils respect for the work public bodies contribute to society.

The school ensures that all pupils have a voice that is heard, through the provision of classroom discussion times, house meetings, class/form representatives and a school council. The school maximises the potential of general and local elections.

The school ensures that pupils are not victims of political indoctrination or partisan views by teachers or visitors and that pupils are not influenced by views intended to;

- further the interests of a particular political party
- secure changes to the laws of this or another country
- secure the reversal of government policy or of particular decisions of governmental authorities in this or another country.
- instil views and actions contrary to the law of this country.

If pupils are presented with political views or information during their studies or while participating in extra-curricular activities provided by or organised on behalf of the school, the school ensures they are offered a balanced presentation of opposing views and that such views are not extreme. The school demonstrates to pupils that there can be differing views and a balance is often struck between the opinions and beliefs discussed.

Pupil Guidelines

In all areas of school life, the school aspires for pupils to discover how to live and work with others in a spirit of co-operation and friendship, develop their own self-discipline and self-confidence, and raise their awareness of roles within the community across spiritual, moral, social and cultural areas.

The pupils are in the EYFS are guided by the principles in The Golden Rules which are

Do be gentle,
Do be kind,
Do work hard,
Do be honest,
Do look after property,
Do listen

These values help to shape the PSHEE topics and as they move into the Lower School and beyond, they are guided by the values of the Beacon

Integrity	We behave with honesty and integrity
Respect	We value all individuals, showing respect, care, empathy and understanding for others and learning to place trust in others.
Achievement	We strive for and value intellectual, sporting and creative achievement, supporting and celebrating one another's endeavours.
Well-being	We strive to promote well-being, both physical and emotional: developing strength, resilience and confidence.
Courage	We value aspiration and courage to take risks.

Appendix 3

Social Development

Social development concerns the ability to encourage pupils to relate effectively to others, to take responsibility, to participate fully in the school community and the community at large and to develop an understanding of citizenship. The school places a strong focus upon introducing pupils to the surrounding community and the world community in order to develop their social responsibility.

In order to actively promote pupils' social development, the school will;

- Offer the opportunity for pupils to work in pairs, in groups and on collaborative projects which require cooperation and initiative
- Assist pupils to understand each other, listen to each other and contribute to lessons and school life generally.
- Encourage pupils to become self-assured individuals who undertake tasks confidently and questions whatever concerns them.
- Organise events that enable pupils of differing ages to meet and work together and assist older pupils to be positive role models for younger pupils
- Encourage pupils to organise events for charity which involve working as a group, organising, planning and executing ideas successfully
- Enable groups to work together to plan and lead assemblies and presentations to classes and sections
- Ensure team games in PE and discussion in PSHEE will also assist the development of inter-personal skills
- Organise social events and sports events with other schools
- Provide opportunities for pupils to take part in residential workshops and visits at home and abroad.

The school encourages the work of a School Council as an organisation which represents the school community as a whole. Members of each year are represented on the council, voted for by their peers and are responsible for ensuring the pupil's body has a voice in the running of the school. Candidates for election to the school council prepare a speech presenting their views and deliver this at a 'hustings' or similar.

There are various buddy systems in place across the sections. These include - School Council Reps, Heads and Deputy Heads of House, Junior Lab Technicians, Sports Team Captains, and

Head Chorister. The boys embrace a range of tasks and responsibilities, and represent the school at different public functions, assisting staff and supporting pupils on a daily basis.

Pupils participate in a significant number of community events such as fundraising for charities including Tour Aid, Streetkids, Wheelpower, PACE as well as national charities such as Red Nose Day or Children in Need. These activities develop pupils' ability to refine their social skills and increase their understanding of different local communities, different cultures and global issues.

Pupils enhance their social interactions in a wide-ranging programme of extracurricular activities, some of which include competitive activities with other schools in local, national and, occasionally, international arenas.

Pupils confidently discuss problems within the agreed rules, support each other and praise the actions and deeds of fellow pupils during PSHEE lessons. They are enabled to highlight areas of concern relating to relationships and behaviour in a safe and non-judgmental environment. During their discussions pupils talk about personal experiences and feelings, expressing and clarifying their own ideas and beliefs. In this safe environment they speak about difficult events such as bullying, and share thoughts and feelings with other people.

Pupils sharpen their ability to socialise with all age groups and develop a sense of shared belonging through an effective House System. Within the house system pupils are encouraged to show empathy to and consideration for the needs of others.

Appendix 4

Cultural Development

The school is strongly supportive of each pupil's cultural tradition and encourages each to be proud of his heritage. The school encourages pupils to respect and appreciate the diversity and richness of cultures and values different to their own.

In many curricular and extra-curricular activities opportunities are used to develop this aspect of school life. The common factors shared by different communities—such as customs, traditions, dress, food are examined from both historical and present day perspectives.

Our aims in nurturing the cultural development of pupils include:

- raising pupils' awareness of the value and richness of cultural diversity in Britain, and how such differences have influenced individuals and society
- assisting pupils to enlarge their understanding of their social and cultural environment.
- enabling pupils to expand their knowledge of Britain's local, national, European, and global dimensions

The school provides numerous opportunities for pupils to visit places of interest as an introduction and stimulation to discussion of the cultural aspects of a subject.

Pupils' wide understanding of the impact of present and past cultures on their lives is supported by regular visits to art galleries, museums. Pupils' extensive performance skills are further advanced through participation in creative workshops of a variety of styles and content.

Pupils' musical skills and techniques are expanded through attendances at numerous concerts and productions, for relaxation as well as study. Musicians visit the school and organise workshops for pupils. The school enables the choir to perform on a range of local stages. The love of art, music and drama is cultivated through the curriculum, workshops arranged by the school during which visiting artists share their expertise with pupils and visits to art exhibitions, theatres, concerts and galleries. Furthermore, the DFE non-statutory guidance of November 2014 advises as follows:

The list below describes the understanding and knowledge expected of pupils as a result of schools meeting [paragraph 5(a)] of the standard.

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- 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;

- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- 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;
- An understanding of the importance of identifying and combatting discrimination

These issues and more are dealt with sensitively and carefully in the PSHEE and Citizenship programme. Spiritual and moral development, particularly beliefs, ethics and worship, is delivered through the Headmaster's whole school assemblies in which there may be, for example, a reading or a dramatic illustration of a relevant point, followed by a thoughtful consideration of relevant issues and prayers. These issues are followed up and discussed further during the week's PSHEE lesson and other places such as tutor periods, circle time and other timetabled lessons.

House assemblies are frequently pupil-led, developing opportunities for responsibility and personal development, which is very important at The Beacon. Throughout the school, pupils are encouraged to take responsibility and this culminates in Year 8 when the most responsible are appointed to posts of importance within the school such as Head Boy, House Captains, Junior Lab Technicians, and Mentor etc.

Upper, Middle and Lower School assemblies tend to be centred on themes such as honesty, making the most of our abilities, consideration, making good choices etc. and these assemblies have been a very important aspect of the Beacon week. These assemblies often follow the same theme, but tend to have a more intimate tone and often focus on rewarding boys' individual achievements and are aligned with the PSHEE themes.

Assemblies in the Pre Prep tend to be thematically based and once again, suitable stories, both social and biblical, are chosen to link into the theme. Circle time is the pivot of early PSHEE in the Pre Prep. The tutorial system, which exists in Years 6, 7 and 8 often touches on discussions about moral and social issues. Parents are invited into the school to discuss their sons' progress and by these means of regular communication and open access, we aim to share responsibility for pupils' development in all aspects of their growth.

Pupils' spiritual/moral development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their willingness to know how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them. Our aim, as educators, is that we provide our pupils with the consciousness that their actions usually involve an active choice; we would rather build upon this awareness than merely give a long list of school rules that they must follow on pain of punishment.

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the

knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities. Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Appendix 5

SMSC Evidence

1. Link to SMSC Evidence Grid.

www.gridmaker.net/tbs

Password: tbs-teach

2. SMSC Code Key (from MTPs)

SMSC Key

SMSC Strand	Description of Standard & Key	Description of Standard & Key	Description of standard & Key	Description of Standard & Key	Description of Standard & Key
Spiritual	Developing Personal Values & Beliefs - SP1	Experiencing Fascination, Awe & Wonder – SP2	Exploring the Values & Beliefs of Others – SP3	Understanding Human Feelings & Emotions – SP4	Using Imagination & Creativity in Learning – SP5
Moral	Developing & Expressing Personal Views or Values – M1	Expressing Moral Values & Ethical Issues – M2	Moral Codes & Models of Moral Virtue – M3	Recognising Right & Wrong and Applying it – M4	Understanding the Consequence of Actions – M5
Social	Developing Personal Qualities & Using Social Skills – S1	Participating, Cooperating & Resolving Conflict – S2	Understanding How Communities & Societies Function – S3		
Cultural	Exploring, Understanding & Respecting Diversity – C1	Participating & Responding to Cultural Activity – C2	Preparing for Life in Modern Britain – C3	Understanding & Appreciating Personal Influences – C4	

Appendix 6

Core Learning Skills

	Thinking and Learning	Reviewing and Improving	Communicating
Independence	I am an independent thinker and learner	I am a reflective learner	I am a good communicator
Collaboration	I cooperate and work hard when doing group work	I work with others to make improvements	I listen respectfully and respond sensitively when working with others
Leadership	I set a good example in my thinking and learning	I take a lead to help improve group work	I inspire others by my actions and words