



MARLBOROUGH COLLEGE

Spiritual, Moral, Social and Cultural Policy

Summer Term 2022



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Appendix B: FBVs, Protect Characteristics and SMSC Summary Statement for HMs

Appendix C: FBVs, Protect Characteristics and SMSC Summary Statement for HoDs

Appendix D: FBVs, Protect Characteristics and SMSC Summary Statement for PSHEE (Artemis) and PSHEE (Academic) staff

Appendix E: Common Room Guidance on the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils

1. Introduction – The Purpose of SMSC

- 1.1 This policy is written with regard to:
 - 1.1.1 Keeping Children Safe In Education 2022;
 - 1.1.2 Keeping Children Safe In Education 2021;
 - 1.1.3 Character Education, Framework Guidance, November 2019;
 - 1.1.4 Promoting fundamental British values as part of SMSC in schools (Departmental advice for maintained schools), Nov 2014;
 - 1.1.5 British Values in the Prevent strategy 2011;
 - 1.1.6 Section 78, Education Act 2002.
- 1.2 The spiritual, moral, social and cultural (SMSC) elements of pupils' education are crucial to their development as an individual, allowing them to take their rightful place in their community as a local, national and global citizen. SMSC is about the values pupils are encouraged to hold, their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people for society and, at the College, pupils are helped to develop positive attitudes and beliefs in order that they are able to meet the expectation placed on them in their work, conduct and attitude. Character Education contributes to this duty to promote SMSC.
- 1.3 It is understood that schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of the College's approach that prepares its pupils for life in modern Britain and creates a culture of zero tolerance in respect of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. The College has a clear set of values and standards, upheld and demonstrated throughout all aspects of College life.
- 1.4 SMSC is at the heart of our community and SMSC is indeed 'infused into day-to-day school life' (as set out in the *Department of Education* guidance):
 - 1.4.1 Promoting British values of democracy, rule of law, individual liberty;
 - 1.4.2 Promoting mutual respect and tolerance for those with different faiths;
 - 1.4.3 Developing pupils' self-knowledge, self-esteem and self-confidence;
 - 1.4.4 Helping pupils distinguish between right and wrong with respect to civil and criminal law;
 - 1.4.5 Encouraging pupils to take responsibility for their behaviour, show initiative and contribute positively to local community and society generally;
 - 1.4.6 Developing knowledge of public institutions;
 - 1.4.7 Promoting tolerance and harmony between cultures and developing respect for their own and other cultures;
 - 1.4.8 Encouraging respect for others regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation (the protected characteristics);
 - 1.4.9 Encouraging respect for democracy; and
 - 1.4.10 Ensuring that partisan (one sided) views are not expressed in the delivery of content and offering a balanced presentation of opposing views.

- 1.5 The definitions and practices that follow are intended to clarify the ways that a pupil's personal development, and that of the College overall, are enhanced by the linked qualities of SMSC.

2. Spiritual Development

- 2.1 As children develop physically, they also do so emotionally and psychologically. Through study, pupils gain knowledge and skills which shape their personal beliefs and identities. The spiritual development of pupils is shown by their:
 - 2.1.1 Personal values and beliefs;
 - 2.1.2 Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
 - 2.1.3 Ability to communicate these beliefs in discussion and behaviour;
 - 2.1.4 Understanding of the value and role of faith and religion in societies;
 - 2.1.5 Sense of enjoyment and fascination in learning about themselves, others and the world around them;
 - 2.1.6 Use of imagination and creativity in their learning; and
 - 2.1.7 Willingness to reflect on their experiences.
- 2.2 Spiritual development is personal and unique to each individual. It includes an awareness of self-identity and self-worth. The College promotes spiritual development as part of pupil personal development through:
 - 2.2.1 All subjects of the curriculum (individual subject statements are available);
 - 2.2.2 The PSHEE programme;
 - 2.2.3 Assemblies (College and house-based); and
 - 2.2.4 Collective worship.

3. Moral Development

- 3.1 Children enter education with degrees of moral understanding defined by their families and friends and by their previous experiences. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemmas they may face. Moral development is concerned with pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices of society. Their knowledge and awareness of values and attitudes of individuals and society as a whole is important. The quality of relationships that pupils experience, the standards of behaviour in the College as well as the values promoted by the College code of conduct will form the basis of any judgment on moral development.
- 3.2 The moral development of pupils is shown by their:
 - 3.2.1 Ability to recognise the difference between right and wrong, to readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England;
 - 3.2.2 Concern for how their actions may affect others, demonstrating understanding of the consequences of their behaviour and actions;

- 3.2.3 Personal behaviour through principles rather than fear of punishment;
 - 3.2.4 Understanding of the consequences of their behaviour and actions;
 - 3.2.5 Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues; and
 - 3.2.6 Knowledge of standards of morality.
- 3.3 The College is a community and its functioning depends on the broad acceptance of rules, codes of conduct and a behaviour and discipline policy based on a clear set of moral principles. The College has a clear set of aims, values and expectations which are shared with parents/carers, staff and pupils including:
- 3.3.1 The importance of honesty;
 - 3.3.2 Respecting the rights and property of others;
 - 3.3.3 Being considerate towards other people;
 - 3.3.4 Taking responsibility for one's own actions;
 - 3.3.5 Self-discipline; and
 - 3.3.6 Respecting the beliefs and practices of others in a multicultural society.
- 3.4 The essence of moral behaviour is to build a framework of values which regulate personal behaviour through principles rather than fear of punishment or reward. These values provide the framework for pupils to develop their attitudes and understanding on morality and develop the self-confidence to hold to this code of values against a variety of pressures. Moral development is about understanding the principles and social values behind actions and decisions. At the College we reject:
- 3.4.1 Bullying;
 - 3.4.2 Cheating;
 - 3.4.3 Deceit;
 - 3.4.4 Cruelty;
 - 3.4.5 Irresponsibility;
 - 3.4.6 Dishonesty;
 - 3.4.7 Obscenity; and
 - 3.4.8 Intolerance including racism and LGBTQIA+ discrimination.
- 3.5 The College promotes moral development as part of a pupil's personal development through:
- 3.5.1 Working with teachers, tutors and housemasters/housemistresses;
 - 3.5.2 Interactions with all members of the College community;
 - 3.5.3 The PSHEE programme;
 - 3.5.4 Assemblies;
 - 3.5.5 Rewards and sanctions; and

3.5.6 Welfare and guidance.

4. Social Development

- 4.1 Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society as responsible citizens. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming pupils' attitudes to good social behaviour and self-discipline so that they develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain. Social development is therefore concerned with how a pupil develops:
- 4.1.1 Their use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds;
 - 4.1.2 Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts;
 - 4.1.3 Acceptance and engagement with 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
 - 4.1.4 The skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- 4.2 The College helps prepare pupils to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations. The College systematically plans for the social development of pupils through a range of teaching and learning activities including:
- 4.2.1 Classroom/laboratory organisation and management;
 - 4.2.2 The Co-curricular programme;
 - 4.2.3 The Outreach programme;
 - 4.2.4 Pupil grouping and opportunities for group work;
 - 4.2.5 The College Code of Conduct;
 - 4.2.6 College Councils, such as the Food Committee and year group House Councils;
 - 4.2.7 College productions;
 - 4.2.8 Residential trips;
 - 4.2.9 Social trips;
 - 4.2.10 The PSHEE Programme; and
 - 4.2.11 Leadership opportunities which support pupils in the College and wider community.

5. Cultural Development

- 5.1 A pupil's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At the College, pupils discover and develop their aesthetic, creative, intellectual and physical skills. They should develop an awareness of their own cultural roots. They should also be able to

appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur, and how they can be reconciled.

- 5.2 The cultural development of pupils is shown by their:
 - 5.2.1 Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
 - 5.2.2 Understanding and appreciation of the range of different cultures within the College and further afield as an essential element of their preparation for life in modern Britain;
 - 5.2.3 Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
 - 5.2.4 Willingness to participate in and respond positively to artistic, sporting and cultural opportunities; and
 - 5.2.5 Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- 5.3 The College curriculum provides experiences of all aspects of culture for pupils including languages, aesthetic, mathematical, literacy, technological, scientific, musical, political, economic and religious education. The College promotes moral development as part of pupils' personal development through:
 - 5.3.1 Creative and performing arts for all pupils;
 - 5.3.2 Local, regional and international cultural/historical visits;
 - 5.3.3 Societies and forums; and
 - 5.3.4 Extra-curricular activities.

6. Conclusion

- 6.1 SMSC is part of the College's education for character. There is a balance between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other. Indeed, these and other aspects of the College's work all contribute to forming well-educated and rounded young adults ready to take their place in the world.

7. Policy Appendices

- 7.1 Appendix A: SMSC statements for individual curriculum and co-curriculum departments.
- 7.2 Appendix B: FBVs, Protected Characteristics and SMSC Summary Statement for HMs.
- 7.3 Appendix C: FBVs, Protected Characteristics and SMSC Summary Statement for HoDs.
- 7.4 Appendix D; FBVs, Protected Characteristics and SMSC Summary Statement for PSHEE (Artemis) and PSHEE (Academic) staff.
- 7.5 Appendix E: FBVs, Protected Characteristics and SMSC Summary Statement for Common Room.

8. Policy Review

8.1 This policy is reviewed annually, or sooner if there are statutory guidance updates.

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