



SOCIAL, MORAL, SPIRITUAL & CULTURAL POLICY



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Social, Moral, Spiritual & Cultural Policy

Aims

- To educate the pupil in the fullest sense so that they begin to realise their academic and personal potential.
- To create a happy and caring environment within which pupils can develop a sense of their personal worth.
- To develop a clear understanding of what is right and wrong and a respect for others to enable each pupil to make a worthwhile contribution to the community.
- To develop initiative, confidence, independence and self-discipline in order to meet the challenges of life.

Objectives

- The acquisition of knowledge and skills in terms of literacy, numeracy, aesthetic sensibility and physical well-being.
- The fostering of levels of expectation which are realistic yet demanding.
- The development of social, moral and religious values through the curriculum.
- The establishment of positive relationships to develop self-discipline and to encourage self-expression and self-realisation.

Introduction

This document takes guidance from the following sources:

- “Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils;
- “Guidance on Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils;
- Non-statutory Guidance for Independent Schools (DfE)”
- “Promoting fundamental British values as part of SMSC in schools” Departmental advice for maintained schools DfE November 2014

The standard for the SMSC development of pupils in the ISI Regulations now includes subparagraphs which are intended to ensure that schools:

- encourage pupils to respect specified fundamental British values;
- do not promote extremist views, or partisan political views, through their curriculum and/or teaching
- offer pupils a balanced presentation of views when political issues are brought to their attention

In accordance with the guidance given by the Department of Education the School understands SMSC as:

Spiritual Development

The development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil’s ‘spirit’. Some may call it the development of a pupil’s ‘soul’; others as the development of ‘personality’ and ‘character’.

Moral Development

Enabling pupils to build a framework of moral values, aligned with the law of the land, which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change.

Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Social development

Young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together in harmony and making a positive contribution to the school community and wider society. It is about functioning effectively in a multi-racial, multi-cultural society and developing into a tolerant and helpful human being. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities, and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

Cultural Development

Helping pupils to develop an understanding of their own culture and other cultures in their city, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, art, theatre, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

The School's aims and objectives positively assert that Brackenfield School offers an all encompassing education. The fullest sense, in terms of the 1992 Schools Act, is one which includes the "spiritual, moral, social and cultural development" of each pupil.

The objectives make it clear that the development is throughout the whole curriculum and coupled to this is the establishment of positive personal relationships. This concerns adults and pupils alike aiming to set, and being entitled to expect from others, good, caring standards of behaviour, marked by respect, responsibility, openness and honesty. We emphasise self-discipline for the development of positive attitudes to oneself and others, resulting in self-induced responsible behaviour.

It is the task of the School to ensure that an adequate foundation of experience and knowledge, with opportunities for discussion, reflection and evaluation, is provided, so that pupils can be given maximum scope to develop their spiritual, moral, social and cultural dimensions. Brackenfield School works with parents to provide a sound basis for the development of all pupils, in all aspects of spiritual, moral, social and cultural developments. It is recognised that these will develop at different rates and that each pupil will begin from a different base point.

It is acknowledged that the school will not be the only means whereby any pupil is influenced spiritually, morally, socially or culturally, and indeed, the school should also reflect other values and customs held within a nation's culture, and to those of other significant cultures, including those represented in the school. In an attempt to achieve its aims, the school does have a number of formal structures which are intended to contribute to the general process of spiritual, moral, social and cultural development. It is not intended that these structures obviously and clearly deliver moral, spiritual, social, or cultural development, but that collectively they underpin the more important aspects of the general social relationships which exist within school. They also provide some of the contexts within which creative personal interaction and development may take place.

The Curriculum

All subjects and all teachers can and do contribute to personal development simply by the way staff interact with pupils during lessons. Certain subjects by their subject matter, have a particular contribution to make.

Displays and publications

The School reinforces its ethos through imagery displays, posters and departmental notice boards as well as items on the website and in the newsletters, celebrating pupils' work and achievements in and out of School in academic and extra-curricular activities.

Assemblies

Assemblies, by what they applaud, celebrate, encourage and disallow, make a highly significant contribution to the articulation and demonstration of the values which the school wishes to promote and develop. Brackenfield pupils and classes are encouraged to lead assemblies where we celebrate the successes and individual achievements of all.

Teaching and support staff

At Brackenfield all pupils' including EYFS, personal welfare is supported by a class teacher (Key worker in EYFS) who also takes overall responsibility for the academic and social development of pupils in their class. However, all staff recognise the importance of supporting and responding to the SMSC needs of all children in school, irrespective of whose class pupils are in.

Mentoring

All pupils who need extra support, whether academic or pastoral, are allocated a staff mentor. Meetings can be weekly or less often but are intended to help the pupil develop through a period of difficulty.

House Activities

In each Year Group, specific house activities take place which are explicitly designed to further personal and social development. In Reception to Y6, this includes a housepoint system where certificates are awarded on the number of housepoints gained. Pupils can gain housepoints for demonstrating one of our core values of 'respect, kindness, confidence, honesty, perseverance and initiative.

Extra-Curricular Activities

There are numerous and diverse extra-curricular activities which make a major contribution to personal development, especially in sport, music and drama. A wide variety of overseas trips and tours, visits to the theatre and museums are also run throughout pupils' time at the school. The development of our Eco scheme in school made local news and ended with an art installation in the local library and litter-picking in the Pinewoods as part of helping the local community, all contribute to the social and cultural development of pupils. Pupils are given many opportunities to perform to the public at community events, Carol services and school productions.

Charitable Events

At Brackenfield, various charity days are organised throughout the year and we visit local care homes on a regular basis to share our pupils' talents with members of the extended community. Throughout the year, all members of the School community are encouraged to initiate, participate and contribute to events. The children, led by the school council, choose a charity each year and children and adults organise several events both in school and as part of the community to support the charity. Friends of Brackenfield School (FOBS) is run by parents of the school and they work in conjunction with the children and staff to provide extra-curricular activities for the children and social opportunities to the families of Brackenfield. They raise a substantial amount of money for good causes, and many charities have benefitted over the years. In 2022 /2023 the Brackenfield family successfully spearheaded a fundraising effort to buy and install a defibrillator, now in situ at the school gate and already used by the community on three occasions, for use by school and the community. In addition to this the school went on to raise £1822 shared between local and national charities.

Responsibility and Leadership

The system of House Captains; Sports Leaders, and the School Council provide both formal and informal opportunities for pupils to exercise leadership, service and responsibility, it also encourages pupil voice.

Specialist Staff

In addition to all teaching staff, there are a number of specialist staff such as the SENDCo, performing arts/music teachers (including peripatetic music and speech and drama teachers), Dyslexia Action teacher (by arrangement), who all have a particular role to play in working closely with individuals to assist them to prepare in diverse ways for the outside world.

Special Services

During the school year there are occasions, such as The Carol Service; The Easter, Harvest and Remembrance Assemblies, which are celebrated in and through acts of worship. We also celebrate other religious festivals, such as Diwali, throughout the year.

The School Ethos and Rules

There is so much more to spiritual, moral, social and cultural development than just conforming to a set of rules. It is important, however, to have a well-regulated and disciplined environment for any educational achievement. Here at Brackenfield, we have four 'Mission Areas'; Curriculum and learning, Activities, Outdoor Learning and Community, which underpin school life. In addition, our core values of Kindness, Respect, Honesty, Perseverance, Confidence and Initiative

are engrained in all that we do. The school has policy documents on the school codes of behaviour that are based on the fundamental tenet of mutual respect, and these together with the general ethos of the school (implicitly) are expressions of the values that Brackenfield seeks to encourage. They are considered to be a vital ingredient in the spiritual, moral, social and cultural development of all the pupils.

Evaluation

Brackenfield’s development is an on-going process. Formal discussion and evaluation, involving all staff, take place regularly. The development of the school’s Vision, Mission and Values has involved staff, pupils and families to help us bond together to enrich and enhance the true value of our school.

Equal Opportunities

Our school is committed to equality of opportunity which will allow all adults and children to realise their potential, socially, academically physically and spiritually, and to make the maximum contribution to the school and wider community, both now and in the future. Equality of opportunity should be experienced and expected by everyone within all areas of school life. Throughout the PSHE provision in the school, students are encouraged to have respect for other people, paying particular regard to: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation (as set out in the Equality Act 2010).

Name of policy SMSC Policy	Policy reviewed/amended date September 2021 (v2) October 2022 (v3) September 2023 (v4)
Original policy date September 2020	Current version V5
Date of new review Autumn Term +2024	