



Broomwood Hall School Limited and

SPIRITUAL, MORAL, SOCIAL & CULTURAL (SMSC) POLICY

Broomwood Prep – Boys, Girls & Pre-Prep

Policy Summary

SMSC helps pupils develop into confident, happy and positive young people that can, amongst other things, distinguish right from wrong, respect difference, appreciate diversity, develop a caring attitude towards others and achieve the best that they can be. At Broomwood Preps (Girls and Boys) and Broomwood Pre-Prep, we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school values and ethos.

Broomwood's aims are to:

- Care for and nurture the pupils in our school
- Provide broad and extensive learning experiences
- Be ambitious for our pupils

In order to promote harmony and the efficient and safe functioning of the School we are all expected to:

- be helpful, tolerant and respectful towards everyone in the School community
- observe the particular rules which are designed to ensure our own safety
- behave with courtesy and in a manner which reflects well on us and on the School
- participate fully in the life of the School
- avoid behaviour or comments which could lead to any distress
- make sure that our appearance does credit to us and the School

- respect the property of both the School and of other people and look after our own
- show respect for the environment of the School
- show consistency and common sense in the application and following of School rules and guidelines

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Spiritual Development

- “Spiritual” is not synonymous with “religious” but Broomwood recognises that some pupils will express their spiritual awareness in religious terms, while for others the spiritual quest involves other forms of expression.
- Pupils who are developing spiritually are likely to develop some of the following characteristics:
 - a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
 - an awareness and understanding of their own and others’ beliefs
 - a respect for themselves and for others
 - a sense of empathy, concern and compassion
 - an increasing ability to reflect and learn from this reflection
 - a readiness to challenge all that would constrain the human spirit for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice,

narrowness of vision, self-interest, sexism, racism and other forms of discrimination

- a sense of the values and the tolerant tradition of the School

The School attempts to foster the pupils' spirituality by:

- giving them the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect people's lives
- enabling the pupils to develop a set of values, principles and beliefs to inform their perspective on life and their behaviour
- encouraging the pupils to explore and develop what animates and inspires themselves and others
- encouraging the pupils to express innermost thoughts and feelings through, for example, art, music, literature and crafts, exercising the imagination, inspiration, intuition and insight
- promoting teaching styles which:
 - value the pupils' questions and give them space for their own thoughts, ideas and concerns
 - enable the pupils to make connections between aspects of their learning
 - encourage the pupils to relate their learning to a wider frame of reference
 - encourage the pupils to consider and respect a diversity of opinions

Moral Development

- Moral development is about the pupils building a framework of moral values which regulates their personal behaviour, developing an understanding of society's shared and agreed values. Pupils who are becoming morally aware are likely to be developing some or all of the following characteristics:
 - an ability to distinguish right from wrong
 - an appreciation of the needs of the vulnerable within our own and the wider community
 - an ability to think through the consequences of their own and others' actions
 - a willingness to express their views on ethical issues and personal values
 - an ability to make responsible and reasoned judgements on moral dilemmas
 - a commitment to personal values in areas which are considered right by some and wrong by others
 - a respect for others' needs, interests and feelings as well as their own
 - a desire to explore their own and others' views
 - a sense of moral responsibility towards society through charity, fundraising and community service projects

Broomwood encourage the pupils' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the School
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria

- giving the pupils opportunities across the curriculum to explore and develop moral concepts and values and the consequences of relationships
- developing an open and safe learning environment in which the pupils can express their views and practise moral decision making
- recognising and respecting the codes and morals of the different cultures represented in the School and the wider community
- encouraging the pupils to take responsibility for their actions for example, respect for property, care of the environment and developing codes of behaviour
- proving models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship

Social Development

- Pupils who are socially aware, adjust appropriately and sensitively to a range of social contexts. They relate well to others and work successfully as a member of a team. Pupils who are becoming socially aware are likely to be able to:
 - adjust to a range of social contexts by appropriate and sensitive behaviour
 - relate well to other people's social skills and personal qualities
 - work successfully as a member of a group or team
 - challenge when necessary, and in appropriate ways, the value of a group or wider community
 - reflect on their own contribution to society and to the world of work
 - participate in activities relevant to the community
 - understand the notion of interdependence in an increasingly complex world
 - exercise tolerance and a sense for inclusion

The School will foster the pupils' social development by:

- identifying key values and principles on which the School and community life is based
- fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, language, gender, ability, sexual orientation and religion, can flourish
- encouraging the pupils to work co-operatively
- encouraging the pupils to recognise and respect social differences and similarities
- providing positive group experiences; for example through assemblies, team activities, residential experiences, school and class productions
- providing opportunities for the pupils to exercise leadership and responsibility across year groups
- providing positive and effective links with the wider community and, where possible, other countries

Cultural Development

- Cultural development is about the pupils understanding their own background and culture, other cultures in their locality and in the country as a whole, and elsewhere in the world. Promoting the pupil's cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism. Linguistic diversity is encouraged.

- Pupils who are becoming culturally aware are likely to be developing some of the following characteristics:
 - an ability to recognise and understand their own cultural assumptions and values
 - an understanding of the influences which have shaped their own cultural heritage
 - an understanding of the dynamics and the evolutionary nature of cultures
 - an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
 - an openness to new ideas and a willingness to modify cultural values in the light of experience
 - a willingness to participate in and respond to artistic and cultural enterprises

The School will encourage the pupils' cultural development by:

- providing opportunities for the pupils to explore their own cultural assumptions and values
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
- recognising and nurturing particular gifts and talents
- providing opportunities for the pupils to participate in literature, drama, music, art, sport, science, crafts and other cultural events
- developing partnerships with outside agencies and individuals to extend the pupils' cultural awareness, for example theatre, museum, concert and gallery visits and foreign exchanges
- exposing pupils to a broad range of views from across the political spectrum

We expect each academic department to encourage opportunities for SMSC development across the School.

Promotion of SMSC Education

We promote SMSC education through, amongst other things:

- Our school values – see Appendix 1
- assemblies
- PSHE
- Theology, Philosophy & Religion (TPR) lessons and Church Services
- clubs and co-curricular activities
- our pastoral care system
- maintaining positive relationships with parents
- our teaching and learning environment
- learning support
- the curriculum
- displays
- the House system
- prizes and awards
- fundraising for charity and engaging in charitable activities
- School Council

- a wide range of visits and visitors
- sex and relationship education
- drug education

Fundamental British Values

We actively promote **Fundamental British Values** as outlined in the DfE advice *Promoting fundamental British values as part of SMSC in schools (Nov 2014)* and *Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (Nov 2014)*.

Democracy

- The principle of Democracy is explored in an age appropriate fashion in PSHE, History and TPR lessons across the school, as well as in Assemblies.

The rule of law

- All pupils are encouraged to explore and to devise laws which govern their behaviour both within the classroom and also in the wider community.
- The pupils are encouraged to explore the values and expectations behind the laws which govern and protect the UK.
- All year groups participate in a range of transition activities that develop their life skills, awareness of dangers within society and keeping themselves safe, prior to moving on to senior school.

Individual liberty

- All pupils are treated as individuals, and they are encouraged to acknowledge and exercise their rights and freedoms as well as those of others.

Mutual respect

- The School strives to ensure that all members of our community appreciate the effect that their actions may have on themselves and on others. To this end, mutual respect features strongly in our school aims and in our ethos.
- Our vision for every member of our community is that they will be the best that they can be. This aim is supported by everything that we do through the curriculum, extra-curricular activities and through enrichment events, and the ways in which we treat each other.
- Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

Tolerance of those of different faiths and beliefs

- All members of our community benefit from the richness which people of different faiths, races and creeds bring to the school; thereby developing a better understanding of how to take their place in a culturally diverse society in the United Kingdom.

Furthermore, the DfE non-statutory guidance advises as follows.

- 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.

By following this guidance on FBV we believe that the spiritual, moral, social and cultural development of our pupils is actively promoted and catered for by ensuring that pupils are enabled to:

a. Develop their self-knowledge, self-esteem and self-confidence:

- We celebrate the achievements of all our pupils, individually and as part of a team. Our adults are proud to act as role models for our pupils and to encourage them to be the best that they can be.

b. Distinguish right from wrong and to respect the civil and criminal law of England:

- Pupils are supported as they learn to make this important distinction and are encouraged to understand that living in England comes with the responsibility to abide by the law.

c. Accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living locally and to society more widely:

- Promoting and celebrating the value of community service, such as School Council, duties and positions of responsibility.
- Actively promoting participation in annual charity events.
- Supporting a school chosen charity each year. One that is local to the area and, most often, child centered.

d. Acquire a broad general knowledge of, and respect for, public institutions and services in England:

- Pupils experience, through our curriculum and visiting speakers, the roles and responsibilities of other professions related to public institutions such as health care professionals, emergency service professionals and the police.

e. Demonstrate tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures:

- The school celebrates pupils from every race, nation and creed and every combination of the same.

- In recent years, the School has cultivated links with a plethora of culturally diverse charities.
- f. Develop and show respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England:**
- Democracy is alive and well at the School and our pupils experience it in an age-appropriate fashion
 - pupils gain an understanding of the role of the Police, Armed Forces and the emergency services.
 - Where appropriate 'mock' votes take place to allow pupils to understand the democratic process.

In addition, the School aims for all our pupils to show respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010:

- age,
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- race,
- religion and belief,
- sex,
- sexual orientation.

Our provisions, criteria and practice in all areas, including teaching must not discriminate against pupils in a way contradictory to the Act. We train all our staff on the implications of the Equality Act 2010 in the workplace.

We take very seriously our responsibility to ensure that every member of our community is valued in an atmosphere of mutual respect and tolerance, and we are proud of the ways in which we understand and celebrate our differences. The School actively promotes FBV through the curriculum, assemblies and other activities, as well as through the expected behaviour of pupils and staff. They are embedded in the ethos of the school.

Curriculum Design to support Fundamental British Values

The School's curriculum is designed to:

- enable all members of our community to develop their self-knowledge.
- enable pupils to distinguish between right and wrong, and to accept responsibility for their own behaviour, as detailed in the Behaviour Policy.
- promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- encourage respect for other people and foster respect for democracy and support for participation in the democratic process in England.
- effectively prepare our pupils for British life by developing a range of character attributes that underpin success in the community.

Our Approach to Political Issues

The School discourages the promotion of partisan political views in the teaching of any subject. We will take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. This will be done while they are in attendance at the School or taking part in extra-curricular activities which are provided or organised by or on behalf of the School or in the promotion at the School. The latter includes through the distribution of promotional material on extra-curricular activities taking place at the School or elsewhere.

The “Prevent Duty” and our Role in the Prevention of Political Indoctrination

The school follows the ‘Prevent duty’ with regard to radicalisation and extremism, and its reporting and as such we:

- commit, in the exercise of our functions, to have due regard to the need to prevent members of staff and pupils from being drawn into terrorism.
- understand that extremism is vocal or active opposition to Fundamental British Values; including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- train our staff to be aware of and alert to indicators of radicalisation which may include:
 - disclosures by pupils of their exposure to the extremist actions.
 - graffiti symbols, writing or artwork promoting extremist messages or images.
 - pupils accessing extremist material online, including through social media.
 - parental reports of changes in behaviour.
 - pupils voicing opinions drawn from extremist ideologies and narratives.
 - use of extremist or ‘hate’ terms to exclude others or incite violence.
 - intolerance of difference, whether secular or religious or, in line with the school’s equal opportunities policy.
 - attempts to impose extremist views or practices on others.
 - anti-Western or anti-British views.
- endeavour to build pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping our pupils understand how they can influence and participate in decision-making.

Additional Policies, Procedures and Legal Framework

This policy applies to the EYFS and the whole school; it should be read in conjunction with the following school policies:

- Behaviour
- Anti-bullying
- Curriculum
- EAL
- Equal Opportunities
- Teaching and Learning

Further guidance can be found in the Equality Act (2010).

APPENDIX 1

Broomwood School Values

Aspiration

Community

Empathy

Integrity

Passion

Respect