



Clovelly House School Policy



Clovelly House School  
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# Spiritual, Moral, Social and Cultural Development of Pupils Policy

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## **Policy on the Spiritual, Moral, Social and Cultural Development of Pupils**

### **1. Purpose**

The purpose of the policy is to ensure that:

- \* pupils have the maximum opportunities to develop socially acceptable moral viewpoints
- \* pupils develop normalising social skills and tolerance and awareness for others
- \* pupils have opportunities to experience and assimilate a variety of enriching cultural practices



- \* pupils have enhanced opportunities to explore their inner appropriate spiritual needs in a non-judgemental and supportive manner
- \* citizenship is embedded in all the work across the curriculum.

## 2. OFSTED

The school will take cognizance of the statutory requirements of OFSTED for the spiritual, moral, social and cultural development of pupils as laid out in the Statutory Instrument, The Education (Independent School Standards) (England) Regulations 2010 No.1997. The work of all education staff members will aim to promote these principles as stated below.

### ‘PART 2 Spiritual, moral, social and cultural development of pupils

5. The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor ensures that principles are promoted which—

- (a) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- (b) enable pupils to distinguish right from wrong and to respect the law;
- (c) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- (d) provide pupils with a broad general knowledge of public institutions and services in England; and
- (e) assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.’

According to the Guidance, ‘Improving the Spiritual, moral, social and cultural, (SMSC), development of pupils: supplementary information’, the school will be committed to ‘actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs’.

Every school across the organisation will ensure that the spiritual, moral, social and cultural development of the pupils is, at least, good and will aim to improve and aspire to outstanding provision. Aspects of SMSC will be embedded in the ethos of the schools incorporated in a cross-curricula way across all subjects. This will be measured against the OFSTED criteria for assessing the provision in schools. (See appendix 1)

## 3. Principles of the Policy

The policy actively promotes opportunities for pupils to:

- \* Develop self-esteem, self-awareness and self-confidence,
- \* Distinguish between right and wrong and respect the civil and criminal law of England,
- \* Take responsibility for their own behaviour and make a positive contribution to their own environment, including the school and wider community,
- \* Acquire respect and general knowledge of public institutions and services in England,
- \* Develop respect, tolerance and understanding for their own and others’ culture, abilities and differences,
- \* develop respect for democracy and the democratic process which form the basis of the law in England.

To fulfil these principles and develop a deep understanding of democracy, the schools will encourage pupils to:

- \* understand why democracy is perceived as being the fairest form of political organisation in England,
- \* understand the value of democracy,
- \* understand why law making and how it is represented in Parliament is seen as better than alternatives.



#### 4. Roles and Responsibilities

##### Principal

The Principal will ensure that:

- \* Senior managers are involved in writing and establishing the policy;
- \* Staff members are familiar with and embrace the principles of the policy;
- \* Staff members are provided with resources to implement the policy;
- \* The principles of the policy are embedded in all aspects of the development of the child;
- \* Provision for the spiritual, moral, social and cultural development of the pupils is rigorous monitored and provision continuously improved.

##### Staff members

Education staff members will:

- \* Familiarise themselves with the policy;
- \* Plan for ways of integrating the principles of the policy across the school in line with the development of the child;
- \* Bring political issues to the attention of pupils across the teaching and alternative curriculum activities offered to each child, ensuring that there is a balance of opposing views,
- \* Pro-actively support and monitor the spiritual, moral, social and cultural development of each pupil.

#### 5. Opportunities for spiritual, moral, social and cultural development

Pupils will be given opportunities for spiritual, moral, social and cultural development through the National Curriculum subjects, particularly PSHE, Humanities, Art and Design, Food studies, ICT and Literacy.

In addition, schools will promote an enhanced curriculum with enrichment in spiritual, moral, social and cultural elements. These will include:

- \* school visits to: religious centres, national institutions and cultural events
- \* in school: school meetings and assemblies, cross curricular work and open days
- \* integrated community work: community cohesion, integrated work, and,
- \* extra-curricular work: after school clubs.

#### 6. Monitoring and review of the policy

This policy will be monitored and reviewed at least annually by the Principal and the Senior Leadership Team and any changes necessary will be incorporated into the updated policy. These will include statutory requirements as well as relevant DfE guidance.

##### See also: 'Curriculum Policy'

Equal Opportunities Policies

Improving the spiritual, moral, social and cultural development of Pupils: supplementary information, DfE Nov 2014

### Appendix 1

**OFSTED criteria for evaluation of spiritual, moral, social and cultural development in independent schools (Non-association independent school inspection handbook 2015)**

#### 'Defining spiritual, moral, social and cultural development

145. The DfE has published non-statutory advice Improving the spiritual, moral, social and cultural (SMSC) development of pupils – Departmental advice for independent schools and academies/free schools to help



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independent schools understand their obligations under the standards relating to a school's provision for pupils' spiritual, moral, social and cultural development.<sup>1</sup> The advice sets out the aims of each of the standards in part 2 of the independent school standards (spiritual, moral, social and cultural development of students).

146. In addition to checking compliance with part 2 of the independent school standards, inspectors will take the following guidance into account.
147. The spiritual development of pupils is shown by their:
- 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
  - sense of enjoyment and fascination in learning about themselves, others and the world around them
  - use of imagination and creativity in their learning
  - willingness to reflect on their experiences.
148. The moral development of pupils is shown by their:
- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
  - understanding of the consequences of their behaviour and actions
  - 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.
149. The social development of pupils is shown by 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
  - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
  - 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
150. The cultural development of pupils is shown by their:
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
  - understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
  - knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
  - willingness to participate in and respond positively to artistic, sporting and cultural opportunities

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<sup>1</sup> Improving the spiritual, moral, social and cultural (SMSC) development of pupils – Departmental advice for independent schools and academies/free schools, Department for Education; [www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independent-schools](http://www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independent-schools)



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- 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 socioeconomic groups in the local, national and global communities.

### **Grade descriptors:**

#### **OUTSTANDING**

The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community.

#### **GOOD**

Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development, and their physical wellbeing. There is a positive climate for learning.

#### **REQUIRES IMPROVEMENT**

The school requires improvement because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.

#### **INADEQUATE**

there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development or their physical well-being, so that pupils are intolerant of others and/or reject any of the core values fundamental to life in modern Britain.