

Queenswood



Spiritual, Moral, Social and Cultural Policy

Issued by	Deputy Head Pastoral
Last review	May 2024
Circulation	Governor access through Clerk Queenswood Website Staff Portal

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

Policy statement

Queenswood is committed to the spiritual, moral, social and cultural development of its pupils and this policy is further reflected in the school's aims and ethos. Much of this development takes place in the classroom and through the co-curricular life of the school, as well as within the Chapel, which is at the heart of Queenswood's Christian foundation. However, it is also recognised that the partnership established between parents and the School is essential to the full development of pupils as spiritually, morally, socially and culturally aware individuals.

Definitions

Spiritual

Spiritual development is concerned with the human spirit as opposed to material or physical things; it often leads to a search for individual identity, meaning and purpose in life. Spiritual development includes developing personal values and beliefs, experiencing fascination, awe and wonder, exploring the values and beliefs of others, understanding human feelings and emotions, and using imagination and creativity in learning.

We aim to:

- ensure pupils have time to be still, silent and contemplative.
- explore what it means to be truly human: to be creative, to make judgments, to learn to forgive and be forgiven, to encourage, and to inspire.
- encourage pupils to explore and develop their personal beliefs and to be spiritually aware.
- encourage the ability to sense wonder and mystery in the world.
- inspire an appreciation of a non-material and intangible dimension to their life.
- provide thought-provoking and stimulating assemblies and acts of worship in chapel, where all pupils feel at ease, whatever their faith, including those of no professed faith.

Moral

Moral development is the ability to understand the difference between right and wrong. It includes developing and expressing personal views or values, investigating moral values and ethical issues, moral codes and models of moral virtue, recognizing right and wrong and applying it, and understanding consequences of actions.

We aim to:

- help pupils to learn the difference between right and wrong and to respect the civil and criminal law.
- help pupils to formulate and articulate their own attitudes and values.
- help pupils to take responsibility for their behaviour and understand the consequences of their actions.
- show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

- help pupils to be aware of, and respond to, the needs of others.
- help pupils to recognise the moral dimension within situations.
- develop a moral responsibility towards the environment.

Social – including health and economic education

Social development concerns knowledge and understanding of relationships, both individual and collective, in the family, at school and beyond. This will include, but is not limited to, the RSE (Relationship and Sex) Education components in PSHCEE. It includes developing personal qualities and social skills, participating, cooperating and resolving conflict and understanding how communities and societies function. This also incorporates economic education that is relevant at all stages of the curriculum, from pocket money use to financial planning.

We aim to:

- enable pupils to develop into individuals with self-knowledge, self-esteem and self-confidence.
- help pupils to develop emotionally and socially and to form relationships based on mutual respect.
- encourage pupils to empathise with the feelings of others and to develop their own powers of self-expression.
- encourage pupils to take the initiative and to understand how they can contribute to community life.
- prepare pupils for the opportunities, responsibilities and experiences of adult life.
- help pupils to understand citizenship.
- enable pupils for a life of financial responsibility and understanding.

Cultural

Cultural development involves understanding one's own identity, whilst acquiring awareness of the artistic and social activities in contemporary societies and past societies. It includes exploring, understanding and respecting diversity, participating and responding to cultural activities, preparing for life in modern Britain and understanding and appreciating personal influences.

We aim to:

- provide pupils with a broad general knowledge of public institutions and services in England.
- stimulate the pupils' imagination, insight, creativity and aesthetic appreciation.
- help pupils to gain an appreciation of the richness and diversity of contemporary cultures and past cultures.
- promote understanding of, and deep respect for, each other's cultures in a way that promotes tolerance and harmony between different cultural traditions.
- make clear that all individuals of whatever age, gender, ability, racial, social or religious background should be valued and respected; to encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.
- 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.
- effectively prepare pupils for the opportunities responsibilities and experiences of life in British society.

- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- develop further 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 democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Roles and responsibilities

As the spiritual, moral, social and cultural development of the pupils spans almost every activity within the School, all members of staff have a role to play. Clearly some members of staff have a greater role than others and these include:

- The Principal, who sets the overall spiritual, moral, social and cultural tone in the school.
- The Deputy Head Pastoral, through her overall responsibility for the care of the pupils.
- The Head of PSHCEE who, with the Deputy Head Pastoral and Heads of Year, oversees the PSHCEE programme.
- The Chaplain, who works with the Deputy Head Pastoral to design the Assembly and Chapel Programme, leads regular worship in the Chapel and services at important and critical times in the life of the school and society, supports pupils and staff to question and deepen their faith, provides spiritual care to pupils and staff and, together with the Deputy Head Pastoral and Charity Prefect, facilitates the school's charitable and fundraising activities.
- Assistant Head Boarding, Heads of Year, Housemistresses, Houseparents and Boarding Assistants through their day-to-day pastoral care of the pupils within their boarding houses.
- The Medical Staff and School Counsellor through their medical and welfare responsibilities for the pupils.
- Tutors through their tutorials.
- The Senior Deputy Head and all members of the teaching staff through ensuring that the spiritual, moral, social and cultural aspects of their subjects are conveyed to the pupils through their delivery of the curriculum and their organisation of educational visits.
- The Senior Deputy Head reminds HoDs each September to remind their departments to follow this guidance, and provides further guidance where needed.

All staff must avoid the promotion of partisan political views in the teaching of their subject and take reasonable steps to ensure that when pupils are in school, on trips or taking part in co-curricular activities, they are offered a balanced presentation of opposing views. Details are in the appendix of this policy.

Delivery

Spiritual, Moral, Social and Cultural development is addressed through:

- Delivery of the Assembly and Chapel Programme.. Regular worship in the Chapel and services at important and critical times.
- PSHCEE lessons, which include RSE teaching.
- Curriculum.
- Tutorials.
- External speakers (who must be approved by the Deputy Head Pastoral).
- Co-curricular programme.
- Educational visits within the United Kingdom and abroad.

- House System.
- Community Service.
- School and individual charitable work.
- Membership of the School Councils.
- Leadership training.
- System of rewards and sanctions.

Monitoring and assessment

Continuous monitoring is carried out through:

- The School has due regard to the need to prevent people from being drawn into terrorism. Staff regularly update their Prevent training.
- Observation of the day-to-day behaviour, attitude and expressed views of the individual pupil.
- Discussion between members of staff of pupils' behaviour and attitude.
- Through staff interview process.
- External speakers are vetted by the Deputy Head Pastoral to determine if there are any concerns over their views or any safeguarding concerns. When external speakers are on site, the Visitor's Policy must be adhered to at all times.

When appropriate, assessments of individual pupils will be conveyed to parents as required and through the standard reports system.

Parents are informed at the start of the academic year about the PSHE curriculum and are given the opportunity for their daughter to "opt out" of the Sexual Education aspect of the course. Other related School policies and procedures

- Curriculum Policy
- PSHCEE Policy
- RSE Policy
- Aims and Ethos
- Anti-Bullying Policy
- Pastoral Care Policy
- Pupil Behaviour Policy
- Equality and Diversity Policy
- Visitor Policy

APPENDIX 1

Guidance to staff on the teaching of political views

The SMSC Policy makes it clear to staff that partisan political views in the teaching of any subject in the school are precluded, and pupils are to be offered in lessons and co-curricular activities a balanced presentation of opposing views. Controversial political viewpoints are not precluded, but views should not be promoted which are inconsistent with Fundamental British Values. Teachers are not allowed by law to promote partisan political views in the teaching of any subject in schools. The Education Act 1996 sets out the statutory requirements which require school governing bodies, head teachers and local education authorities to take all reasonably practical steps to ensure that, where political issues are brought to the attention of learners, they are offered a balanced presentation of opposing views.

In practice, the following from www.citizenshipfoundation.org.uk is helpful:

Teachers should:

- give pupils the opportunity to hear conflicting views and opinions.
- present all information and opinion as open to interpretation, qualification and contradiction.
- establish a classroom climate in which all pupils are free to express sincerely held views without fear.
- not present opinions as if they are facts.
- not set themselves up as the sole authority on a subject.
- not give their own accounts of the views of others, but, rather, letting the actual claims and assertions of protagonists speak for themselves.
- not reveal their own preferences in unconscious ways, e.g., facial expressions, gestures or tone of voice.
- not imply a correct opinion through their choice of respondents in a discussion.
- not fail to challenge a one-sided consensus that emerges too quickly in the classroom.

In cases of international conflict, teachers should be aware that the range of opinion is often far wider than that which is represented in the Western media. Wherever possible, it is important to make pupils aware of the sorts of views and arguments that are found in non-Western media as well. Similarly, teachers should resist the inclination to promote attitudes that apparently reflect prevailing public opinion to the detriment of minority views. Where public opinion on an issue is particularly vocal, this can be difficult to achieve. Nevertheless, it is not the job of the teacher to side with majority opinion, but to subject all views to rational criticism.