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# Bishop Challoner School



## SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY



## **Bishop Challoner School**

### **Spiritual, Moral, Social and Cultural Policy**

**Please also refer to the school's PSHEE Policy, Learning and Teaching Policy, Safeguarding Policy.**

#### **Introduction**

Spiritual, moral, social and cultural education (SMSC) helps children develop personal qualities, which are valued in any civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Bishop Challoner School we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school ethos and aims.

We recognise each individual as a unique part of God's creation and respect the human dignity of all members of the community, allowing our pupils to "Live, Love and Learn like Christ". Our school values are actively promoted: Community and service, Celebrate diversity, Faith and spirituality, Forgiveness, Happiness, Honesty, Justice, Love, Respect and Responsibility and Trust.

We also ensure that we provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society. To this end, every opportunity is taken to actively promote Fundamental British Values of democracy, rule of law (both civil and criminal), individual liberty, mutual respect and tolerance of different faiths and beliefs. All curriculum areas at Bishop Challoner have a contribution to make to a child's SMSC development. However, the promotion of British Values is also incorporated into our Assemblies, Form Time, Pastoral Care and work with our Chaplaincy Team.

As a result of British Values promotion, we expect pupils to have:

- 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 acceptance of responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality and to society more widely;
- An understanding of the importance of identifying and combatting discrimination.

All staff will model and promote expected behaviour, treating all people as individuals and showing respect for pupils and their families. Staff will not actively encourage particular partisan political viewpoints and aim to present balanced views as recognised by the Teacher's Standards on personal & professional conduct.

## **Definitions**

We use the following definitions of Spiritual, Moral, Social and Cultural:

### **Spiritual**

Beliefs, religious or otherwise, which inform pupils' perspective on life and their interest in, and respect of, different people's feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in their learning and willingness to reflect on their experiences.

### **Moral**

Ability to recognise the difference between right and wrong and pupils' readiness to apply this understanding in their own lives. Understanding of the consequences of their actions. Interest in investigating and offering reasoned views about moral and ethical issues.

### **Social**

Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels. An acceptance and engagement with the fundamental British values, encouraging pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **Cultural**

Understanding and having an appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities. Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

## **AIMS OF SMSC**

At Bishop Challoner School, we share, support and strive to achieve the quality of SMSC provision described by the 'Excellent' Grade descriptors used by ISI:

*"The pupils have extremely well developed personalities for their age. They show a keen sense of fair play and appreciate the circumstances of those less fortunate than themselves. They are reflective and self-critical and many show a clear awareness of their own strengths and weaknesses. They are sensitive to the non-material aspects of life and show well-developed aesthetic and spiritual awareness. They are able to give convincing reasons for the values which they espouse. They relish the responsibilities which they have and in many cases have taken strong initiatives in organizing fund raising activities. Through their lives in school, they have developed an easy approach to pupils of different nationalities and show conspicuous understanding and harmony of cultures other than their own."*

## **How the curriculum contributes to SMSC**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as the specific subject areas listed below. A balanced curriculum is one that, amongst other things, reflects the nature of the world we live in.

### **The contribution of PSHE**

**Personal, Social, Health and Economic (PSHE)** education is a subject that supports our pupils to be healthy, safe and prepared for modern life. It is a subject in which our pupils will develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

Wellbeing and Mental Health is delivered within the Carousel timetable.

Pupils' SMSC development is actively promoted in PSHE by:

#### **Spiritual Development**

- Sustain their self-esteem in their learning experience.
- Catholic Ten Ten programme
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.
- Imagination and creativity in lesson.

#### **Moral Development**

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong and apply this to their own lives whilst developing respect for civil and criminal law.
- Show respect for the environment.
- Make informed and independent judgements.

#### **Social**

- Take action for justice. Rights and responsibilities, criminal responsibility.
- Develop an understanding of their individual and group identity.
- Helping others in the school and wider community.
- Acceptance and engagement with fundamental British values.
- Social media, bullying vs banter, cyber, keeping safe online.

#### **Cultural**

- Explore and improve knowledge and understanding of the value and richness of cultural diversity in modern Britain.
- EDI
- Understand the values and meaning of being British.
- Appreciate fundamental values of democracy, rule of law, liberty, respect and tolerance.
- Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.

## **RSHE**

**Relationships, Sex and Health education (RSHE).** The aim of RSHE is to teach our pupils to understand human sexuality and to respect themselves and others.

Other aims of RSHE are to cover the following areas of **Healthy living** - this is the Physical, Mental and Social well-being – Mental wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs/Alcohol and tobacco, Health and prevention, Basic first aid and changing adolescent body. PSHE also incorporates aspects of **citizenship, equality and diversity and British values.**

## **The Contribution of English**

English contributes to our pupils' SMSC development through:

### **Spiritual**

The English department teach a range of literature that develop spiritual development through discussion and debate. For example, the study of the classic novel 'A Christmas Carol', amongst others, encourages the discussion of the difference between good and evil, considering the impact of conscience. The study of texts like this gives students the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives.

Creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment.

### **Moral**

In year 7, we teach 'The Bone Sparrow' and year 8, 'Trash'. Both texts encourage moral thinking through the recognition of values such as goodwill, humility and kindness. Students are able to analyse character and events to explore the consequences of negative actions. During the study of fiction, students are given the opportunity to consider different perspectives and empathise with other characters. For instance, the study of Shakespeare's 'Macbeth' poses a range of topics and themes for debate such as the dangers of power and ambition.

Writing non-fiction texts (throughout the curriculum) such as newspaper articles, leaflets, reports and reviews deal with moral questions, such as race, homelessness, alcoholism, sexism, giving students the opportunity to produce their own writing.

### **Social**

English lessons promote cooperation and teamwork through being able to work in groups, listening to presentations and asking questions. Real issues encourage students to think about the world outside of school and give opinions on topics that may affect them in the future for example, imagining it has been proposed that a new supermarket is to be built in the local area. Students are required to take on a role and argue a point of view.

We also give students the opportunity to speak in different contexts and regarding a range of different real life issue, applying learning to careers and life after school. Peer assessment is an integral part of our teaching and we encourage focused feedback between students, whereby they support and encourage each other, reflecting and giving advice using their own method for success.

Students are all given the opportunity to be independent, self-reliant and responsible for their own learning. Debate is an important aspect of the subject, giving logical arguments with respect, rationality and thoughtfulness.

## **Cultural**

Students learn about respecting others through the study of poetry from different cultures. Several of our chosen texts and many poems deal with conditions faced by those in impoverished or less fortunate situations. Students are able to appreciate different cultures and empathise.

The study of Victorian literature gives opportunities for students to appreciate British history and culture. Speaking and listening activities promote the opportunity to share their own experiences and appreciate other students' perspectives and experiences.

Theatre trips and visits from published authors give all students the opportunity to access cultural activity alongside the viewing of DVDs of plays in performance, which otherwise some students may not have the opportunity to experience.

## **The Contribution of Religious Education**

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Prayers during every lesson.
- Discussions about moral issues.
- Homework that reflects topical issues such as terrorist attacks, ecological disasters or prominent figures in the church.
- Catholic Social Teachings about the poor, Kingdom Values and the lives of prominent Catholics.

## **The Contribution of Mathematics**

Mathematics contributes to our pupils' SMSC development through:

### **Spiritual**

Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students who are encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them.

### **Moral**

The moral development of pupils is an important thread running through the mathematics syllabus. We relate all Maths to real life contexts, applying and exploring the skills required in solving various problems. All pupils are made aware of the fact that the choices that they make lead to various consequences. They must then make a choice that relates to the result they are looking for. The logical aspect of this relates strongly to the right/wrong responses in maths.

### **Social**

Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of Maths lessons.

Our setting of classes from Year 7 allows pupils to feel more comfortable in class. By supporting each other, pupils realise their own strengths and feel a sense of achievement which often boosts confidence. Over time, they become much more independent.

## **Cultural**

Mathematics is a universal language with a myriad of cultural inputs throughout the ages. We encourage the teaching of various approaches to Mathematics including multiplication methods from around the world such as the Egyptian, Russian and Chinese lattice method. We also explore the Mathematics applied in different cultures such as Rangoli patterns, symmetry project; Fibonacci sequences, tessellations and Islamic geometric patterns. The ability to use exchange rates for foreign travel is also an important life skill students will learn.

Introductions to topics within maths often leads to discussions about their origins, such as Pythagoras' Theorem from Greece, algebra from the middle East and debates as to where Trigonometry was first used. We try to develop an awareness of both the history of maths alongside the realisation that many topics that we still learn today have travelled across the world and are used internationally.

## **The Contribution of Physics/ Biology and Chemistry**

Physics contributes to our pupils' SMSC development through:

### **Spiritual**

Sometimes science and spiritual ideas do cause conflict but in a modern society it is important to understand why these conflicts arise so we can respect the views of others and move forward. It is also seen more often that science is able to stand alongside the spiritual beliefs of many. This is looked at often from a neutral standpoint within science lessons. The topics of Big Bang and AI have difference of opinions. we held neutral lessons in Physics. Fertilisation and child development –KS3 Biology, Lifestyle – KS3, KS4 & KS5 Biology, Diet, Ecology, Global Warming – KS4, Evolution.

There are several opportunities for SMSC in chemistry. Quite a few chapters lend themselves to discussing the pros and cons of smoking and drinking. The financial drain on working class people with not enough disposable income, as well as the drain on the national health service. We also discuss how our living standards are harming the environment, i.e. global warming from burning fossil fuels.

### **Moral**

Students study the importance of fossil fuels to human society and the impact their usage is having. This is probably the first real time that students start focussing on particular aspects of pollution in the world around us and on the renewable and non-renewable resources.

### **Social values:**

Climate change – KS3 and KS4 Physics

Importance of collaboration in Science

Topics which develop individuals understanding of society

Group work

Science lessons discussing science in the modern world and news

STEM/Science Club

Trips - In action Lectures, Science Live lecture Trips, Science Week, Royal Society London

Greenwich observatory

### **Cultural**

The Big Bang Theory – KS4

The shape and composition of the Solar System – KS3 & KS4

Use of mobile phones and IPADS– KS4 Physics

## **The Contribution of Computing and ICT**

ICT contributes to our pupils' SMSC development through:

- In Computer Science education, SMSC (Social, Moral, Spiritual, and Cultural development) forms a crucial aspect of the KS3, GCSE & A-Level curriculum, integrating ethical considerations and societal impact into technical learning. Pupils delve deeper into the ethical implications of technology, exploring issues such as

data privacy, algorithmic bias, and the ethical use of artificial intelligence. They examine how digital innovations intersect with social dynamics, cultural diversity, and individual beliefs, fostering a slight difference in understanding of technology's role in society. Through SMSC, pupils engage in critical discussions, ethical debates, and reflective activities, cultivating a sense of responsibility and empathy in their approach to computer science. By integrating SMSC principles, senior school computer science education aims to empower pupils to become ethical and socially conscious technologists, capable of navigating the complex ethical landscapes of the digital age.

### **The Contribution of History**

History contributes to our pupils' SMSC development through:

In History students learn about different cultures and their values, which enables the students to understand the history of other countries.

For example, in KS3 students are taught about the civil rights movement. At A-level students learn about Democracy and Dictatorship in Germany, learning what drove the German population to support a fascist Dictatorship.

### **The Contribution of Geography**

Geography contributes to our pupils' SMSC development through:

#### **Spiritual**

Through teaching geography, we can also develop children's spiritual development.

Essentially, Geography is about studying people, where they live and our relationship with the environment. This involves providing children with the opportunities to reflect on their own values and beliefs and those of others.

#### **Moral**

Most geographical issues provide opportunities for distinguishing a moral dimension; for example, should deforestation be allowed in a rainforest?

#### **Social**

Fieldwork and classroom opportunities that the geography curriculum provides, enhances social development as pupils develop a greater degree of self-discipline and rely on collaborative skills to ensure the learning is successful.

### **The Contribution of Sociology**

Sociology promotes opportunities for Social, Moral, Spiritual and Cultural development through;

- Exploration of those in society who are struggling and comparisons between middle class and working class people.
- Opportunities for cultural trips to museums, visiting speakers, and observations of school settings.
- Study of religion in society and why people choose to follow religion.

### **The Contribution of Modern Foreign Languages**

Modern Foreign Languages contributes to our pupils' SMSC development through:

KS3 - 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. Year 8 is similar to Year 7 with an understanding of linguistic differences and similarities and its impact on social formation e.g. masculine and feminine adjectives.

Year 9 is similar to that of Year 7 and 8 with an added interest in investigating and offering reasoned views on cultural differences and similarities.

At GCSE we explore deeper issues such as homelessness, racism and gender and family identities within AQA text books and curriculum

### **The Contribution of Art**

Spiritual, Moral, Social, and Cultural Development is central to what we do in Art. On the front of our Department Handbook is this quote by Bridget Riley:

*“Art develops spiritual values and contributes a wider understanding to the experience of life which helps to build a balanced personality.”*

Art contributes to our pupils’ SMSC development through:

Tackling a number of social issues through specific projects, such as ethical considerations in our War and Conflict project in Year 9, social and political issues in our Poster Design project in Year 8 and Cultural issues in our Year 7 World Masks project. All our Schemes of Work are built with EDI principles in mind.

Many homework tasks, embedded in projects throughout all Key Stages, focus on a range of artists from all sections of society.

And, culture and a rich cultural life is core to our subject, from making personal imaginative work to high culture with visits to galleries and museums.

### **The Contribution of Music**

Music contributes to our pupils’ SMSC development through:

Tackling a number of social issues through specific projects, such as ethical considerations in our 20th century project in Year 9 which looks at modernist and post-modern reactions to the two World Wars, the Holocaust, Hiroshima and Nagasaki.

Social and political issues are discussed for instance in our Rock and Roll, and Indian Fusion projects in Year 8.

Considerable effort has been spent to build a curriculum with EDI principles in mind. For instance, even in the Y8 Classical Music project, the featured composer is George Bologne, rather than one of the more famous white figures. Many other units celebrate diverse cultures.

Cultural Development is central to all music making - the two are inseparable in pupils listening, composing and performing. Music is culture.

### **The Contribution of Drama**

Drama contributes to our pupils’ SMSC development through:

#### **Spiritual**

The Drama department teaches a range of topics which gives students the opportunity to reflect on their own beliefs and thoughts. Acting is expressive and allows for a reflective process and the freedom to be creative and experiment. Drama also aids spiritual development through discussion and debate. Theatre in Education is explored in year 9 and this genre helps an audience learn a message about a topic while watching what different outcomes are depending on what the characters decide to do. This gives students the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives.

## **Moral**

Drama presents multiple opportunities which allow students to engage in moral thinking. In year 8, we use Drama to explore what racism and discrimination can look like, and what we can and should do if we are victims or witnesses of it; students are able to analyse character and events to explore the consequences of negative actions. Additionally, through the study of the case of Christopher Craig and Derek Bentley, students have a chance to think about capital punishment and its limitations linked to mental health.

Other topics/debates that are included in the Drama schemes of work are: is curiosity always a good thing? Does mental health justify someone's actions? How can discrimination (sexism, homophobia, racism) be avoided or challenged? What does it feel like to be a refugee, or a migrant? Is there such a thing as sports for boys only or girls only?

## **Social**

Drama lessons promote cooperation and teamwork through being able to work and rehearse in groups, watching each other perform and giving constructive feedback. Real issues encourage students to think about the world outside of school and give opinions on topics that may affect them - for example, imagining what they would do if they were in a character's situation. An example of this is used in Forum Theatre, where students stop a performance and tell the actors what they should do differently to avoid a negative outcome. Students are required to take on a role and portray it believably through vocal and physical skills and interaction with others on stage.

Students develop social skills by performing in front of audiences outside of their classes (from year 9 upwards) and techniques such as breaking the fourth wall or using Theatre in Education encourages actors to address and engage with the audience. Students are all given the opportunity to be independent, self-reliant and responsible for their own learning and performances. Through Drama, they can develop useful social skills such as public speaking, leadership, group management and clear communication.

## **Cultural**

Students learn about different styles of theatre that have been used in Britain and elsewhere, for example Commedia Dell'Arte, Melodrama, Greek Theatre. They develop cultural knowledge by studying practitioners at KS4 such as Brecht and Stanislavski, who have influenced theatre through their work. Students learn about how Drama can link to other subjects, for example History and English, through the context of the musical 'Hamilton' and 'Billy Elliot,' and the effects of the plague in England through the play 'The Roses of Eyam'. Further links to English literature can be found with the exploration of Susan Hill's 'The Woman in Black' (year 9), and Roald Dahl's 'Dirty Beasts' (year 8).

Theatre trips give all students the opportunity to access cultural activity alongside the viewing of DVDs of plays in performance, which otherwise some students may not have the opportunity to experience.

## **The Contribution of Physical Education**

Pupils' SMSC development is actively promoted through PE by:

### **Spiritual**

- Exploring creativity through producing Dance and Gymnastic routines, Yoga.
- Creating and developing own attacking and defensive set plays and tactics
- Reflecting and critiquing their own and other performances
- Using discovery style to allow students to have their own thoughts, ideas and concerns
- Questioning students throughout lessons – WHY, WHAT, WHERE and HOW
- Units of work focusing on Team building – Motivation, determination and character building.

## **Moral**

PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. Students should abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions, which in turn helps students apply this understanding to their own lives.

## **Social**

Students in PE can use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. An interest in and understanding of, the way communities and societies function at a variety of levels. Also students can develop their friendship and social mixing through involvement in House competition and extra-curricular clubs.

## **Cultural**

The PE department can encourage a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **Examples of Cultural lessons**

- Learning about the developments of sports in different countries
- Learning where different sports originate from and what the national sports of different countries
- Are.
- World Cups and Olympic games
- Gaining an understanding of different sports and their foundations
- Use of international examples of different athletes and their achievements
- Cultural engagement through elite performers both at school and in their own sporting
- environment.

## **The Contribution of SEND**

Pupils' SMSC development is actively promoted through SEND by:

**Spiritual and Moral** - means exploring personal beliefs, values and sense of purpose. Pupils develop self-awareness through exploring real life situations. Through discussion, pupils can develop an understanding of themselves and others, providing a moral compass to guide decision-making. They are encouraged to be empathetic, compassionate and honest.

**Social** - This revolves around interpersonal skill development and building meaningful relationships. Social development means learning how to work as a team and communicate effectively.

**Cultural** - This aims to expose pupils to the rich tapestry of human diversity. Pupils are encouraged to appreciate and respect different cultures, traditions and backgrounds. They are encouraged to be open-minded and tolerant.

## **Beyond the Curriculum**

We deliver SMSC through a variety of ways beyond the curriculum:

- Celebrations of achievement (eg at assemblies, prize giving, credit system) to build self- confidence and self-esteem. Challoner Update (weekly newsletter) celebrates success
- Links with the local parishes, CAFOD and a wide variety of charities which help pupils recognise the positive contributions they can make to the community
- School trips, retreats and links with Aylesford Priory, Southwark Cathedral and other places of worship. Trips to House of Parliament and War Rooms aid understanding of public institutions and services in UK
- Pupil Leadership/ Prefect system
- Sports Leadership Programme
- Peer Mentor Programme
- Faith in Action
- All assemblies have a Spiritual, Moral, Social or Cultural theme
- Our extensive Extra-Curricular Programme including visiting speakers such as police medical professionals, who are all vetted in advance and details logged on a central register
- School productions
- Duke of Edinburgh Program
- Pupil Voice – enabling pupils to have their voice heard
- Public Speaking Competitions which help develop confidence and self-assured.

## **Roles and Responsibilities**

All members of staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the School. Teachers are expected to respect the rights of others and to respect those with different beliefs; they should feel free to voice related concerns and interests within the normal pattern of departmental, tutorial and staff meetings.

The Heads of Sections will work with the SLT and their tutor teams to develop and regularly review the content of the PSHEE scheme of work to ensure that a coherent programme is followed that allows for all four aspects to be delivered at appropriate times, including assemblies and during form time.

Subject Heads will regularly audit their schemes of work to ensure there are opportunities for covering relevant SMSC criteria.

Opportunities for relevant training will be made available through the CPD programme and co-ordinated by the Deputy Head.

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