



ST. EDWARD'S OXFORD

Spiritual, Moral, Social and Cultural Education

The school expects all teachers to contribute to the general education of its pupils. This includes not only formal aspects such as the teaching of specialist subjects, involvement in some of the range of activities offered outside the classroom, tutorial work in houses, but also the less well-defined areas of spiritual, moral, social and cultural education. Contributions here may take place in the context of lessons and in less formal contact with pupils. Nor should the impact of our unspoken attitudes and approach be ignored.

The aim of spiritual education is to provide opportunities for pupils to develop knowledge and insight into values and beliefs, and to develop their spiritual awareness and knowledge of themselves. This may happen in events such as Chapel services or Religious Studies lessons which are designed for this purpose, but it may also occur in quite different contexts, for example in a discussion of the nature of proof in mathematics, or of the contemporary beliefs assumed in a piece of English Literature, or of the values displayed by participants in historical events. Each subject will have its contribution to make, and opportunities for discussion of such matters should be taken, whilst respecting the stage of development of the pupils as well as the very different religious standpoints adopted by them and their teachers. As a school and as a country we are the inheritors of a Christian tradition, and pupils should be made aware of this and its impact on our culture and the education that they receive.

The way we treat each other is a reflection of our values and beliefs. St Edward's has a reputation for good relationships between pupils, teachers and other adults working in the school, with the viewpoints of all being respected, and this aspect of our life as a school community should be nurtured.

Chapel life provides opportunities for the experience of Christian worship, centred on the Sunday Eucharist. On Sunday mornings those pupils in the 6th form who feel that attendance at the Eucharist is not for them may choose to attend the 'Theme' which seeks to provide an element of spiritual education without pre-supposing a Christian commitment. Weekday services for the Lower School introduce pupils to important Christian themes. All members of the Common Room, and their families, are encouraged to support these aspects of school life as much as they are able to do so.

Moral and social education is, perhaps, more obvious. Moral questions may arise in class, on the sports field, or in day-to-day dealings with pupils. Involvement in teams or community service, as well as living together in boarding houses all impinge on social education. In many schools, all teachers are expected to take formal responsibility for personal, social and health education in tutor periods. At St Edward's, the PSHE lessons in the Shells, Fourths and Fifths are handled by a team led by the Head of Pupil Wellbeing. There are also sessions for each year-group, organized on a house basis often in conjunction with the Health Centre.

About 10% of our pupils are nationals of countries other than the UK; a further 7% or so are children of British expatriates. This offers a particular opportunity for pupils to broaden their cultural horizons by learning from fellow-pupils about other societies and ways of life; appropriate opportunities should be made in lessons. But there is also plenty of scope for encouraging pupils to broaden their experience of Western culture. Pupils are regularly

challenges in assembly to attend a school event that they had not tried before, such as a concert, a play, or watching a sports fixture with a view to broadening their cultural and social horizons and promoting social cohesion by supporting others in the school.

Policy on spiritual, moral, social and cultural education

A. Introduction As a natural expression of its aims and values the school is committed to the spiritual, moral, social and cultural (SMSC) development of all its pupils. As a boarding school, with a well-established international community, there are many different ways and settings for our pupils to develop into self-assured, confident, happy, positive young people.

Therefore it is important that principles and practices are promoted, by all that we do, which:

- (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law;
- (iii) encourage pupils to accept responsibility for their behaviour, 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;
- (iv) provide pupils with a broad general knowledge of public institutions and services in England;
- (v) 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; and
- (vi) encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

B. What we seek to achieve. Following Ofsted (2012) we recognise:

Pupils' **spiritual development** is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- 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
- willingness to reflect on their experiences.

Pupils' **moral development** is shown by their:

- ability to recognise the difference between right and wrong and their 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.

Pupils' **social development** 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 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.

Pupils' **cultural development** is shown by their:

- understanding and 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 socio-economic groups in the local, national and global communities.

C. Where and when. We are mindful that these characteristics are developed in both formal and informal ways. They are encouraged, to some extent, through every interaction. We therefore adopt a whole school approach to the delivery of SMSC. Some examples include:

- Through the school ethos as encouraged in the aims and values.
- Through Chapel services.
- Through assemblies which have a spiritual or moral tone, or which may involve the celebration of pupils' achievements in any area, or which may showcase pupils' talents in a particular area.
- Through whole school events which have a spiritual or moral tone which express the collective values of the school, for example, 150th events in 2013.
- Through our expectations of pupils' behaviour in relation to themselves and others (see Behaviour Policy).
- Through lessons. Many subjects provide opportunities for pupils' awareness and experience of spiritual, moral, social and cultural education to be developed. The majority of subjects offer the possibility of enhancing pupils' awareness.
- Through relationships with staff including teachers, tutors, non-academic staff, extra-curricular coaches, and counsellors. All these people act as examples and provide material for reflection on the development of their own character.
- Through workshops and presentations, both those in-house in origin or given by visitors to the school. These may be in Shell circus, short lectures or speaker events, arranged by HMs, part of the activities programme.
- Through the PSHE programme and political literacy.
- Through careers guidance and careers education.
- Through all aspects of the cultural and activities programme including performance opportunities, visits and trips, especially those of a residential nature: for example – RS trip to Paris, History trip to Russia and Israel, Languages trips, Sports tours which have included charity work and an exploration of indigenous cultures, and many more.
- Through the expectation that pupils' will actively involve themselves in supporting others, for example, contributing to the whole school charity, collections in Chapel for the Harvest Festival, House charity activity, voluntary service as part of DoE, CAS, or community service.
- Through the Duke of Edinburgh's Award Scheme offered to throughout the school.
- Through the CAS programme in the International Baccalaureate.
- Through the opportunity to hold posts of responsibility at house level, and whole school level.

An exhaustive list of where and when opportunities are available is neither possible nor desirable. Ofsted's "Subsidiary Guidance – supporting the inspection of maintained schools and academies 2012" affirms this when it suggests that Ofsted itself is not looking for complete evidence of all aspects of SMSC,

“All schools should be promoting pupils’ spiritual, moral, social and cultural (SMSC) development and suitably preparing pupils for life. However, there is no need to present a detailed analysis in the report of the school’s promotion of each of the four components of pupils’ SMSC development.”

D. Monitoring. SMSC is overseen by the Warden with regular input from SMT, Chaplaincy, Pastoral Care Group and HMs. Monitoring also takes place through regular observation of:

- the planned curriculum by SMT, Heads of Department and HMs
- feedback from parents, pupils and former pupils;
- the number of pupils who work with others less fortunate than themselves;
- the number of pupils for whom disciplinary action is required.
- the number of pupils who participate in extra-curricular activities;
- the relationships between pupils and staff: the way staff address pupils and vice versa, the way pupils address and care for each other
- the relationships developed by the school with the wider community

The above follows the guidance and advice given in the following two publications:

- Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils; Non-statutory Guidance for Independent Schools (DfE)
- Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils; Departmental advice for Independent schools and Academies / Free Schools Version 2 – February 2013 (DfE)