



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

This policy also applies to the EYFS

Updated	Review Date	Version
January 2017	January 2018	2017.01

Signed: _____ (Chair of Governing Board)

Next Review: January 2018 (annual)

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

Aims

It is the aim of Maltman's Green to support and guide girls to be their best within a safe and happy environment, by providing the best quality teaching and guidance we can.

The spiritual, moral, social and cultural development of a child plays a significant part in her desire and ability to learn. By offering the girls a wide variety of lessons and extra-curricular activities, we provide girls with the opportunity to be the best they can be. We believe that the ethos and education throughout the school actively promotes fundamental British values.

A strong pastoral team is led by the Deputy Head (Pastoral) and supported by the Head of Pastoral Care and an enthusiastic group of form teachers. This group meets regularly to discuss any pastoral issues, including those which might affect a girl's SMSC development.

The school code is widely discussed amongst staff and girls, and is included towards the front of their homework diary:

- *Stay healthy*
- *Take part*
- *Always work hard*
- *Be safe*
- *Look after property*
- *Everyone matters (of particular importance regarding SMSC)*

Maltman's Mindset

From September 2015, the school has run a Maltman's Mindset scheme, designed to promote the values and principles of the school. The list of mindsets is as follows:

- Perseverance
- Collaboration
- Empathy
- Independence
- Respect
- Reflection

E-safety

There is also a "Safe Use of Computers Agreement" and "Kid SMART rules" printed towards the back of the girls' homework diaries. Both of these measures ensure that girls are aware of the need to behave appropriately towards each other, and what they should do if they feel the school code is not being upheld.

British values

For guidance on what classes as a "British value", please see Appendix 1.

We actively promote positive and fair values throughout the school, but have identified certain points in the school year when SMSC education can be delivered more discreetly:

- *Assemblies, including any visitors*
- *Displays*
- *Form time*
- *Trips*
- *Charity work*

However, matters related to SMSC may be discussed at any other time of the school day. All staff are informed of the weekly pastoral theme and encouraged to emphasise it where possible. The Maltman's Mindset for that half-term is also used. This interaction between pupils and staff provides strong indirect pastoral support.

A record is kept of these key SMSC points, divided into the five sections above, and can be found here: [T:\Staff Resources\Academic and Curriculum\SMSC](#) This record is kept up-to-date by a Teaching Assistant or member of the administrative team.

Teaching and Learning

All staff are informed of the weekly pastoral theme in advance, in meetings and on the weekly arrangements sheet, and are encouraged, wherever possible, to promote it within their teaching and learning.

The teaching and learning of SMSC is accessible to any pupils with a Special Education Need or Disability (including any children who may have an EHC plan) or those with English as an additional language. Please see the Special Education Needs and Disability Policy.

When active promotion of British values is planned, it should be reflected in termly planning, in PSHCE lessons and others. Any such detail should be marked with "SMSC". Teaching staff should liaise with SMT if more guidance is needed, but the following examples should give some idea of what can be included:

- *Important British figures, both current and historical, in any subject, especially those figures who uphold British values.*
- *Important events in British history.*
- *Important published or produced works, such as books and art work.*
- *The tolerant society of the UK, including cultural and religious tolerance.*
- *Current Affairs.*
- *The democratic system of the UK, and any form of election.*
- *The selection of any grouping, with reference to the above.*

Prevent Duty

Although respect for other cultures and traditions is actively promoted at Maltman's, discriminatory or extremist opinion or behaviour will always be challenged. To this end, the promotion of partisan political views in the teaching of any subject in the school is forbidden. Whenever political issues are discussed, pupils must be offered a balanced viewpoint. The school also recognises its duty to prevent its pupils being drawn into terrorism, with its work on actively promoting British values as a suitable countermeasure. However, should the school become aware of any pupil who is at risk of being drawn into terrorism it will take appropriate action, as set out in its Safeguarding and Child Protection Policy and Procedures.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY
Appendix 1

Amendment to the Education (Independent School Standards) (England) Regulations 2010

Came into force on 29th September 2014

2. (1) The Education (Independent School Standards) (England) Regulations 2010(1) are amended as follows.

(2) In Part 2 of Schedule 1 (Spiritual, Moral, Social and Cultural Development of Pupils), for paragraph 5 substitute—

“5. The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—

- (a) actively **promotes 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) ensures that principles are actively promoted 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** of England; .
 - (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) enable pupils to acquire a **broad general knowledge of and respect for public institutions** and services in England; .
 - (v) further **tolerance and harmony between different cultural traditions** by enabling pupils to acquire an appreciation of and respect for their own and other cultures; .
 - (vi) **encourage respect for other people**, paying particular regard to the protected characteristics set out in the Equality Act 2010(2); and .
 - (vii) **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; .
- (c) **precludes the promotion of partisan political views** in the teaching of any subject in the school; and
- (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—
 - (i) while they are in attendance at the school;
 - (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
 - (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere; they are offered a balanced presentation of opposing views.”.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY
Appendix 2

Article 14 (Freedom of thought, conscience and religion), UNICEF Convention on the Rights of the Child

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.