



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

This policy applies to all sections of the School including the EYFS

At Kirkstone House School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to grow as individuals and to learn and achieve. Here the academic and pastoral are inextricably linked and we place great emphasis on ensuring that all pupils feel safe and that they develop excellent self esteem within a nurturing environment. The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of others with different faiths and beliefs. We therefore aim to provide an education that provides pupils with:

- opportunities to explore and develop their own values and beliefs;
- spiritual awareness,
- high standards of personal behaviour with the ability to distinguish right from wrong;
- a positive, caring and tolerant attitude towards other people,
- an understanding and appreciation of their social and cultural traditions and those of others;
- an understanding and appreciation of fundamental British values;
- an understanding of respect for other people with particular regard to protected characteristics
- opportunities to develop confidence and social skills.

Pupils' development of spiritual, moral, social and cultural awareness is developed within the classroom across the curriculum, but it is also promoted through the wide range of experiences that the School has to offer. Pupils are encouraged to be reflective in PSHE lessons and attitudes and values form one area of this subject's assessment. Social Skills groups play an important part in supporting pupils with SEN, particularly those with ASD to develop social awareness.

Our inclusive approach means that all pupils can access the curriculum and the range of extra-curricular activities in School. This develops self esteem and confidence which encourages pupils to be reflective and thoughtful. We aim to engender in all a sense of moral responsibility and this is evident in the ways in which pupils look after each other and are willing to report any incidents of bullying. Older pupils have excellent relationships with younger pupils through mentoring.

Taking responsibility is an important means by which pupils can develop social and moral awareness and we have plenty of opportunities for pupils to take a lead through roles such as: Technical Crew, Ambassadors, Prefects, Hospitality Team, Form Captains, Sports leaders.



Aims of the Policy:

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the wider life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

### **Pupils are able to develop their self knowledge, self esteem and confidence**

There are numerous ways in which this is achieved.

Pupils are encouraged to reflect on strengths in Form Time and PSHE and as a fully inclusive school, pupils have many opportunities to get involved in the wider aspects of school life such as through the Shakespeare School's Festival; inclusive Sports Teams and many opportunities for leadership. The Form Tutor places great emphasis on raising self esteem amongst tutees and the School has a deeply embedded culture of praise.

### **Pupils are enabled to distinguish right from wrong and to respect the civil and criminal law of England**

The Pupil Code of Conduct is displayed in classrooms and pupils often discuss issues relating to acceptable behaviour and right and wrong. This is done in Form Time and PSHE but also through social skills groups and life skills classes. Pupils agree classroom rules and show respect for these within their peer group settings. The criminal and civil law is discussed in PSHE. Community Police Officers regularly visit the School to give talks in both Lower and Senior School. In Lower School pupils understand the difference between right and wrong and that there are consequences for making wrong choices.

### **Pupils are encouraged 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.**

Pupils at Kirkstone House have a great sense of community. Our Behaviour Policy emphasises personal responsibility and the importance of making the right choices. Pupils have a restoration meeting if they are ever excluded from a lesson and ways forward based on personal responsibility are identified.

Pupils are very engaged in charitable fund raising and they also give of their time: writing to sick children in hospital; hosting 2 parties annually for local disabled children; taking part in community events within the village. The School has a designated charity each year but also raises money for National Charity days and supports local children who fall into need.

### **Pupils acquire a broad general knowledge of and respect for public institutions and services in England.**



Pupils understand the importance of public institutions and services and assemblies and PSHE provide time for reflection and discussion. The RAF run leadership days for pupils in KS4. Many of our pupils go on to study Public Services at BTEC level at college.

**Pupils are encouraged to acquire an appreciation of and respect for their own culture and that of others.**

Pupils take assemblies; we have cultural diversity/ enrichment days; cultural visits. Year 7 have an extended project on their culture and diversity.

**Pupils have great respect for people and particular regard is given to the protected characteristics laid out in the 2010 Act.**

As a fully inclusive, non selective school our pupils appreciate diversity and actively celebrate it. Equal Opportunities are highlighted across the curriculum/PSHE and in Form Time and Social Skills/Life Skills groups.

**Pupils have respect for democracy and support participation in the democratic process. This includes respect for the basis on which the law is made and applied in England.**

Pupils are encouraged to respect democracy through School decision making, e.g. election of Form Captains and Prefects. They are taught about law making in PSHE and links with the local community Police give older pupils an understanding of the basis of law and its application.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

The integrity and spirituality of pupils from all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the our school.

### **Spiritual Development:**

Spiritual Values are inculcated in pupils by the ethos and education throughout the school. Emphasis is placed on helping them to:

- form and maintain effective relationships and friendships
- share thoughts and feelings
- be reflective
- be creative
- appreciate the non-materialistic aspects of society
- challenge prejudice in all of its forms



- sustain their self esteem in their learning experience
- develop the capacity for critical and independent thought
- discuss their beliefs, feelings, values and responses to personal experiences

### **Balanced Views**

Through discussion, pupils are able to reflect on their own views and share opinions. We encourage pupils to listen to each other and to respect different stand points. It is the responsibility of both the Headmistress and the proprietors to ensure that the promotion of partisan political views is precluded in the teaching of any subject in school. Pupils will always be offered a balanced presentation of opposing views.

### **Monitoring the Policy**

The Policy is reviewed annually or before if required by the Headmistress and the staff. The Headmistress holds regular meetings with the Head of PSHE to discuss how views are presented and to ensure that they are balanced.

Authorised by

Mrs Corinne Jones  
Headmistress  
On behalf of the Proprietors

Dated

1<sup>st</sup> October 2017

Date of next review

1<sup>st</sup> October 2018