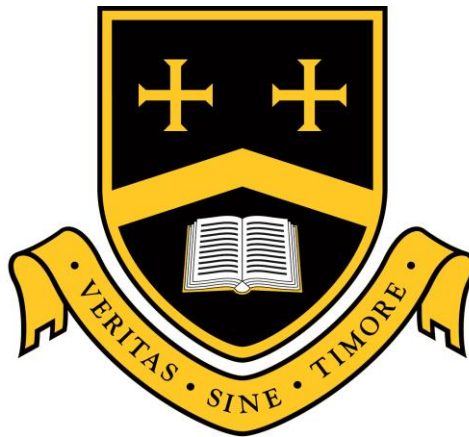


# Spiritual, Moral, Social and Cultural Development Policy



CATERHAM  
SCHOOL

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## **Caterham School Purpose Statement**

Caterham School is one of the leading co-educational schools in the country. We are committed to providing an environment in which all pupils are challenged to be the best they can be and one in which pastoral care and well-being underpin academic, co-curricular and sporting excellence. The majority of our pupils are day pupils but we are also a thriving boarding community, which we believe enriches the educational opportunity and experience for all. We believe in providing an education for life for all Caterhamians and we seek to ensure that the learning experience at our school blends the best of tradition with the exciting opportunities provided by new technology. Learning how to learn is a key facet of a Caterham education and is in our view an essential skill for life in the twenty-first century. We believe that a truly excellent school is about more than academic achievement alone: it is also about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence without arrogance and genuine interests that extend beyond the confines of the classroom.

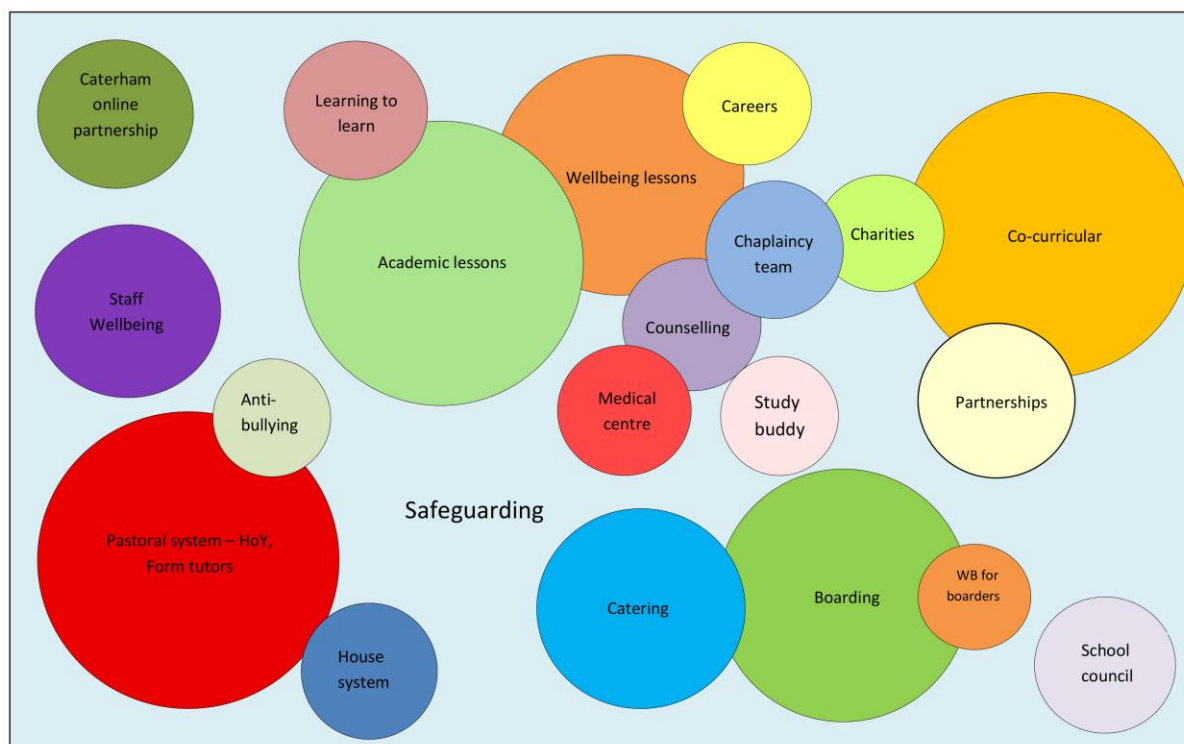
At Caterham School we focus on developing the whole person, aiming to ensure that each pupil leaves here ready for the challenges of life at university and beyond and understanding their responsibilities towards others. We want our pupils to leave Caterham well equipped to engage positively with a rapidly changing world as accomplished problem solvers and innovators, confident in their ability to lead and with a clear appreciation of and respect for the views and potential of others. In so doing we remain true to our founding principles and values.

## **Introduction**

Our approach to SMSC is holistic, and occurs through a whole school, community wide approach to wellbeing which is integral to the education we offer, underpinning all aspects of school life. The education provided by the School is not only about the gaining of knowledge and the acquiring of essential skills, important though they are, but about the personal development of each pupil, in its fullest sense. Discrete sessions to promote wellbeing form a subset of a much greater whole.

At Caterham we aspire for all our pupils to be mentally and physically healthy, to have a sense of their spirituality, to have the necessary awareness to make healthy decisions, to engage positively with local, national and global communities and be ready for their futures. Adults and young people in our community are encouraged to value and be true to the highest ideals, aiming to set, and being entitled to expect from others, good, caring standards of behaviour, marked by respect, responsibility, tolerance, openness and honesty. We aim to encourage and challenge all pupils to the very able to develop to their fullest degree, and supporting and enabling low-achieving and average pupils to value and even surprise themselves through what they are able to achieve, thereby increasing their resilience, appetite for challenge and sense of self-confidence.

A whole school approach to  
Wellbeing at Caterham School



## Protected Characteristics

The School ensures that pupils are taught in accordance with the Equality Act 2010's definitions of protected characteristics and with equality requirements borne carefully in mind.

## Fundamental British Values

It is the responsibility of the School to ensure that an adequate foundation of experience and knowledge - with opportunities for discussion, reflection and evaluation - is provided, so that pupils can be given maximum scope to develop their spiritual, moral, social and cultural dimensions. This responsibility necessarily includes that pupils know and understand fundamental British values, as defined by DfE:

- 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 wellbeing 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 choose and hold other faiths and beliefs is protected in law;
- an acceptance that other 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; and
- an understanding of the importance of identifying and combatting discrimination.

Within the School's whole school approach to Wellbeing, these values are actively promoted through everyday interactions, the discipline system and also through assemblies, dedicated Wellbeing lessons, forums and co-curricular activities.

Further details and exemplification can be found in the School's Fundamental British Values Statement.

### **Prevent Strategy**

The School takes seriously its responsibility to promote the Prevent Strategy, and it does so as part of its whole school approach as laid out above. Pupils are encouraged across a range of platforms to appreciate, understand and reflect on their rights and responsibilities, and all of them are aware that if they have any concerns relating to the conduct of other members of the school community they must speak to the DSL who will then take matters up (although anyone should call the Police in urgent cases). Further details regarding Prevent can be found in the School's Safeguarding Policy.

This policy works in conjunction with other policies, procedures and documents, such as:

- Safeguarding Policy
- RSE Policy
- Fundamental British Values Statement
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equal Opportunities Policy
- Alcohol, Drug and Tobacco Policy
- Wellbeing Policy

This policy also works in conjunction with *Keeping Children Safe in Education* (2023) and the Equality Act 2010.

## **Achieving our aims**

Promoting pupil wellbeing, including spiritual, moral, social and cultural (personal) aspects of a pupil's development and the promotion of fundamental British values happens explicitly through our Wellbeing curriculum and through assemblies, forums and other formal structures but, more importantly, is imbedded in our culture and is thus part of everyday interactions and our culture. Through this means character, morals and values are built up steadily, slowly, continuously and cumulatively through a pupils' time at Caterham.

No single system or institutional structure within the School, no single department or procedure is responsible for the moral, spiritual, cultural or social developments of the children at Caterham School. The School, however, can endeavour to provide an ethos where such development can take place through the general day to day quality of relationships. The so-called hidden curriculum is also of immense importance and supports development. Some areas of the school's life may have a greater part to play in the process of these characteristics than others. As far as the pupil is concerned the precise nature of this variance will be individual and possibly idiosyncratic. What is important within these four areas is that positives must be emphasized, and actions and attitudes which favour the opposite should be discouraged.

In an attempt to achieve its aims, the School does have a number of more formal structures which are intended to contribute to the general process of moral, spiritual, social and cultural development. It is not intended that these structures obviously and clearly deliver moral, spiritual, social, or cultural development, but that collectively they underpin the more important aspects of the general social relationships which exist within a school. They also provide some of the contexts within which creative personal interaction and development may take place. SMSC development is the responsibility of all members of the community but to ensure that minority or hard to hear voices are amplified and a co-ordinated approach taken to activities, we have an Equality, Diversity and Inclusion Co-Ordinator who works alongside the SLT to ensure a positive, accepting and strong culture develops where all pupils thrive.

In essence the school possesses a firm, semi-rigid and soft set of experiences through which pupils are expected to develop in line with both the school aims and ethos, and particularly in the spiritual, moral, cultural and personal sense.

Firm structures include timetabled Wellbeing lessons, particular curriculum areas, the House system and the role of the Tutor.

Semi-rigid structures include assemblies, year group activities and the co-curricular timetable of activities.

Soft structures are underpinned by a staff willing and giving of their time and experience in not only delivering new and exciting opportunities for pupils, but doing so in a way which draws an appreciation from the pupils, rather than an inherent right to such access. Staff-pupil relationship and respect is fundamental here.

## **Firm Structures**

### **Wellbeing lessons (PSHEE)**

Years 7, 8, 9, 10 & 11 each receive a 35 minute lesson per week of Wellbeing. Year 9 have Wellbeing lessons for two thirds of their year, in rotation with EDGE lessons. Year 12 and 13 have a rolling set of Forums designed to meet the needs of these pupils across the two years of their Sixth Form. Forums are preceded and debriefed with tutor discussions.

### **Curriculum**

All curriculum subjects and all teachers can and do contribute to personal development through the way staff interact with pupils during lessons and also through cross-curriculum links. However, certain subjects such as EDGE, P&T, Wellbeing, English, Theatre Studies, History, Geography, PE and Biology by their subject matter have a particular contribution to make.

### **The House System**

Each member of the school, staff and pupils, belongs to a House. Houses meet weekly and compete frequently in a huge variety of talents including sporting, musical, theatrical, comedic and academic. Heads of House endeavour to include as many pupils as possible and whilst the emphasis is on participation and enjoyment, a level of friendly competition exists.

A full list of House events is included in the appendix.

### **Tutoring**

Tutors also form part of the firm structure, though their input for each pupil would fall into the semi-rigid and soft category depending on each pupil's circumstances. Tutors, under the guidance of the Head of Year are responsible for monitoring academic progress and pupil welfare. Tutor groups are House based to assist pupils developing a sense of community belonging not only within their year group, but also as part of the school in a vertical sense. As part of their role, Tutors conduct two tutor periods a week which, as well as dealing with routine administration, will at times, both explicitly and implicitly, deal with the promotion of personal values, as well as those values important to the School and society in general. Depending on the Year Group, pupils will make presentations, participate in discussions on current affairs and follow-up on Wellbeing topics. Study buddy sessions also take place once each week.

The role of the tutor is firm in the sense that it provides much needed continuity for adolescents. (Tutors would typically remain with pupils for years 7 & 8, then 9, 10 & 11, then 12 & 13). However, it is a flexible and adaptable way in which ideas relating to personal reflection and development can be delivered, either bespoke to year groups, or on a whole school scale response to current issues/trends both local and global.

## **Semi-rigid structures**

### **Assemblies**

Assemblies, by what they applaud, celebrate, encourage and disallow, make a highly significant contribution to the articulation and demonstration of the values which the School wishes to promote and develop. In addition, boarders attend an informal Sunday Service and have a brief assembly on Wednesday evenings and regular 'Boarders' Showcase' assemblies that allow our boarders to demonstrate and share their special interests and talents. The whole school meets at the start and end of each term. Whilst the assembly schedule is fixed, there is also opportunity for ad hoc assemblies by year group if necessary. In such circumstances, a tutor period would be given up so that the entire year could meet to discuss/respond to recent events.

### **Year group Activities**

In each Year Group, specific activities take place which are explicitly designed to further personal development. In First and Second Years, this would include the Commendation system and the Second Year Challenge. In the Third and Fourth years it includes the Commendation system and by this stage many are also enrolled in CCF or the Duke of Edinburgh scheme, or both, with all pupils receiving First Aid training. In the Sixth Form opportunities exist including leadership training and opportunities for Community Service, locally and internationally, and all pupils in L6 undertake the Caterham Award, which charts their progress and contribution to school life and the wider community beyond it.

### **Co-Curricular Activities**

There are numerous and diverse co-curricular activities which make a major contribution to personal development. A wide variety of overseas trips and tours, visits to the theatre and art galleries, the creation of in-house literary magazines, concerts from visiting musicians, a vibrant debating society, visiting authors, a thriving CCF and Duke of Edinburgh Award Scheme and the Voices for Change to name but a few, all contribute to the social and cultural development of pupils.

## **Soft structures**

### **Responsibility and Leadership**

The system of School Prefects, Heads of House, Study Buddies and the School Council - and other pupil-led groups and societies - provide both formal and informal opportunities for girls and boys to exercise leadership, service, responsibility and feedback.

### **Specialists**

In addition to all teaching staff there are a number of specialist staff – the Chaplain, who is a minister of the United Reformed Church, the Health Centre nurses, the School Counsellors and the Head of Careers who have a particular role to play in working closely with individuals to assist them to prepare in diverse ways for the outside world.

### **Special Services**

During the school year there are occasions, such as the Leavers' Bible Service, the Carol Service and Remembrance Sunday, which are celebrated in and through Christian acts of worship. These serve both to remind the School of its heritage and enable it to celebrate what it is.

**Celebration Days**

Wherever possible and throughout the year, the school will acknowledge and celebrate different days important to parts of our community. This could involve special food, decorations, tutor activities, displays and more. Examples include Chinese New Year, Eid, Black History Month etc.

**Cultural Exchanges**

Caterham benefits greatly from having students of over 30 different nationalities. This multi-cultural community is consciously extended by a range of exchange and scholarship programmes. This cultural diversity is of incalculable benefit to all members of the school community. Over many years we have built links with schools in Tanzania, Ukraine, India, the USA and more recently in Romania, Nicaragua, Morocco and locally in London. Similarly, sports tours and language exchanges visit myriad destinations at various ages within the school. The pupils fortunate enough to visit these schools not only benefit personally a great deal, but inevitably return with a desire to share their experience with the Caterham community. The School gains a deeper understanding of other cultures and beliefs this way, and an acceptance that all societies are to be valued and diversity celebrated, both at home and abroad.

**Partnership**

The role of Caterham School, in promoting the spiritual, moral, social and cultural development of pupils is one of stimulus and nourishment. The School, however, realises that it does not do this by itself. It recognizes that the education of its pupils has been entrusted to it by parents. Hopefully parents, even if they do not share the values on which the School is built, are nevertheless in broad sympathy with them and will play their part in encouraging and supporting what it is striving to do. There is a real sense then in which the School is engaged in a partnership with parents and they will play a significant part in the development of these values in their children.

The contribution of the wider family and, in some cases the involvement in a particular faith community and in all cases the involvement with society at large will also contribute in various ways to pupils' spiritual, moral, social and cultural development.

We wish our pupils to engage with, and contribute to, our local community but also in the national arena and with global events.

**Models and Examples**

Spiritual, moral, cultural and social values could be said to be caught rather than taught. In Caterham School pupils will encounter a wide variety of different people, through teachers, non-academic staff, prefects and older pupils as well as visitors to the School. All these will provide material for reflection and evaluation in the development of their own character.

**The School Ethos and Rules**

There is so much more to spiritual, moral, social and cultural development than just conforming to a set of rules. It is important, however, to have a well regulated and disciplined environment for any educational achievement. The School has policy documents on the school codes of behaviour that are based on the fundamental tenet of mutual respect, and these together with the general ethos of the school (implicitly) are expressions of the values that Caterham seeks to encourage. They are considered to be a vital ingredient in the spiritual, moral, social and cultural development of all the pupils.



## **Evaluation**

It is accepted that there are no correct definitions of these terms and that there are no easily definable criteria to measure the success of any policy which aims to promote the spiritual, moral, social and cultural development of our pupils. But this should not diminish their importance in the life of the School. It is the controversial and complex nature of these values, which demonstrates their significance in life and highlights the need to address them in an educationally valid way. Personal development is an erratic, unpredictable and long term phenomenon, and the effects of even the most sensitive moral instruction or spiritual reflection may be different from what is hoped for. There also may be a wide divergence between a person's stated beliefs and values, and behaviour and relationships. This makes any evaluation of a school policy difficult in regard to outcomes.

Particular outcomes cannot be guaranteed, but it is important that the Senior Management Team of the school monitor and review the policy from time to time with regard to its general effectiveness. Surveys and questionnaires, as well as pupil and parent forums and feedback, is central to measuring the impact of what we do.