

Bowden House School

The Spiritual, Moral, Social and Cultural development of students at Bowden House School

This Policy document complies with the DfE non-statutory advice 'Promoting fundamental British values as part of SMSC in schools (November 2014)'. Within this guidance there is an obligation for all maintained schools under Section 78 of the Education Act 2002, to promote Spiritual, Moral, Social and Cultural development which relates specifically to the requirement to actively promote fundamental British values in schools.

The Spiritual, Moral, Social and Cultural development of our students is at the core of the education and care offered at Bowden House School.

Examples of how fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted throughout our school. They include:

- the Bowden House School Mission Statement
- the school's underlying ethos and philosophy as detailed in its Statement of Purpose
- the Student Council
- the Anti-bullying Committee
- the Food Committee
- the student Voiceboard
- the PHSE curriculum
- sporting events and artistic productions
- the school's Privilege system
- educational visits and Learning Outside the Classroom.

The staff and the Governing Body of Bowden House School support the **Spiritual** development of their students to enable them to expand 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 interest in learning about themselves, others and the world around them
- use of imagination and creativity in their learning and
- willingness to reflect on their own experiences

The staff and the Governing Body of Bowden House School support the **Moral** development of their students to enable them to expand their:

- ability to recognise the difference between right and wrong and to apply this understanding within their own lives and in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and
- understanding and appreciation of the viewpoints of others on these issues

The staff and Governing Body of Bowden House School support the **Social** development of their students to enable them to expand their:

- use of a range of social skills in different contexts including working with and living alongside others from different religious and ethnic backgrounds
- understanding of socially acceptable/unacceptable behaviour
- willingness to improve a caring and empathetic attitude to others
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs

The staff and Governing Body of Bowden House School support the **Cultural** development of their students to enable them to expand their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school, the local and their home communities as an essential element of their preparation for life in modern Britain
- respect for different faiths and cultural diversity
- tolerance towards different religious, ethnic and socio-economic 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.

Through the comprehensive range of educational and social learning opportunities, we aim to:

- provide a safe learning environment
- promote self-esteem, confidence and an aspiration to learn
- set realistic targets which both challenge and support all students
- ensure all students receive a broad and balanced curriculum which contributes to their Spiritual, Moral, Social and Cultural development
- support an expectation that all those working in the school model and promote expected behaviour treating all people as unique and valuable individuals
- ensure that extremist or discriminatory opinions and behaviour have no place in any aspect of school life
- ensure that students understand the need for rules which should reflect, promote and reward acceptable behaviour and provide opportunities to celebrate their effort and achievements.

Other related Policies:

- Behaviour Policy including the LBTH 'Statement of Shared Principles of Behaviour'
- Screening, Searching and Confiscation Policy

School: Bowden House

Policy: Spiritual, Moral, Social &
Cultural Development
(SMSC) incl. British values

Agreed: Autumn Term 2015
Spring Term 2016

Responsibility: Governing Body

Review Date: Spring Term 2018

Signed by: _____

Chair of Governors

Date: