

Spiritual, Moral, Social and Cultural Development (SMSC) Policy

Applies to:

- All staff (teaching and non-teaching), the directors and volunteers working in the School.
- Pupils, Parents, Guardians and Caregivers

Availability:

This policy is made available in the following ways:

- The School's website www.radnor-sevenoaks.org;
- Via Teams, All Staff Shared Documents, Compliance, Policies;
- On request a copy may be obtained from the School's Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Board of Directors undertake a formal annual review of this policy.

Signed:



David Paton
Head



Ian Davies
Chairman of the Board of Directors

Reviewed: September 2025
Next Review: September 2026

1. Spiritual, Moral, Social and Cultural Development Policy (SMSC)

- 1.1. Radnor House Sevenoaks (the School) is a School where all pupils, whether they have a faith or belief system or none, are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.
- 1.2. For our pupils to benefit fully from their time at the School, we strive to ensure that they have the best teaching and pastoral care, and the pupils themselves must always try to meet the expectations placed on them in their work, conduct and attitude. This can best be achieved when the aims of the SMSC policy intrinsically support and reinforce the School's vision, values and objectives, linking with and strengthening policies so that the ideals of the School's ethos and principles become a reality for its pupils throughout the School.
- 1.3. This policy relates to the whole life of the School, and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the School, and the quality of relationships they espouse. All staff work together to create a happy, challenging, stimulating and caring environment.

2. Legal Status:

- 2.1. Complies with Part 2, paragraph 5 of The Education (Independent School Standards) (England) (Amendment) Regulations 2014.

3. Related documents:

- 3.1. Curriculum, Teaching and Learning Policy
- 3.2. Online Safety Policy
- 3.3. Learning Differences and SEND Policy
- 3.4. Personal, Social, Health, Economic Education (PSHEE) Policy
- 3.5. Relationships and Sex Education Policy
- 3.6. Safeguarding Policy
- 3.7. Safer Recruitment Policy and Procedures
- 3.8. Equality, Diversity and Inclusion Policies
- 3.9. Staff Code of Conduct
- 3.10. Statement of Positive Values, Aims and Expectations

4. The Vision of Radnor House Sevenoaks

- 4.1. Support the development of active and responsible young adults equipped to thrive in the world of tomorrow.

5. The Values of Radnor House Sevenoaks

- 5.1. Excellence — Respect — Courage — Perseverance

6. Aims

- 6.1. The School's SMSC Policy aims to:
 - 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 and for those with no faith.
 - enable pupils to develop their self-knowledge, self-esteem and self-confidence.
 - enable pupils to understand what is right and wrong in their School life and life outside School, and to respect the civil and criminal law of England.
 - 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.

- encourage pupils to accept responsibility for their behaviour, show initiative and contribute positively to the School, local and wider communities.
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable.
- acquire knowledge and be able to reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- 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.
- develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability, paying regard to the protected characteristics set out in the 2010 Equality Act.
- provide pupils with a broad general knowledge of public institutions and services in England;
- preclude the promotion of partisan political views in the teaching of any subject in the School; and
- encourage pupils to respond positively to a range of artistic, sporting and other cultural opportunities, provided by the School, including, for example, an appreciation of theatre, music and literature.

6.2. We also take such steps as are reasonably practicable to ensure that a balanced presentation of political issues is brought to the attention of pupils:

- while they are in attendance at the School;
- while they are taking part in co-curricular activities which are provided or organised by or on behalf of the School e.g. debating;
- in the promotion at the School, including through the distribution of promotional material, of co-curricular activities taking place at the School or elsewhere;

6.3. SMSC is 'infused' within the day-to-day operation of our School, and expectations are adjusted for the age and ability of pupils, including those with special educational needs. Whilst SMSC is integral to all aspects of our curriculum, PSHE education also makes a strong contribution. Pupils are guided to distinguish right from wrong and to act consistently with their beliefs while considering the consequences of their actions and those of others. In addition, the School:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity and developmental abilities;
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism.

7. The Promotion of Fundamental British Values – the School actively promotes fundamental British Values

- 7.1. The values and attitudes promoted by the staff influence the behaviour and attitudes within the School. The quality of relationships and the atmosphere within the School reflect an appreciation of their shared values.
- 7.2. We provide positive experiences through planned and coherent opportunities in the curriculum (such as learning the value of democracy, and how it and the law works in Britain), and through co-curricular activities including the School Council.
- 7.3. Pupils learn to distinguish right from wrong and respect the basis on which civil and criminal law is made and applied. They are encouraged to acquire a broad general knowledge of, and respect for, public institutions and services in England, including 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. For example:

- Mock elections and referenda are run to coincide with real ones (eg Scottish Independence, Europe and General Elections), providing pupils with the opportunity to learn how to argue and defend points of view, and participate in the democratic process.
- Pupils are encouraged to participate in a wide range of artistic, sporting and other cultural opportunities through the curricular and co-curricular programme.
- The School Council (whose members are voted for by the pupils) ensures that all pupils within the School have a voice that is listened to and demonstrates how democracy works.
- Personal, social, health and economic education and citizenship are promoted through tutor periods, assemblies and lessons to help pupils acquire values and skills to enable them to develop independence and choose their path in life.

7.4. We promote tolerance and community cohesion in the widest sense, by helping pupils to gain an understanding of different lifestyles, cultures and faiths, which make up our wider community:

- Pupils understand that the freedom to hold other faiths and beliefs is protected in law, and appreciate that living under the rule of the law protects individual citizens and is essential for their wellbeing and safety.
- Links are maintained with other Schools, both at home and abroad through our membership of Round Square and with Radnor House Africa, making pupils aware of the breadth of cultures and faiths within modern British society (and beyond), and encouraging them to develop a positive attitude to those with different backgrounds, faiths and circumstances.
- Tolerance, respect and harmony among different cultural traditions are encouraged, along with non-discrimination against protected characteristics, enabling pupils to appreciate and respect both their own and other cultures.
- Pupils are offered a balanced presentation of opposing views, with the promotion of partisan political views in the teaching of any subject being forbidden.

8. Spiritual Development

8.1. Spiritual development is associated with the search for meaning and purpose in life. It has much to do with feelings and emotions and attitudes and beliefs. Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

8.2. Spiritual Development is about:

- the non-physical aspect of a person concerned with profound thoughts.
- that which moves people.
- feelings, experiences, emotions.
- a sense of purpose.
- a sense of awe, wonder and mystery.
- insights into a personal existence which are of enduring worth, which for some could involve their own personal faith.
- valuing a non-material dimension to life.
- the relationship between belief and behaviour.
- a sense of heightened perception or awareness.
- a sense of being part of a greater whole.
- a search for meaning and purpose; and
- the attribution of meaning to experience.

8.3. The School promotes spiritual development through:

- providing and encouraging a positive ethos.
- the values and attitudes the School identifies, upholds and fosters;
- reinforcing a child's sense of self-worth.
- focusing on positive 'success' rather than negative 'failure'.
- giving children the opportunity to reflect and to experience times of quiet (e.g. Form Time).
- encouraging children to listen to and consider the ideas and experiences of others.
- providing opportunities for pupils to learn about and respond to a variety of beliefs and values.
- fostering a fascination and enjoyment in learning.
- using imagination and creativity in learning.
- using the School Religion, Philosophy and Ethics programme, which promotes the moral, cultural and social development of pupils; and
- promoting well-being/life skills.
- our membership of Round Square.
- make available a room for spiritual needs if requested.

8.4. The School also encourages pupils to develop a personal spirituality through:

- reflecting on their own and other people's experiences.
- acquiring self-knowledge.
- developing self-esteem and belief in themselves.
- thinking about their own beliefs, values and aspirations.
- forming personal responses to questions about the purpose and meaning of life; and
- using imagination and thinking independently.
- through the Religion, Philosophy and Ethics programme

9. Moral Development

9.1. Moral development is concerned with pupils' ability to make judgements about how they should behave and act, in relation to what is right and wrong, and the reasons for such behaviour. Pupils are encouraged to understand the need for a common code and to follow it from conviction, rather than because of sanctions or consequences. From the basis of understanding the difference between right and wrong, children will develop the ability to make moral judgements and to take responsibility for their own moral decisions.

9.2. Moral development is about:

- knowledge of the codes and conventions of conduct agreed by society.
- having the will to behave morally as a point of principle.
- being able to articulate attitudes and values.
- recognising the moral dimension to situations.
- developing a set of socially acceptable values and principles.
- recognising that values and attitudes change over time.
- making judgements on issues by applying moral principles, insights and reasoning.
- taking responsibility for ones' own actions.
- understanding the consequences of actions for self and others.
- behaving consistently in accordance with principles; and
- recognising the greater needs which extend beyond self-interest.

9.3. The School promotes moral development through:

- the four Core Values – especially Respect, Courage and Perseverance – which are the ‘bedrock’ of the School.
- making it clear what kinds of behaviour are expected, in its School Behaviour Policy, and by the positive example set by staff (role models) in School.
- MaDD (Make a Difference Day) and other charitable fundraising
- highlighting examples of high standards of behaviour, truthfulness, integrity and honesty; and
- adults explaining, wherever possible, why certain behaviour is acceptable or unacceptable.
- our membership of the Round Square.

9.4. Additionally, our curriculum strives to promote children’s moral development by:

- extending children’s knowledge and understanding of a range of values in society (e.g. assemblies, English Literature texts, such as ‘The Kite Runner’).
- developing children’s ability to make moral decisions (e.g. as above).
- having the confidence to act in accordance with their own moral principles and thinking through the consequences of their actions (e.g. PSHEE, Character education); and
- providing opportunities for pupils to explore moral issues in a contemporary context (e.g. through the Religion, Philosophy and Ethics syllabus).

10. Social Development

10.1. Social development relates to the development of skills and personal qualities necessary for pupils to play a full and active part in society and the wider community. It also relates to the growth of knowledge and understanding of society in all its aspects.

10.2. Pupils’ social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

10.3. Social development is about:

- the progressive acquisition of the competencies and qualities needed to play a full part in society.
- understanding of the institutions, structures and processes of society.
- understanding of how individuals relate to each other.
- being able to adjust to a range of social contexts by appropriate and sensitive behaviour.
- being able to make a personal contribution to the well-being of groups.
- the ability to exercise responsibility and initiative.
- being able to participate cooperatively and productively in the community.
- knowing how societies function and are organised.
- understanding how what is learnt in the curriculum relates to life in society; and
- being able to take on the roles of team leader and team worker.

10.4. The School promotes social development through:

- encouraging pupils to relate positively to others.
- encouraging adults to set high standards in their relationships with each other.
- providing a model of purposeful and harmonious community.
- allowing pupils to experience the obligations and constraints, but also the satisfaction, that goes with being a member of a group.

- giving pupils the opportunity to make decisions within a group.
 - encouraging pupils to take responsibility; and
 - giving pupils an understanding of their role within the wider community.
- 10.5. Additionally, our curriculum strives to promote children’s social development by:
- encouraging the use of social skills and decision making in group work (e.g. Enterprise Lessons – Years 7-9 PSHEE education; Young Enterprise – Year 12); and
 - having the pupils engage in charity work (e.g. Make a Difference Day; house and School charities)
 - developing their oracy in all areas of School life, as is evident in schemes of work, co-curricular activities and in assemblies
 - our membership of the Round Square.

11. Cultural Development

- 11.1. Cultural development refers to the development of knowledge, understanding and appreciation of differing cultural beliefs, customs and traditions. Pupils acquire a respect for their own culture and that of others, an interest in others’ way of doing things and curiosity about differences. A central theme concerns the development of a sense of personal identity whilst, at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others. Our School promotes cultural development by giving children opportunities to engage in a wide range of cultural activities.

12. Cultural development is about:

- understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society.
- recognition of and respect for the rights of others to exercise a cultural influence.
- knowledge of the nature and roots of cultural traditions.
- the key features of major cultural groups within society.
- personal response and accomplishment.
- the capacity to relate what is learnt to an appreciation of wider cultural aspects of society.
- developing and strengthening the cultural interests of pupils.
- exposing pupils to a breadth of stimuli to allow them to develop new interests.
- extending horizons beyond the immediate to the highest artistic, musical and literary achievements.
- understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices; and
- being able to evaluate the quality and worth of cultural achievements.

12.1. Our School promotes cultural development through:

- encouraging knowledge of the children’s own cultural traditions and practices, along with those of other cultural groups within society (e.g. “Britain 1939-1975” – Year 11 History; interactions between culture, race, ethnicity, religion, and nationality in RPE lessons); and
- adopting the view that diversity makes the world a richer place (e.g. assemblies, charity work);
- co-curricular groups (e.g. MFL clubs);
- celebration of various cultures through special events and lunches.

12.2. Additionally, our curriculum strives to promote children’s cultural development by:

- encouraging children to engage with a variety of cultures; and
- understanding and responding to cultural diversity.
- our membership of Round Square.

Appendix A : Social, Moral, Spiritual and Cultural promotion, including the ‘active promotion of fundamental British values’, within the School’s curriculum

To ensure that the things described in this policy can happen, there are three aspects or levels of the School which need to be considered:

- the ethos of Radnor House Sevenoaks, which creates the climate within which Social, Moral, Spiritual and Cultural development can flourish. This is described in the Radnor House Sevenoaks Statement of Positive Values, Aims & Expectations.
- the pastoral support for pupils, which should reflect these aims and create a deliberate structure through which the care and concern for pupils can be given; and
- the curriculum, which sets out to ensure that there is planning to introduce and explore the elements of SMSC where this is appropriate, as follows:

Art

- Studying great works of art can give an insight into the culture of other people and provide a strong link with the past;
- Art can provide a valuable tool to study the past and make social or moral comments on it;
- Multicultural art, the art of different religions, the art of ancient societies, all reinforce the value of societies other than our own and help us to appreciate their value and the value of our own; and
- The appreciation of great works of art and the appreciation of our own attempts helps to build up an awareness of aesthetics and gives an uplifting experience.

Assemblies

- Appreciating and valuing other faiths and beliefs of both groups and individuals;
- Learning about being a member of a pluralist society and respecting and tolerating others and their belief and needs;
- Knowing about and celebrating the historical, social and religious aspects and holidays of our own culture and that of others;
- Celebrating each other’s achievements and interests; and
- Learning about presenting in front of a group of peers.

Business Studies

- Spiritual education in Business Studies encourages pupils to explore topics such as discrimination which enables them to express their own opinion. They are encouraged to explore different businesses and challenge the actions that businesses take.
- Moral development in Business Studies requires pupils to draw conclusions using observations, evidence and case studies to support this. Pupils explore the issues surrounding the misuse of information to make a justified judgment.
- Social education in Business Studies gives pupils the opportunity to develop their teamwork skills through collaborative work and research. The pupils also explore the concept of teams and roles that individuals have to play and how this can impact a business. Throughout the curriculum, pupils are given the opportunity to exercise their leadership skills. Pupils often work collaboratively to understand new concepts and share information researched.
- Cultural education in Business Studies involves trading internationally and the barriers to this. Pupils are also actively encouraged to go on visits to explore local businesses and larger multinational businesses such as Cadbury. Pupils also investigate the changes within society on both the local and national levels.

Computing

- Spiritual: Computing provides opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future. ICT lets students have the opportunity to reflect on how computers can sometimes perform better in certain activities than people.
- Moral: Students consider the effects of social networking and the consequences of cyberbullying; they also consider the legal aspects of ICT, including the Data Protection Act, Computer Misuse Act and Copyright legislation.

They consider the implications of file sharing and downloading illegally and the penalties for engaging in this type of activity. Students also consider the moral aspects of developments in technology, including the use of CCTV cameras, Speed Cameras and Loyalty Cards to balance up people's rights and responsibilities. Computing helps students to explore aspects of real and imaginary situations and enables them to reflect on the possible consequences of different actions and situations. It can raise issues such as whether it is morally right to have computer games whose aim is killing and violence, and whether it is fair that some people in this country and in other countries cannot use the internet.

- **Social:** As students develop their skills in a range of software, they are challenged to work in groups to find solutions whilst developing respect for the ideas and opinions of others in their team. This is particularly prevalent in the design phase of tasks given.
- **Cultural:** Students explore how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate instantly across National and International borders. Computing involves the breaking through of linguistic and cultural barriers. It is possible to e-mail or chat across the world.

Economics

- **Spiritual:** Pupils are able to understand the ways people engage in the decision making process, either through rationalising or generalising.
- **Moral:** Pupils are exposed to the concept of value judgement and are able to make their judgements about a subjective matter through their ethical barometer. They are also question the rationality of a subjective behaviour of a person or a firm.
- **Social:** Pupils understand the importance of interdependence between world economies for facilitating trade. They also learn to how various parties in the economy, like the firms and consumers, interact with each other with varied objectives in mind.
- **Cultural:** The subject explores the importance and relevance of various cultural backgrounds on the decision making of people, especially behavioural economics. It also aids in developing a cognitive framework used in decision making process by some people.

English

- The studying of different texts – classical, contemporary, serious and/or funny can provide challenging starting points and give an appreciation of the beauty of great language and literature;
- The use of drama and stories which create opportunities for moral judgements;
- Shared activities – shared reading, group drama, corporate writing that lead to an understanding and appreciation of the importance of the group and other people's point of view;
- Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures; and
- Awareness of traditional tales and their cultural background.

French

- The study of languages positively affects the pupils' lives and their understanding of the world around them;
- Lessons provide various opportunities for pupils to both consider the needs and experiences of people of other cultures, and to reflect upon their own response to this;
- Pupils are enabled to discover, discuss and debate unfamiliar lifestyles, global events, problems and changes;
- Interacting with native speakers, going on trips abroad, watching videos, listening to music and reading authentic texts all in the target language encourages pupils to experience different cultures first hand.

Geography

- The study of different localities helps our children to understand the background, way of life and values, etc., of different people and cultures;
- Tolerance of other people's differences, overcoming stereotyping, racism and prejudice can all be highlighted through the study of different peoples and their way of life;
- Local studies encourage an awareness of the child's place, family, home, dependency upon other individuals, people and cultures and needs in the great scheme of things; and
- Environmental issues and concerns can be discussed.

History

- The study of artefacts, buildings, churches, etc. gives pupils a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics;
- Moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain?; and
- Studying the cultures of other times – Egyptians, Romans, etc., builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures.

Mathematics

- Group work on a shared topic or investigation promoting an appreciation of the input of all members of the group;
- An appreciation of the inherent pattern and beauty of mathematics;
- The promotion of positive attitudes towards mathematics through appropriate groupings; and
- An understanding that mathematics has an historical and cultural base – Greek, Arabic, Egyptian and understanding of the role and importance of these cultures.

Music

- Listening to music, performing, joining in with it gives pleasure, lifts spirits and has an emotional dimension that children need to experience. Music experienced in our plays and assemblies helps the pupils in their spirituality;
- Listening to and appreciating the great music of our culture and its folk music builds an important awareness of our culture and that of other lands. Music of other cultures is important for the same reasons; and
- Group music-making is an important social activity – working together and experiencing the same feelings together.

Personal, Social, Health and Economic Education/Citizenship

- Listening to others;
- Holding discussions leading to written work;
- Using drama and role play linked to choices; and
- Drawing pictures of feelings and emotions.

Philosophy

- An exploration and investigation of Philosophy, Epistemology, and Ethics;
- Developing life skills such as understanding, explanation, critical analysis and evaluation;
- Beginning with the Early Greek Philosophers up to contemporary thinkers; and
- Enabling the pupils to have an opportunity to explore the deepest questions of life and existence.

Physical Education

- Caring for our bodies and respecting the health of others;
- Obeying the rules of the game, being a 'good sport', learning to be a good winner and a good loser, learning to take part and doing one's best is important;
- Appreciating the aesthetic beauty of the movements of gymnastics or dance;
- Building team spirit, being a good team member, valuing the contributions of others to the team; and
- Learning that sport is an important element of many cultures – Ancient Greeks, Romans, the history of great sporting events such as the Olympics.

Psychology

- Psychology investigates a range of human behaviours in a scientific manner. Across all units, pupils are given the opportunity to explore spiritual, moral, social and cultural issues.
- In L6 Psychology, pupils investigate why and how prejudice occurs and debate the moral and ethical concerns present when conducting research on humans and animals. Additionally, they are given the opportunity to analyse cross-cultural research, in order to determine whether a behaviour is universal or culturally specific.
- In the U6 Clinical Psychology unit, pupils continue to engage with social, spiritual, cultural and moral issues. They compare different ways societies classify mental illness, and discuss concerns around labelling and treatment plans.

Religious Education

- The exploration of religious, moral and spiritual questions through discussion, investigation, analysis and evaluation;
- Developing understanding of, empathy for and valuing other faiths and beliefs of both groups and individuals, including non-religious beliefs;
- Learning about being a member of a multi-faith society and respecting and tolerating others and their beliefs and right to choose a particular lifestyle;
- Learning about and analysing the religious, spiritual, moral, social and historical aspects of our own culture and that of others; and
- Learning about religious moral codes and the relationship between religious and state law.

Science

- The development of an understanding of our place in the great scheme of things by studying space or life processes;
- An appreciation of moral questions as scientific knowledge increases, e.g. the use of animals for research;
- An awareness of the cultural background of science; and
- the study of cause and effect.

Spanish

- Spiritual – Pupils have some opportunity to reflect on religious beliefs and practices in different countries through lessons on Festivals, many of which are religious or religious in origin. Examples studied would include “Semana Santa” (Holy Week) and “Navidad” (Christmas). Course content at both KS3 and KS4 encourages pupils to reflect on aspects of their lives, and on the universality of human experience, particularly with reference to teenagers.
- Moral – At A Level and GCSE there are several topics which ask pupils to consider points of view on topics such as same sex marriage and adoption, single-parent families, divorce and abortion. Pupils are asked to challenge stereotypes and reflect on the modern world with varying points of view in the different generations, religions and countries. Languages are shown to be a way of understanding others and offering future opportunities.
- Social – Pupils are asked to show humility and understanding of one another when working in groups and compassion when doing Peer Assessment. All pupils are encouraged to participate individually, in pairs and in groups, in an atmosphere of mutual respect helps develop self-confidence and the ability to work collaboratively. Pupils have regular opportunities to develop their communication and listening skills, working in different groups, and the subject teacher ensures that all contributions are valued and respected.
- Cultural – Through visits abroad and with explicit teaching in lessons with authentic materials, sometimes, pupils are asked to consider their own culture and contrast it with a foreign culture. They can think about the cultural attitudes of the target language country as well as the social conventions. They are also asked to consider the experiences and perspectives of people from Spanish-speaking countries. They are also given the opportunity to communicate with native speakers (pupils and Spanish assistant).

Spiritual, Moral, Social, Cultural Development

- Consideration of moral, environmental and citizenship issues when considering our role in caring for the environment, e.g. the pollution of the planet; and
- Supporting children to make good choices in all areas, especially their behaviour and understanding the impact of this on others.

Other - Links with the Wider Community:

Visitors are welcomed into our School (e.g. religious leaders, etc.). Visits to places of worship, cultural venues such as theatres and libraries are actively encouraged. Pupils are taught to appreciate and take responsibility for the environment. We liaise with the local community and support groups.

Appendix B : Guidance for the Staff re SMSC

All members of staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the School. They should feel free to voice related concerns and interests within the normal pattern of staff meetings.

Why is SMSC important?

- SMSC helps to make pupils rounded, worldly and empathetic young people capable of conducting themselves in a range of social situations.
- In addition to helping pupils to achieve the highest grades, we have an obligation to equip pupils with such 'soft' skills for beyond School in order for them to be successful.

Who needs to include SMSC in their lessons?

All teachers should include SMSC in their lessons. It is a criterion of any lesson, and our School will aim to provide consistent, high-level SMSC across the whole School. Even when not teaching lessons, staff are responsible for the delivery of SMSC.

What can the Senior Leadership Team do?

- Include SMSC on lesson observations;
- Include SMSC links in lesson plans and department handbooks.
- Assist departments with new ideas for how to include SMSC in their lessons.

What can all teachers do?

- Include it in planning 'check lists', share ideas for good practice, and reflect on SMSC at the end of lessons.