BOOTHAM
BOOTHAM SCHOOL YORK

SPRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

1   Scope

1.1   This policy is a whole school policy and relates to both the senior school and junior school (including the Early Years Foundation Stage).

2   Background

2.1   Independent schools must meet the Spiritual, Moral, Social and Cultural (SMSC) development standard set out in Paragraph 5 of the Education (Independent School Standards) Regulations.

2.2   A commitment to make changes to strengthen the SMSC standard was included in the Government's Prevent strategy. In line with this commitment, the standard has been amended to clarify existing requirements on schools and to ensure that schools:

(a)   encourage students to respect specified fundamental British values;
(b)   do not promote extremist views, or partisan political views, through their curriculum and/or teaching, and
(c)   offer students a balanced presentation of views when political issues are brought to their attention.

3   Aims

3.1   This policy aims to ensure that all students at Bootham School have the opportunity to develop socially, morally, spiritually and culturally to become citizens who contribute effectively to the community of which they are a part, in line with the school aims.

4   Ethos of the school

4.1   The school aims to educate students to be adept and self-motivated learners, to be active citizens, and to be self-confident. Through its Quaker values, it educates students to envisage a better world, and to acquire the skills and confidence to deliver change. In the way that they work together, members of the school community seek to model this better world.

4.2   At the heart of the School are the values, guided by Quaker statements, to which all members of the community aspire and which they seek to model in the way they work together:

(a)   Live adventurously
(b)   Let your life speak
(c)   Walk cheerfully over the world answering that of God in everyone
(d)   Be open to the light from wherever it may come
(e)   Always consider that you may be mistaken

4.3 The governing body seeks to ensure that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

5 Statutory and non-statutory duties and guidance

5.1 Guidance on the duty to promote students' SMSC development is contained in the following documents which are available online or from the DSL.

(a) Counter Terrorism and Security Act 2015

(b) The Education (Independent School Standards) Regulations 2014

(c) *Improving the spiritual, moral, social and cultural (SMSC) development of pupils: departmental advice for independent schools, academies and free schools*, DfE, 2013

(d) *Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information*, DfE, 2014

(e) *Keeping children safe in education*, DfE, 2016

(f) *The Prevent duty: departmental advice for schools and childcare providers*, DfE, 2015

6 Promoting SMSC development

6.1 In accordance with its Quaker ethos, vision and aims, the school seeks to be a community that 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.

6.2 In lessons, Meetings for worship, tutor times and activities, the school provides opportunities which:

(a) enable students to develop their self-knowledge, self-esteem and self-confidence;

(b) enable students to distinguish right from wrong and to respect the civil and criminal law of England;

(c) encourage students 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;

(d) enable students to acquire a broad general knowledge of and respect for public institutions and services in England;

(e) further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;

(f) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and

(g) encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

6.3 Staff are aware that the promotion of partisan political views is not permitted in the teaching of any subject in the school; and understand that, where political issues are

brought to the attention of students, they should be offered a balanced presentation of opposing views.

7   Curriculum

7.1   The school curriculum aims to promote students' spiritual, moral, social and cultural development and prepare all students for opportunities, responsibilities and expectations in life. The teaching of PSHE (PSHCEE in the Junior School) as a subject, to students in years 1 to 10, is an important part of the school's efforts to help their spiritual, moral, social and cultural development.

7.2   Moral values, principles and spirituality are explored throughout the curriculum and especially in PRE/RE and Morning Meetings. In keeping with its Quaker ethos, the integrity and spirituality of all faiths is respected and explored. Students are given access to alternative views and a diversity of spiritual traditions. All staff model and promote expected behaviour, treating all people as valuable individuals and showing respect for students and their families. Students are encouraged to differentiate between right and wrong and look at how their actions affect others. They are encouraged to value themselves and others. Fundamental British values are actively promoted through students' SMSC development, and students are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

7.3   Students are encouraged to understand the need for rules for the good of everyone. Classroom and school rules reflect and reward acceptable behaviour and celebrate work and achievements. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning and learning resources.

7.4   All curriculum areas provide opportunities for students to:

(a)   Accept responsibility for their behaviour and show initiative
(b)   Agree and disagree
(c)   Contribute within the classroom, school and beyond
(d)   Distinguish right from wrong
(e)   Experience good role models
(f)   Listen and talk to each other
(g)   Respect others, treating everyone as equal, and celebrating people who are different
(h)   Work co-operatively and collaboratively

7.5   Practical activities to develop SMSC include:

(a)   Educational visits
(b)   Encouraging appropriate behaviour at all times
(c)   Encouraging teamwork in group activities
(d)   Exploring important aspects of our heritage and other cultures in Morning Meetings
(e)   Leading extra-curricular activities
(f)   Meeting people from different cultures and countries
(g)   Participation in live performances
(h)   Performances by professional actors, dancers and musicians
(i)   Showing appreciation of the performances of other children regardless of ability
(j)   Studying the contributions to society that certain famous, historical and influential people have made
(k)   Taking a position of responsibility e.g. School Council rep, Head Reeve, Steward, House Captain, team captain, etc.

7.6   Examples of the contribution made by each curriculum subject to SMSC development is included in Appendix 1.

7.7   Examples of how each curriculum subject promotes fundamental British values is included in Appendix 1 of the Curriculum policy.

8   Links with the wider community

8.1   The school actively encourages and develops links with the wider community, including:

(a)   Active participation in the York Independent-State Schools Partnership.
(b)   College (Y12 and 13) students attending Friargate Meeting.
(c)   Performances and workshops by visiting artists, musicians and actors.
(d)   Regular and timely communication enabling parents and teachers to work together to support students.
(e)   Students being taught to appreciate and take responsibility for the environment.
(f)   Support of local and national charities through fundraising and other events.
(g)   Visitors being welcomed into the school.
(h)   Visits to places of worship, theatres, cinemas, galleries and other cultural venues.
(i)   Work experience for Lower Senior (Y10) students.
(j)   Junior School services at Clifton Parish Church (Harvest/Easter)
(k)   Provision of Primary School partnership enrichment activities

9   Related Policies

9.1   This policy should be read in conjunction with the following:

(a)   Behaviour policy
(b)   Code of conduct for staff
(c)   Curriculum policy
(d)   Equality policy
(e)   Personal, Social and Health Education (PSHE) programmes
(f)   Preventing radicalisation and extremism policy
(g)   Safeguarding and child protection policy and procedures

10   Monitoring and review

10.1   SMSC development is monitored and reviewed as part of the monitoring of teaching and learning and work scrutiny by heads of department, LM, and governors, and by regular discussions at staff and governors' meetings.

Date of last review: November 2016
Person responsible: Assistant Head Pastoral
Review group: Leadership Meeting
Approval group: Leadership Meeting

Date of next review: November 2019

Amendments since last approval

06/02/2017   Updated list of statutory and non-statutory guidance to include Prevent duty and KCSIE; added reference to the list of ways fundamental British values are promoted contained in Appendix 1 of the Curriculum policy.

Appendix 1   Subject contributions to SMSC development

1   Art

(a)   Giving students the chance to reflect on nature, their environment and surroundings.
(b)   Encouraging analytical and cultural understanding.
(c)   Each project undertaken focuses on a different culture.
(d)   Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, e.g. war and violence.

2   Classics / Latin

(a)   Study of ancient literature enables students to reflect on and discuss universal human ideas and values by making comparisons between our own and ancient societies. These include war and conflict resolution, gender, revenge, character, religious and political beliefs.
(b)   Tolerance and mutual respect of the viewpoints of others is encouraged through class discussion.
(c)   Engenders an awareness of how similar and different cultures can be through time and place.
(d)   Developing an aesthetic awareness by studying art, architecture, sculpture as well as different genres of literature such as poetry, speeches, plays etc.
(e)   Encouraging students to understand how the study of Latin language reflects the thoughts, morals and ideas of a civilisation.
(f)   Educational visits promote awareness and excitement at engaging with the past and reflecting on what life was life for ancient peoples. Visits abroad include Rome and Pompeii and closer to home, Hadrian's Wall, Yorkshire Museum, York Minster crypt.

3   Computer Science

(a)   Making clear the guidelines about the ethical use of the internet and other forms of communications technology, including what is legal and what is not.
(b)   Acknowledging advances in technology and appreciation for human achievement.

4   Design Technology

(a)   Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
(b)   Discussing the importance of sustainability when designing and making. The environmental consequences of using different materials.
(c)   Understanding the influence society has on the development of new products.
(d)   Understanding the effects that the developments of certain products have on society.
(e)   Appreciation of inclusive and exclusive design. (Designs that are accessible to all members of society and designs which are accessible only to particular members of society.)
(f)   Understanding the moral implications when designing and manufacturing products (such as FARTRADE, sweatshops, outsourcing to developing countries).
(g)   Producing products which should not harm or offend.
(h)   Discussing the responsibilities developed countries have in the global marketplace (climate change, low paid workers etc.).

5   Drama

(a)   Group-based learning encourages students to negotiate and collaborate.
(b)   Public performance helps students to develop personal confidence.

(c)   Studying and playing different characters enhances students' ability to understand how others' experiences may influence their attitudes, motivation, and behaviour.

(d)   The broad range of texts studied promotes an understanding of, and appreciation for, alternative cultural viewpoints.

6   Economics and Business Studies

(a)   Reflecting on the meaning of life whilst considering the implications of choices individuals make about work and leisure.

(b)   Exploring business ethics and professionalism.

(c)   Considering alternative lifestyles.

(d)   Considering what limits economic growth and development in different countries and what can be done to promote equity.

7   English

(a)   Developing confidence and expertise in language, which is an important aspect of individual and social identity.

(b)   Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.

(c)   Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.

(d)   Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

(e)   Helping students to engage in emotional literacy through differing genres.

8   EPQ

(a)   Reflecting on personal experience as part of the project.

(b)   Developing critical reasoning skills when assessing differing views or contradictory data.

(c)   Appreciating and acknowledging the contribution of others; crediting sources.

(d)   Developing self-motivation and planning for specific outcomes.

9   Geography

(a)   Through studying contemporary geographical issues such as anthropogenic climate change and energy alternatives students develop skills in listening to others, questioning and, through voting, experience the process of democracy.

(b)   Topics such as 'the Geography of Crime' allow students to consider what is right and wrong.

(c)   The study of different places and the emphasis on the Geography of the UK at GCSE level provide opportunities for students to deepen their understanding of their own country and culture and those of others, celebrating diversity whilst appreciating and respecting difference.

(d)   Participating in campaigns such as 'Send my Friend to School' allows students to connect with global issues by lobbying their MPs and thus engage them with our political systems and processes.

(e)   Field trips to amazing locations allow students to experience awe and wonder; periods of silent reflection are a common feature of the trips allowing students the thinking space to connect with their surroundings.

10   History

(a)   Students develop their knowledge and understanding of the history and nature of British democracy, the struggle for civil liberties and the rule of law, ranging from Magna Carta to Chartism, trade unionism and the campaign for women's suffrage, and the establishment of multi-cultural Britain.

(b) European and world history topics encourage students to gain an appreciation for their political, religious and cultural traditions and to be able to make comparisons between societies.

(c) Students are able to consider the social and environmental consequences of human actions through their study of the agricultural and industrial revolutions and nineteenth century public health.

(d) Mutual respect and tolerance of others' views is actively promoted through the choice of curriculum topics and students' participation in class discussions.

(e) Imaginative and creative learning is encouraged through project work.

(f) Students reflect on issues such as slavery, imperialism and communism, and on religious intolerance through a study of the Reformation, Spanish Inquisition and the Holocaust, with a visit to Beth Shalom to hear a Holocaust survivor speak and College students' participation in the Holocaust Educational Trust's Lessons from Auschwitz Project.

(g) Educational visits provide the opportunity to experience awe and wonder and to engage with the past and learn about Britain and other countries' heritages and identities, ranging from a tour of the United Nations and Ellis Island to the Kremlin in Moscow and Clifford's Tower and the York Cold War Bunker.

11 Mathematics

(a) Enabling students to acknowledge the important contribution made to mathematics by non-western cultures.

(b) Ensures that students understand the importance of mathematics in everyday life e.g. probability and gambling.

(c) Supporting whole school policy on issues such as discipline and behaviour.

12 MFL

(a) Gaining insights into the way of life and cultural traditions of others.

(b) Developing social skills through group activities and communication exercises.

(c) Improving listening skills through oral/aural work.

(d) Opportunities to meet and talk to students and staff from other European countries.

13 Music

(a) Considering the role of music in society and its effects on differing cultures and in different eras.

(b) Looking at the way music can change moods and behaviour.

(c) Teaching that encourages students to be open to the music of other cultures.

(d) Students are encouraged to be resilient and independent, gaining knowledge and confidence through self-expression.

14 Personal, Social, Health and Economic education (PSHE)

(a) Significant contribution through programme which includes the core topics: health and wellbeing, relationships, and living in the wider world.

(b) Students are encouraged to articulate, challenge and develop their own views and those of others in a safe and respectful environment.

(c) Ground rules which promote equality, respect and openness to new ideas.

(d) Reflection on personal actions and consequences.

15 Philosophy of Religion and Ethics (PRE)

(a) Learning about beliefs, values and the concept of spirituality with a special focus on Quakerism.

(b) Reflecting on the significance of religious teaching in their own lives.

(c) Developing respect for the right of others to hold beliefs different from their own.

(d) Understanding the influence of religion on society.

(e)   Understanding and appreciating different cultures, religions and traditions.

16   Physical Education

(a)   Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
(b)   Experiencing through different sporting situations the need for understanding, acceptance and respect of people with different abilities and interests
(c)   Exposure and participation in creative, artistic and sporting activities
(d)   Acceptance and appreciation of the bounds of laws of the game.
(e)   Involvement in different sports whose origins may be from many different countries, religions and cultures.
(f)   Individual activities that provide the opportunity for self-reflection and challenge such as team working and outdoor educational activities
(g)   Gender and ethnicity are studied in relation to sporting participation and hooliganism and the use of illegal performance enhancing drugs are studied and discussed in examination PE at GCSE and A level

17   Psychology

(a)   Gender and cultural issues are explicitly identified throughout the A level course, for example discussion of cultural relativity and the validity of ethnocentric research methodologies.
(b)   The Nature-Nurture debate and the Freewill versus Determinism debate are visited in context through Eco-psychology.
(c)   Role of the father.

18   Science

(a)   The Natural History Society, trips and other events encourage students to reflect on the wonder of the natural world, learning to cooperate and share ideas of conservation and identification.
(b)   Curriculum content raises awareness of the ways that science and technology can affect society and the environment in both a positive and negative manner.
(c)   Discussions about differing issues and ways of solving current climatic and social problems are welcomed.
(d)   Students are encouraged to participate in scientific/philosophical discussions about dilemmas arising from scientific developments.
(e)   Cooperation and individual self-esteem is promoted through a range of practical activities and collaborative opportunities within the class.
(f)   Curriculum extension talks raise awareness that scientific developments are the product of many different cultures.

19   Thinking Skills

(a)   Through exploring philosophical ideas and covering key Global Citizenship themes like Stewardship.
(b)   Through emphasising a caring, critical, creative and collaborative approach to learning.
(c)   Through developing good speaking and listening skills and promoting the importance of respect for all.

20   Whole school: Activities and Bootham Challenge

(a)   Students are encourages to try new things across a wide range of activities.
(b)   BEAST and WAG promote a wider world view.
(c)   Cooking activities cover multicultural foods and techniques.
(d)   Volunteering activities such as St Nicks Fields and Visiting the Retirement Home promote social development.

(e)   Craft activities often uses ideas from around the world and are used to support groups such as Oxfam.

(f)   Some activities allow students to immerse themselves in another culture, such as Chinese language, and Asian Culture activity.

(g)   Debating societies discuss right and wrong and other moral issues.

21   Whole school: political events

(a)   Each election is used to teach about the voting process including:

(b)   Morning meetings on the issues involved

(c)   A public debate with the local candidates

(d)   In school teams of campaigners

(e)   Mock polls and then a mock election

(f)   Online discussion forums

(g)   This format was used in the General Election 2015 and the EU referendum. In non-election years a 'Question Time' event is held.

Appendix 2   Junior School subject contributions to SMSC development

1   Art

   (a)   Giving students the chance to reflect on nature, their environment and surroundings.
   (b)   Encouraging analytical and cultural understanding.
   (c)   At Key Stage 2 - Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, e.g. war and violence.

2   Computing

   (a)   Making clear the guidelines about the ethical use of the internet and other forms of communications technology, including what is legal and what is not.
   (b)   Acknowledging advances in technology and appreciation for human achievement.

3   Cultural Studies

   (a)   Gaining insights into the way of life and cultural traditions of others.
   (b)   Developing social skills through group activities and communication exercises.
   (c)   Improving listening skills through oral/aural work.
   (d)   Opportunities to meet and talk to staff from other European countries.

4   Design Technology

   (a)   Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
   (b)   Discussing the importance of sustainability when designing and making. The environmental consequences of using different materials.
   (c)   Understanding the influence society has on the development of new products.
   (d)   Understanding the effects that the developments of certain products have on society.

5   English

   (a)   Developing confidence and expertise in language, which is an important aspect of individual and social identity.
   (b)   Through drama activities; empathising with others and exploring differing perspectives
   (c)   Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
   (d)   Developing students' awareness of moral and social issues in fiction, journalism, magazines, television and film.
   (e)   Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
   (f)   Helping students to engage in emotional literacy through differing genres.

6   Geography

   (a)   Through studying contemporary geographical issues students develop skills in listening to others, questioning and discuss the process of democracy.
   (b)   The study of different places as well as the geography of the UK provide opportunities for students to deepen their understanding of their own country and culture and those of others, celebrating diversity whilst appreciating and respecting difference.
   (c)   Older children participate in campaigns such as 'Send my Friend to School' allows students to connect with global issues by lobbying their MPs and thus engage them with our political systems and processes.

(d) Residentials allow students to experience awe and wonder; periods of silent reflection are a common feature of the trips allowing students the thinking space to connect with their surroundings.

7   History

(a) Key Stage 1 and 2
(b) Mutual respect and tolerance of others' views is actively promoted through the choice of curriculum topics and students' participation in class discussions.
(c) Educational visits provide the opportunity to experience awe and wonder and to engage with the past and learn about Britain and other countries' heritages and identities, including visits to the Castle Museum, The NRM and Eden Camp
(d) Key Stage 2
(e) Students develop their knowledge and understanding of the history and nature of British democracy, the struggle for civil liberties and the rule of law.
(f) European and world history topics encourage students to gain an appreciation for their political, religious and cultural traditions and to be able to make comparisons between societies.
(g) Students reflect on issues such as religious intolerance through studying units like 'War and Peace'

8   Latin

(a) Tolerance and mutual respect of the viewpoints of others is encouraged through class discussion.
(b) Engenders an awareness of how similar and different cultures can be through time and place.
(c) Encouraging students to understand how the study of Latin language reflects the thoughts, morals and ideas of a civilisation.

9   Mathematics

(a) Enabling students to acknowledge the important contribution made to mathematics by non-western cultures.
(b) Ensures that students understand the importance of mathematics in everyday life e.g. budgets and finances, carpeting a room, building an extension

10   Music

(a) Considering the role of music in society and its effects on differing cultures and in different eras.
(b) Looking at the way music can change moods and behaviour.
(c) Teaching that encourages students to be open to the music of other cultures.
(d) Students are encouraged to be resilient and independent, gaining knowledge and confidence through self-expression.

11   Personal, Social, Health, Citizenship and Economic education (PSHCEE)

(a) Significant contribution through programme which includes the core topics: health and wellbeing, relationships, and living in the wider world.
(b) Students are encouraged to articulate, challenge and develop their own views and those of others in a safe and respectful environment.
(c) Ground rules which promote equality, respect and openness to new ideas.
(d) Reflection on personal actions and consequences.

12   Physical Education

(a) Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.

(b) Experiencing through different sporting situations the need for understanding, acceptance and respect of people with different abilities and interests

(c) Exposure and participation in creative, artistic and sporting activities

(d) Acceptance and appreciation of the bounds of laws of the game.

(e) Involvement in different sports whose origins may be from many different countries, religions and cultures.

(f) Individual activities that provide the opportunity for self-reflection and challenge such as team working and outdoor educational activities

13   Religious Education (RE)

(a) Learning about beliefs, values and the concept of spirituality with a focus on Quakerism.

(b) Reflecting on the significance of religious teaching in their own lives.

(c) Developing respect for the right of others to hold beliefs different from their own.

(d) Beginning to understand the influence of religion on society.

(e) Understanding and appreciating different cultures, religions and traditions.

14   Science

(a) Outdoor Education, trips and other events encourage students to reflect on the wonder of the natural world, learning to cooperate and share ideas of conservation and identification.

(b) Curriculum content raises awareness of the ways that science and technology can affect society and the environment in both a positive and negative manner.

(c) Discussions about differing issues and ways of solving current climatic and social problems are welcomed.

(d) Cooperation and individual self-esteem is promoted through a range of practical activities and collaborative opportunities within the class.

15   Thinking Skills

(a) Through exploring philosophical ideas and covering key Global Citizenship themes like Stewardship.

(b) Through emphasising a caring, critical, creative and collaborative approach to learning.

(c) Through developing speaking and listening skills and promoting the importance of respect for all.

16   Activities

(a) Pupils are encouraged to try new things across a wide range of activities.

(b) Mini BEAST and language/culture clubs promotes a wider world view.

(c) Cooking activities cover multicultural foods and techniques.

(d) Volunteering activities such as carol singing at the Retirement Home promote social development.

(e) Craft activities often uses ideas from around the world