



# THE FULHAM BOYS SCHOOL

<b><i>Policy Title</i></b>	Spiritual, Moral, Social and Cultural Education Policy (SMSC)
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## **Revisions Table**

<b><i>Version</i></b>	<b><i>Date</i></b>	<b><i>Edited by</i></b>	<b><i>Description of Change</i></b>
			No changes to Summer 2018 policy

The master copy of this document can be found on the FBS Google Drive, under the "Policies" folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) EDUCATION POLICY**

**Date of Next Review: Summer 2020**

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## **1. INTRODUCTION**

- 1.1 This policy aims to define and describe aspects of the curriculum and activities that contribute to the school's spiritual, moral, social and cultural life.
- 1.2 At The Fulham Boys School, SMSC plays a vital role in fulfilling the school aims holistically; as such, SMSC policy finds its place within and permeates whole school policy and life. SMSC is explicitly an integral part of whole school ethos and identity and is reflected across the curriculum. This provides strong context for students' development on each of the SMSC axes.
- 1.3 In particular, this policy should be read in conjunction with the *RE and Collective Worship policy* and *PSHCE and Relationships and Sex Education policy*
- 1.4 Everything we aim to do at The Fulham Boys School requires spiritual, moral, social and cultural dimensions to be given consideration; some are prosaic and immediate like choices in conduct and behaviour; some are enduring and are experienced through loving relationships, in collective worship, and in taking on roles of leadership and responsibility.

## **2. OFSTED DEFINITIONS OF SMSC**

- 2.1 In the 2004 document *Promoting and evaluating pupils' spiritual, moral, social and cultural development*, Ofsted offered generic definitions for use in inspections across faith and non-faith contexts. These follows:
  - 2.1.1 Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.
  - 2.1.2 Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

- 2.1.3 Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.
- 2.1.4 Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

### **3. SMSC AT THE FULHAM BOYS SCHOOL**

- 3.1 Christian values and beliefs will underpin SMSC at The Fulham Boys School (See RE and Collective Worship Policy)

### **4. DELIVERY OF SMSC**

- 4.1 Particular elements of the school's life provide foci for SMSC elements of the curriculum to be described and delivered. These include:
- 4.1.1 Collective Worship (Assemblies, tutor time reflections, welcome services, leaving services, Christmas Carol Services, other services)
  - 4.1.2 Religious Education
  - 4.1.3 PSHCE
  - 4.1.4 Chaplaincy activities
  - 4.1.5 House system
  - 4.1.6 Social Enterprise activities
  - 4.1.7 Learning and Inclusion
  - 4.1.8 Foreign exchanges
  - 4.1.9 History
  - 4.1.10 Geography
- 4.2 The culture of The Fulham Boys School provides a stable base from which boys can learn about each other's' cultural backgrounds. Such learning is supported through tutor time

reflections and assemblies, in RE, History and Geography as well as students' membership of a culturally diverse year group, House and Form group.

4.3 Cultural diversity is explicitly celebrated in school through co-curricular activities. These are then highlighted and celebrated in assemblies.