



This policy applies to the whole school, including the EYFS.

## **Culture and Ethos**

Moira House Girls School prides itself on a culture of high expectations for all pupils. Our core values incorporating fundamental British Values underpin the culture and ethos of the School. We recognise and celebrate the rich diversity of our community and actively seek opportunities to promote the spiritual, moral, social and cultural development of our pupils both within the curriculum and through extra-curricular activities. We are strong believers that education is not just about academic qualifications, it is about developing young women who are confident, resilient, culturally literate and active citizens of a vibrant, ever-changing British society.

**Spiritual development** seeks to improve the spiritual literacy of our pupils. It relates to the beliefs, feelings and values which inform pupils' perspectives and views on life. The School gives pupils opportunities to reflect on their beliefs, encouraging pupils to become self-aware, self-confident and curious about others' beliefs. The School has cultivated a happy, disciplined and caring environment where pupils feel able to express their beliefs and understand the need for respect when learning about the beliefs of others. Before any discussions about beliefs, faith and values can take place, the School's practice is to set up clear ground rules reflecting our core values including fundamental British Values.

The pupils develop their spiritual understanding by experiencing a curriculum which will develop their self-esteem, self-knowledge and belief in themselves. The educational provision allows them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs. Pupils learn to express themselves in a variety of ways and are given opportunities to reflect on their own experiences. We seek to develop pupils who are empathetic of the views and beliefs of others. A recognition that spiritual beliefs, moral values, and reflection on experience can give direction, shape and meaning to an individual's life. A growing ability to cope with the experiences of suffering which human life naturally presents (e.g. anxiety, stress, illness, divorce, loss, death).

The School fosters the spirit of learning by making the educational journey one which is fun, enjoyable and develops a fascination about themselves, others and the world around them. Our school encourages pupils to reflect upon and think critically about one's experiences, opinions, choices and response with a readiness to adapt, grow, and change and respond sensitively to the perspective of others.

At Moira House Girls School the spiritual development is delivered through:

- A Religious Studies programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;
- A PSHCE programme followed by all year groups which covers a range of themes where pupils are encouraged to give their perspectives reflecting their views and beliefs;
- Current affairs lunchtime activities where pupils discuss a topical issue and improve their understanding of the range of views related to local, national and global issues;
- Assembly themes to address and promote the School's values, reflecting multi-faith Britain and the spiritual aspect of quiet and reflection. Assemblies are used as moments to celebrate pupil achievement;
- Educational enrichment trips, creative partnerships and visiting speakers provide enriching experiences, which may promote a sense of awe and fascination about the world;
- A reflective and creative approach to learning;



- A rewards system developing pupil self-esteem through certificates, privileges and awards at all levels;
- Displays of pupil work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individuals.

**Moral development** refers to the pupils' ability to recognise the difference between what is right and wrong. The School has a well-established Behaviour, Rewards and Sanctions Policy, reinforcing the need for boundaries to protect the pupils' right to learn and thrive. A consistently applied system of rules supports pupils to understand the consequences of their behaviour. Personal tutors, form teachers and other key pastoral staff will work with individuals and groups of pupils who may need targeted intervention to improve their understanding of the consequences of their behaviour and actions.

At Moira House Girls School moral development is promoted through:

- School rules as set out in the White Book;
- Safe space discussions based on moral and ethical issues;
- Assembly themes on moral issues, developed and reinforced during form time;
- PSHCE programme which develops knowledge and understanding of the law of the land and the need to respect both civil and criminal law to promote peace, safety, health and harmony of the individual and society as a whole;
- Police Officers' presentations in assemblies on a range of issues related to policing locally and nationally and offers general crime prevention to talks to pupils;
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality;
- Prefects and Peer Mentors support pupils abide by the School rules and inculcate healthy relationships;
- Supervised and filtered access to the Internet together with regular assemblies focused on the dangers of the internet and related issues;
- Community links with key partners such as Community Police Officers to promote a safe environment for all in the local community;
- Engage learners in developing solutions to the challenges they face as global citizens, encourage the development of informed opinions on complex ethical and scientific issues;
- Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour reflecting the flexibility of the curriculum.

**Social development** relates to the skills and personal qualities necessary for individuals to live and function effectively in a multi-belief, multi-background and vibrant British society. Pupils accept and engage with fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils are encouraged to maintain and develop relationships within the School working successfully with other pupils and adults in the School community both in lessons and beyond the classroom. Pupils readily show initiative and are ready to take responsibility for their own learning and to support the running of the School. They are ready to make a positive difference to the School, local community and beyond.

At Moira House Girls School, the social development of pupils is provided through opportunities such as:

- Through the curriculum - all subject areas play an integral part in underpinning the core values and fundamental British Values. For example, in ICT the rule of law is reinforced by pupils



learning about the issues around copyright and in Science individual liberty is the backdrop to discussions on contraception;

- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where pupils become increasingly with more independent study;
- Enrichment opportunities such as the Isle of Wight residential trip and the Duke of Edinburgh Award;
- The use of pupils in teams across the School in Student Council; Prefect team; Sports teams; House teams; Peer Mentor Teams and group work;
- Democratically elected League representative to feedback views, ideas and concerns to their advisory groups and to the senior leadership team; election of School Knights in the Sixth Form;
- PSHCE programme reinforcing the core values and fundamental British values and exploring the different identities which make up modern Britain, giving pupils a strong sense of belonging to the School and British society as a whole, with a clear understanding of the necessity for mutual respect and tolerance of those with different faiths, backgrounds and beliefs;
- Experience Independent Advice and Guidance in the School. Subject specific advice is given at certain milestones of a pupil's life at the School and we have dedicated careers areas in the School to offer support on career/further or higher education planning;
- Participate in the wider community through work experience in year 11 and volunteering in the local community through the projects such as Carlisle Lodge.

**Cultural development** refers to increasing pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. We seek for pupils to have a clear understanding and appreciation of the range of different cultures within the School and further afield as an essential element of their preparation for life in modern Britain, the School refers to this as the world within Moira House Girls School. Pupils learn about the British democratic parliamentary system and its central role in shaping our history and values through curriculum areas such as History and PSHCE. The School has thriving and successful Art, Music and Sports Departments where pupils are keen to participate in and respond positively to artistic, musical, sporting and cultural opportunities. Musical concerts celebrate music from a range of backgrounds with a significant number of pupils participating in School concerts.

Pupils' interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity is cultivated through a range of learning opportunities and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. The pastoral leaders monitor behaviour data trends and hold regular pupil voice sessions to evidence pupils' tolerance and behaviour is in keeping with our core values. There is no place for prejudice or intolerance in British society and the School seeks to respond to any such incidents quickly and appropriately, but also using these incidents to reflect on learning experiences and ensure the matter is addressed within the classroom as well. The School is flexible and recognises that local, national and global events may make certain groups or individuals vulnerable to bullying. Through our pastoral system, the School provides pupils a safe space to discuss these events with an acceptance of the School's core values and fundamental British Values.

At Moira House Girls School the moral development of our pupils is provided by:

- Exploring the contribution of different cultures across the curriculum;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;



- Broaden, develop and enrich pupils' interests and insights through interacting with opportunities the School and the wider community provides such extra-curricular activities and positions of responsibility;
- Preparing pupils for life in modern Britain by improving their understanding of public institutions and services in England such as the Post Office, Citizens Advice Bureau, civil and criminal courts;
- Educational visits at home and abroad to experience other cultures and ways of life;
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments - schools colleges and universities - in order to better understand other cultures and ways of life;
- PSHCE programme;
- MFL/Historical visits to other countries such as France, Spain;
- Collective worship and assemblies - a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals;
- Provision for specific religious activities such as Ramadan for example.

#### **Role of Senior Leaders and Key Staff**

- To undertake audits and observations of department developments in SMSC provision.
- To promote and facilitate enrichment events in the School.
- To organise themes for the weekly assembly programme.
- To promote pupil "voice" opportunities and the related teams in order to maximise pupil participation.
- To oversee a database of pupil involvement both inside and outside of the School
- To encourage staff and pupils to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

#### **Expectations of stakeholders**

All stakeholders expected to support and be engaged in the implementation of this policy through every engagement that they have with each other modelling our expectation of active British citizens; in assemblies and in the course of daily interactions (with each other) in their classes and outside classrooms to promote and celebrate the equality and diversity of the School community.

#### **Related policies and documents**

This policy should be read in conjunction with the following policies and documents:

Employee Handbook  
Staff Handbook  
Code of Conduct for Employees  
Health Safety Handbook  
Boarding Staff Handbook  
National Minimum Standards for Boarding Schools  
ISI Handbook for the Inspection of Schools, Regulatory Requirements  
Teachers' Standards  
Departmental Handbook  
Keeping Children Safe in Education  
Safeguarding Policy



**Moir House**  
*Girls School*  
EASTBOURNE

**MOIRA HOUSE GIRLS SCHOOL  
SPIRITUAL, MORAL, SOCIAL AND CULTURAL  
(SMSC) POLICY 2016-17**

Pastoral Care Policy  
Educational Visits Policy  
Complaints Policy (Parents)  
Complaints Policy (Pupils)

POLICY REVIEWED BY SCHOOL: March 2017

POLICY REVIEWED BY SCHOOL COUNCIL: March 2017

NEXT REVIEW: June 2017