

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) POLICY

City of London School's principal aims, as enunciated in the Strategic Plan, 2015-2020 (SP), are:

City of London School aims to welcome talented boys from a diversity of backgrounds into a tolerant, harmonious community in which they achieve the highest academic standards, make full use of their potential, and develop towards responsible adulthood. It is intended that boys will be: academically fulfilled and qualified, with a range of skills and interests outside the curriculum, sensitive to the needs of others and tolerant of others' beliefs, outward looking and compassionate and responsive to the wider community, leaving as socially confident civilised human beings.

Our aims and values are:

**Aspiration** - we value aspiration of all sorts, both within and outside the curriculum, encouraging the highest ambition and personal commitment.

**Independence of thought** – we actively promote informed questioning and debate, self-motivated learning and intellectual curiosity.

**Courtesy** - we actively develop a sense of mutual respect, consideration for others and an appreciation of the richness and diversity of the world we live in, its values, beliefs and people.

**Loyalty** - we work together in an atmosphere of mutual support in which individual talent is encouraged and celebrated.

**Resilience** - we actively promote self-discipline, resourcefulness and initiative. Alongside this we seek to develop a proper appreciation of self and an understanding of the richness of friendship and spiritual growth in adding depth and meaning to life.

**Confidence** - we actively celebrate achievement without arrogance, the importance of sportsmanship and the strength we derive from listening to other points of view.

**Generosity** - we actively uphold strong moral values, honesty and integrity, valuing service to others and charitable giving, and recognising in doing so that we ourselves are strengthened and enriched.

### Rules and Regulations

City of London School is a large community. We wish all its members (pupils, teachers and support staff alike) to derive the greatest possible benefit from being here. Our code of conduct is designed to promote harmony and the efficient and safe functioning of the community.

We are all expected to:

- be helpful, tolerant and respectful towards everyone in the CLS community
- observe the particular rules which are designed to ensure our own safety and which apply to particular areas of City of London School
- behave with courtesy and in a manner which reflects well on us and on City of London School
- participate fully in the life of City of London School
- avoid behaviour or comments which could lead to any distress
- make sure that our appearance does credit to us and City of London School
- be punctual
- respect the property of both City of London School and of other people and look after our own
- show respect for the environment of City of London School
- show consistency and common sense in the application and following of CLS rules and guidelines

The importance of boys' SMSC development is widely recognised, in law, and plays an essential and significant part in a CLS boy's education. Activities within City of London School are consciously planned to contribute to boys' SMSC development, such as in assemblies, extra-curricular programmes and clubs, careers education and guidance, PSHE including Sex and Relationship education and drug education. Contributions to the SMSC programme can be found in the taught curriculum and extra-curricular activities.

See A6 SHB

<http://intranet.clsb.org.uk/staff-handbook/staff-handbook/general-information>

### **Spiritual development**

“Spiritual” is not synonymous with “religious” but City of London School recognises that some boys will express their spiritual awareness in religious terms, while for others the spiritual quest involves other forms of expression.

CLS boys who are developing spiritually are likely to develop some of the following characteristics:

- a set of personal values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- an awareness and understanding of their own and others' beliefs
- a respect for themselves and for others
- a sense of empathy, concern and compassion
- an increasing ability to reflect and learn from this reflection
- a readiness to challenge all that would constrain the human spirit for example; poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- a sense of the heritage and the tolerant tradition of City of London School

City of London School attempts to foster boys' spirituality by **actively** encouraging the following:

- giving boys the opportunity to explore values and beliefs including religious beliefs and the way in which they affect people's lives through assemblies, trips and charity events
- enabling boys to develop a set of values, principles and beliefs to inform their perspective on life and their behaviour
- encouraging boys to explore and develop what animates and inspires themselves and others
- encouraging boys to express innermost thought and feelings through for example, art, music, literature and drama, exercising the imagination, inspiration, intuition and insight
- promoting teaching styles which:
  - value boys' questions and give them space for their own thoughts ideas and concerns
  - enable boys to make connections between aspects of their learning
  - encourage boys to relate their learning to a wider frame of reference
  - encourage boys to consider and respect a diversity of opinions
  - ensure that boys experience fascination and wonder in their learning through role play, debate and trips

### **Moral Development**

Moral development is about boys building a framework of moral values which regulates their personal behaviour, developing an understanding of society's shared and agreed values. CLS boys who are becoming morally aware are likely to be developing some or all of the following characteristics:

- an ability to distinguish right from wrong
- an appreciation of the needs of the vulnerable within our own and the wider community

- an ability to think through the consequences of their own and others actions
- a willingness to express their views on ethical issues and personal values
- an ability to make responsible and reasoned judgements on moral dilemmas
- a commitment to personal values in areas which are considered right by some and wrong by others
- a respect for others' needs, interests and feelings as well as their own
- a desire to explore their own and others' views
- a sense of moral responsibility towards society through charity fundraising and community service projects

CLS **actively** encourages the boys' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of City of London School
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- giving boys opportunities across the curriculum to explore and develop moral concepts and values and the consequences of decision making eg in Sex and Relationships education
- developing an open and safe learning environment in which boys can express their views and practise moral decision making
- recognising and respecting the codes and morals of the different cultures represented in City of London School and the wider community
- encouraging boys to take responsibility for their actions for example; respect for property, care of the environment and developing codes of behaviour
- proving models of moral virtue through literature, humanities, sciences, arts, PSHE lessons, debating, MUN, assemblies, outside speakers and acts of worship

### **Social Development**

CLS boys who are socially aware adjust appropriately and sensitively to a range of social contexts. They relate well to others and work successfully as a member of a team. Boys who are becoming socially aware are likely to be able to:

- adjust to a range of social contexts by appropriate and sensitive behaviour
- relate well to other people's social skills and personal qualities
- work successfully as a member of a group or team
- challenge when necessary and in appropriate ways, the value of a group or wider community
- reflect on their own contribution to society and to the world of work
- participate in activities relevant to the community
- understand the notion of interdependence in an increasingly complex world
- exercise tolerance and a sense for inclusion
- help resolve conflicts between friends and acquaintances

CLS will foster boys' social development by:

- **actively** identifying key values and principles on which City of London School and community life is based
- **actively** fostering a sense of community with common inclusive values which ensure that everyone irrespective of ethnic origin, nationality, language, gender, ability, sexual orientation and religion can flourish
- **actively** encouraging boys to work co-operatively eg group work, pair work
- **actively** encouraging boys to recognise and respect social differences and similarities

- **actively** providing positive corporate experiences for example through assemblies, team activities, trips, school productions, sports teams
- **actively** providing opportunities for boys to exercise leadership and responsibility across year groups through academic and pastoral mentoring, sports teams, the prefect system and CCF
- **actively** providing positive and effective links with the world of work and the wider community and other countries and in particular by creating networks with City of London School's international community through the Careers' Fayre, and links with international schools

### **Cultural development**

Cultural development is about boys' understanding their own background and culture and other cultures in their locality and in the country as a whole and elsewhere in the world. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity, prevent racism and promote British values. Linguistic diversity is encouraged.

CLS boys who are becoming culturally aware are likely to be developing some of the following characteristics:

- an ability to recognise and understand their own cultural assumptions and values
- an understanding of the influences which have shaped their own cultural heritage
- an understanding of the dynamics and the evolutionary nature of cultures and the heritage of City of London School
- an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing racial equality
- an openness to new ideas and a willingness to modify cultural values in the light of experience
- a willingness to participate in and respond to artistic and cultural enterprises

CLS will encourage boys' cultural development by:

- **actively** providing opportunities for boys to explore their own cultural assumptions and values
- **actively** addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
- **actively** recognising and nurturing particular gifts and talents
- **actively** providing opportunities for boys to participate in literature, drama, music, art, sport, science, and other cultural events and encouraging boys to reflect on their significance
- **actively** developing partnerships with outside agencies and individuals to extend boys' cultural awareness for example theatre, museum, concert and gallery visits, and foreign exchanges
- **actively** exposing boys to a broad range of views from across the political spectrum eg through Politics Society
- **actively** promoting British values through assemblies, debate and History and Politics lessons

We expect each academic department to encourage opportunities for SMSC development across City of London School, and details of provision in each subject area can be found on the SMSC grid which can be accessed via the intranet.

**We actively promote SMSC education through amongst other things:**

- Assemblies – Lower School, Upper School, Five assemblies (Christian, Jewish, Hindu, Muslim, Secular), Remembrance Day
- PSHE lessons, PSHE discussions in Form Time including Sex and Relationships education and Citizenship, e.g. FGM & democracy through citizenship, etc.
- Outside speakers who speak on a range of topics to all year groups from PSHE, to careers, politics etc
- Trips to the theatre, local London attractions, subject specific, sporting, abroad
- Charity work – the Charity Committee raises a huge amount of money each year. The charity is picked by the boys at CLS
- Clubs and Societies including subject specific, debating, MUN and those set up by the boys themselves
- Politics Society run by the boys. Guest speakers from the whole political spectrum are invited to speak and Mock Elections and hustings are held
- School Parliament
- Student Day
- Maintaining positive relationships with parents and holding PSHE talks for them throughout the year
- The pastoral care system including affiliated prefects
- Mentoring system
- The teaching and learning environment
- Learning Support Department
- Whole school curriculum including Religion and Philosophy lessons
- Wall displays
- The House system including whole House assemblies (Year 9-13)
- The induction for new boys
- Tutor meetings at the start of the academic year
- Prize Day
- Community Service
- D of E
- CCF
- Outreach programme
- Insets to promote professional development eg on mental health, special educational needs