



ST BEES SCHOOL

WHERE WEST MEETS EAST

# SPRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION POLICY

2021 - 2024

Author: Headmaster

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St Bees School is committed to the delivery of the highest possible standards of spiritual, moral, social and cultural education. The Board and SLT are fully committed to their duty to ensure that the school abides by its moral and regulatory obligations in all aspects of the education provided to the student.

All opportunities are taken to ensure that, when appropriate, we promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

We do this through the following means:

- Personal Development lessons
- Assemblies- which take place in the chapel as a central place for spirituality and the focus on morality and the development of character
- Priory services- relatively regular services in local church which have a Christian character but a very ecumenical outlook
- We run a series of clubs and activities as part of our GCAS (Global, Creativity, Activity, Service) programme, which takes place for all students 4 times per week. Many of these are directly related to the development of the SMSC dimension, e.g.
  - World Religions- directly promotes tolerance and understanding of all religions and none. Explores issues of spirituality and morality from both a religious and humanist perspective
  - Earth Club- promotes environmental concern and supports Green/environmental courses
  - Chinese culture- gives children a chance to engage with our principal sister culture
  - Cooking- students learn to prepare food/meals from a number of different cultural traditions
  - World literature- students have a chance to read, review and discuss literature from many different nations, ensuring they develop understanding of a diverse range of cultures
  - Conservation/working group- a service aspect compulsory for all junior and middle school children that contributes to improving their environment both internally and externally.
- We have a particular commitment to the outdoor education and outdoor pursuits, including a fell walking club, the Wainwright Club, activities like climbing, canoeing and open water swimming and the Duke of Edinburgh's Award. We believe in and promote



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an appreciation of the natural environment as good for mental and physical wellbeing, a sense of spirituality and our place in the world and for promotion of care for our surroundings

- We develop leadership/teamwork through a whole host of forums, including but not limited to: the School Council, House teams, the Boarding House Council, House Captains and Prefects, sports teams, and expeditions.

Our education will ensure that principles are actively promoted which:

1. Enable students to develop their self-knowledge, self-esteem and self-confidence.
  - We run programme called GAP (Global Awareness Programme)- this draws in all aspects of SMSC, specifically related to our unique cultural outlook, which encourages development of a global outlook amongst our students, while also developing key skills and character attributes. It is also encourages cultural understanding and appreciation of one's own culture and of others and their relationship to each other. The cycle followed can be seen below. Every year group from Years 7 to 13, has 2 periods per week devoted to GAP





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- We pay specific attention to the development of certain character attributes/skills that are at the core of what we do and ensure we balance IQ with EQ. These are designed to develop young people's wellbeing, sense of purpose and confidence, and prepare them to be leaders for the future, ready to take on the challenges of the world beyond school. The 10 attributes can be seen below.



2. enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- We have comprehensive Behaviour, Exclusion, Anti-Bullying and Safeguarding Policies and clear rules that are regularly reinforced in mentoring sessions, school and house assemblies and through day-to-day interactions



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- We link this into some of our other programmes such as RSE and PSHE and by inviting speakers from the outside world, from the Police and other public bodies.
3. 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.
- This is done through all areas expressed in point 2
  - Through prefects and house captains
  - Through School and House Councils
  - Through issues brought up in point 1 in relation to the character attributes and the development of a balance between EQ and IQ- these points are consistently referred to throughout school life, including explicit references made in lessons whenever the opportunity presents itself. Opportunities are incorporated specifically in lesson plans.





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4. enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
  - MPs/politicians visiting to talk about the parliamentary/local electoral process
  - Liaison with and involvement of local police
  - Trips to local courts
  - Engagement with the NHS (especially outside Covid times).
5. further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
  - Food in dining hall is from different cultural traditions, including British, Chinese, Indian, Italian, Mexican, Thai and Turkish
  - We celebrate festivals/events from British culture, including Bonfire Night, Christmas and Easter, and other cultures e.g. Chinese New Year and Chinese Mid-Autumn Festival
  - We have an international day
  - We promote global understanding through the GAP programme
  - Cultural exchange, especially to China and the diverse nature of our students/staff who come from countries across the world- we currently have students from the following nationalities/origins: China, Germany, Italy, Kazakhstan, Korea, Malawi, Nigeria, Romania, Spain, Turkey, Ukraine, UK. The number of nationalities is growing as the school grows
  - Local, national and international (outside Covid times) trips.
6. Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
  - As in point 5 and refer to our SEND Policy
  - This is a key aspect of our Personal Development (PD) programme, refer to PD Policy.
  - These issues are constantly revisited in all settings, whether boarding or day.



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7. encourage respect for democracy and support for the participation in the democratic process, including respect for the basis on which the law is made and applied in England.
  - Elections of House Captains and School and Boarding House Councils and of Head Boys/Girls
  - PD programme develops this
  - We encourage independence and student voice in all circumstances. Students are encouraged to appropriately and politely speak up on all topics of concern. Students also to understand the importance of time, place and position
  - Safeguarding is especially critical to development of student voice and this is made clear.
8. Preclude the promotion of partisan political views in the teaching of any subject in the school.
  - An issue made clear to all staff through Prevent training, which is mandatory for all staff on an annual basis
  - As far as reasonably practicable, we will ensure that where political issues are brought to the attention of students (while they are in attendance at the school, while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or in their promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere), they are offered a balanced presentation of opposing views.
9. Appreciation of art, music, dance and drama
  - Developed through trips to sites of interest
  - Through the teaching of drama and music as compulsory subjects (music through singing and drama also offered as an IGCSE)
  - Through school productions and concerts/talent shows
  - Through instrumental music lessons available in instruments/voice, including cello and piano



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- Visiting arts groups performing in the school.

## 10. Appreciation of the natural world

- Through our commitment to outdoor education
- Conservation and Earth Club.

## 11. Commitment to developing the whole person and balanced people.

- The SMSC perspective is critical to our holistic approach of developing the whole person
- Sport, the visual and performing arts, academia, a love of learning and the development of caring/compassionate young people all contribute.







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12. Consideration of the development of balanced minds and the nurturing of a healthy balance between EQ, as the bedrock for all else and IQ as the means to success in the professional world.

- Our balanced programme contributes to this
- Our conscious focus on character attributes is key to this, including selecting children on the basis of character and potential, rather than ability
- The inclusive, collaborative and family atmosphere contributes to healthy minds and bodies. Leads to excellent relationships across and throughout school, between different age groups and between staff and students and between support staff and teaching staff.

