

Spiritual, Moral, Social and Cultural Development (SMSC) Policy

Abstract

The Spiritual, Moral, Social and Cultural Development Policy (SMSC) outlines the ways in which these important areas are embedded throughout the school's IB Primary Years, Middle Years and Diploma Programmes and are encompassed in the school's core values and mission statement.

The SMSC Policy precludes the promotion of partisan political views in the teaching of any subject in the school. Steps are taken that are reasonably practicable to ensure that, where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. This is the case for curricular and extra-curricular activities, both at the school and for off-campus visits. Southbank promotes the development of international-mindedness as part of its commitment to the IB programme and seeks to actively promote fundamental British values of democracy, the rule of law, individual liberty (including freedom of speech) and mutual respect, and tolerance of those with different faiths and beliefs.

This policy reflects the Independent School Standards. The school recognises its responsibilities to help build students resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Our students should not stop debating controversial issues. Rather, the school should provide a safe environment to understand the risks of terrorism and enable students to develop the knowledge, skills and understanding to challenge extremist arguments. For our Early Childhood students, our PYP and PSPEE frameworks will support their personal, social, emotional and economic development and understanding of the world at an age appropriate level.

Aims of this policy

The school aims to create an ethos and curriculum which promote opportunities for students at all levels to develop their understanding of spiritual, moral, social and cultural awareness. This is embodied in the school's Mission Statement, the IB Mission Statement and our core values, all of which underpin every aspect of the school:

Southbank Mission Statement

Southbank regularly reviews its Mission statement through collaborative consultation with students, parents and staff. The last consultation was in Autumn 2014. The revised Mission Statement:

"Southbank International School (3-18) is committed to a liberal ethos, academic rigour and the values of the International Baccalaureate."

The school therefore wholeheartedly endorses the IB Mission Statement:

"The International Baccalaureate aims to develop inquiring, knowledgeable young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people with their differences, can also be right."

Spiritual development

As an international school with over 70 different nationalities, Southbank is a non-

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denominational school and parents choose it because of this cultural and spiritual diversity. Spiritual is not synonymous with 'religious' and we recognise that our diverse student body may express spirituality in different ways.

Southbank students who are developing spiritually are likely to develop some of the following characteristics:

- 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 beliefs and those of others which may be different
- self-respect and a respect for others
- a sense of empathy, concern and compassion
- an increasing ability to reflect and to learn from this reflection
- a readiness to challenge potential limitations such as 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

Southbank promotes the development of spirituality by encouraging the following:

- students being given the opportunity to explore values and beliefs including religious beliefs different from their own and the way in which they affect people's lives, including agnostic, humanist and atheist beliefs
- students being given the opportunity to develop a set of values, principles and beliefs to inform their perspective on life and their behaviour
- students being given the opportunity to explore and develop what inspires them and others
- students being encouraged to express innermost thought and feelings through for example, art, music, literature
- the use of "London as a Classroom" visits to enhance students' understanding of mix of spiritual institutions and centres in the capital, and to understand the tolerance for a wide range of belief systems within Britain
- the promotion of teaching styles that:
- value students' questions and give them space for their own thoughts ideas and concerns
- enable students to make connections between aspects of their learning
- encourage students to relate their learning to a wider frame of reference
- encourage students to consider and respect a diversity of opinions

Moral development

Moral development is about students building a framework of moral values which regulates their personal behaviour, developing an understanding of society's shared and agreed values. In an international school setting, identifying commonalities in moral frameworks is important and we do this by agreeing Codes of Conducts at all levels of the school from Early Childhood to Diploma level.

Southbank students who are becoming morally aware are likely to be developing some or all of the following characteristics:

- an ability to distinguish right from wrong
- a respect for civil and criminal law appropriate to the age of the students

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- 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, embodied in the CAS (community, service, activity) element of the Diploma programme

Southbank encourages moral development by:

- providing clear Codes of Conduct at each level of the school (see Behaviour Policy)
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria (see Equality and Diversity Policy; Anti-Bullying Policy, Learning Support Policy)
- giving students opportunities across the curriculum to explore and develop moral concepts and values and the consequences of relationships
- developing an open and safe learning environment in which all students can express their views and practise moral decision making
- recognising and respecting the codes and morals of the different cultures represented in Southbank, the wider community, the UK and the world
- actively promoting a respect for the UK rule of law and British values
- encouraging students to take responsibility for their actions for example, respect for property, care of the environment and developing codes of conduct and essential agreements.

Social development

Through social development Southbank students acquire the skills and personal qualities needed for individuals from diverse backgrounds to live and function effectively in an ever-changing society. This requires an understanding of society, including an awareness of students' home backgrounds and of their host country, the UK. Students 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

We encourage social development by:

- identifying core values on which Southbank is based

- fostering a sense of community with balanced, common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, language, gender, ability and religion can flourish
- encouraging students to work co-operatively
- encouraging students to recognise and respect social differences and similarities
- providing opportunities for students to become involved in the social structures which can enhance school life, for example in the Student Council and in the CAS programme (Diploma)
- providing positive and effective links with the wider community and other countries and in particular by creating networks with the Southbank's international community, for example via the IB network of schools and via our community links locally, nationally and internationally
- developing the use of "London as a Classroom" visits to enhance students' understanding of the social opportunities available through links with local charities or organisations

Cultural development

Cultural development is about students understanding their own background and culture (their home country and culture) and other cultures in their locality and in the country (Great Britain) as a whole and elsewhere in the world. In our international school, we also recognise that for some students, their globally mobile background may mean that their own cultural experience may differ from that of their parents ("Third Culture Kids") and that this may mean sensitive development of their own cultural roots. Promoting pupils cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism. We value and actively promote the use of student mother tongues, encouraging students to maintain or develop proficiency in their home language/languages, whilst recognising that our globally mobile intake may mean that for some children English will become their dominant language.

Southbank students who are becoming culturally aware are likely to be developing some of the following characteristics:

- a developing ability to recognise and understand their own cultural background, values and assumptions and that of Great Britain
- a developing understanding of some of the influences which have shaped their own cultural heritage and that of Great Britain
- a developing ability to appreciate cultural diversity and to respect other people's values and beliefs
- 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

Southbank will encourage students' cultural development by:

- providing opportunities for students to explore their own cultural values and assumptions
- addressing discrimination on the grounds of race, religion, gender, age and other criteria and promoting racial and other forms of equality in line with fundamental British and international values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- recognising and nurturing a diversity of skills and talents

- providing opportunities for students to participate in a broad and diverse range of literature, drama, music, art, sport, science, and other cultural events
- developing partnerships with outside agencies and individuals to extend students' cultural awareness for example theatre, museum, concert and gallery visits, a diverse range of guest speakers and a range of residential visits from primary to diploma level
- developing a balanced range of speakers and visits to support students in their knowledge of public institutions and services in England, ensuring where reasonably practicable that political issues are offered in a balanced presentation of opposing views
- developing the use of "London as a Classroom" visits to enhance students' understanding of the rich source of culture available in the capital, including political, religious and institutional services and structures

We expect each campus and faculty to encourage opportunities for SMSC development across the school.

We promote SMSC education as an integrated part of our overall programme through these and other ways:

- a wide range of visits and visitors - including London as a Classroom
- CAS
- Codes of Conduct and Essential Agreements
- displays
- Extracurricular Activities based on a balance of creativity, activity (MYP+)/ action (PYP) and service (see ECA information)
- fundraising for charity (see list of charity events and charities supported)
- International Night
- Janet Kuehn Travel Fellowship Award: the award is given to a student nominated by teachers who who demonstrates the qualities which were admired in Janet (a former teacher who died of cancer). These qualities include the following:
 - commitment to improving understanding among people
 - courage and strength as an individual
 - generosity
 - genuineness
 - high academic and personal standards
 - warmth and sensitivity
- learning support
- maintaining positive relationships with parents
- Milton Toubkin Award
- School Councils at all campuses
- the curriculum
- the pastoral care system
- The PSPEE (H & K) and PHSEE (W) programme (see schemes of work) and Jigsaw programme in the Primary campuses
- the teaching and learning environment
- Town meetings (see schedules and themes promoted).