



# JEDDAH PREP AND GRAMMAR SCHOOL

## Spiritual, Moral, Social, and Cultural Development

### INTRODUCTION

The policy should be read in conjunction with our Approach and Aims and with the policies on Behaviour and PSHE / Citizenship. All areas of the school curriculum have planned opportunities for the four components of SMSC to be developed.

### AIM OF THIS POLICY

Spiritual, moral, social and cultural education (SMSC) is integral to our educational provision. The importance of the pupils' SMSC development is widely recognised and plays a significant part in our education. Through the education they receive at JPGS, we aim to help all pupils to develop spiritually, morally, socially and culturally.

We aim to enable pupils to develop self-knowledge, self-esteem and self-confidence, to distinguish right from wrong and respect the civil and criminal law, to encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others, both locally and further afield. We also provide pupils with a broad general knowledge of the public institutions and services in England, and assist them to acquire an appreciation of, and respect, for their own and other cultures in a way that promotes tolerance and harmony. We also encourage them to respect fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We promote the importance of these aspects of our pupils' educational development through the curriculum, through co-curricular and extra-curricular activities and through the House system.

We consider that all curriculum subjects have a direct contribution to make towards SMSC education but English, History, Humanities and PSHE provide a direct and important opportunity to affirm the importance of the principles set out above. Teaching departments identify specific areas where they can make these connections and promote SMSC education. Their statement on support of this policy is included in their departmental handbook.

Outside the classroom, SMSC education is promoted through extra-curricular and co-curricular activities, assemblies, through tutor meetings and discussions, as well as through all aspects of pastoral care and support.

## **SPIRITUAL DEVELOPMENT**

**Definition:** Personal development related to the spirit or soul and the intangible. It does not relate to physical nature or matter and is not synonymous with religious studies, although this subject can be a major vehicle for the delivery of spiritual matters.

“Spiritual” is not synonymous with “religious” but the School recognises that some pupils will express their spiritual awareness in religious terms, while for others the spiritual quest involves other forms of expression. Pupils at JPGS who are developing spiritually are like to develop some of the following characteristics:

- a set of 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 as aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, racism and other forms of discrimination.

The School attempts to foster pupils’ spirituality by encouraging the following:

- giving pupils the opportunity to explore values and beliefs including religious beliefs and the way in which they affect people’s lives;
- enabling pupils to develop a set of values, principles and beliefs to inform their perspective on life and their behaviour;
- encouraging pupils to explore and develop what animates and inspires themselves and others;
- encouraging pupils to express innermost thought and feelings through for example art, music, literature and craft, exercising the imagination, inspiration, intuition and insight;

- taking assemblies seriously.

## **MORAL DEVELOPMENT**

**Definition:** Personal development relating to human behaviour, especially the distinction between good and bad or right and wrong.

Moral development is about pupils building a framework of moral values which regulates their personal behaviour, developing an understanding of society's and agreed values. JPGS pupils 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 the law;
- 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 others;
- a respect for others' needs, interests, feelings and political views 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.

The School encourages their pupils' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the School;
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria;
- giving pupils the opportunity 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 pupils can express their views and practise moral decision making;

- recognising and respecting the codes and morals of different cultures represented in the School and the wider community;
- encouraging pupils to take responsibility for their actions for example, respect for property, care of the environment and developing codes of behaviour;
- providing models of moral virtues through literature, humanities, sciences, arts, assemblies and acts of worship.

## **SOCIAL DEVELOPMENT**

**Definition:** Personal development concerned with living in a community rather than alone.

JPGS pupils 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.

Pupils 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.

The School will foster pupils' social development by:

- identifying key values and principles on which the School and community life is based;
- 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;
- encouraging pupils to work co-operatively;
- encouraging pupils to recognise and respect social differences and similarities;
- providing positive corporate experiences for example through assemblies, team activities, residential experiences, school productions;

- providing opportunities for pupils to exercise leadership and responsibility across year groups;
- providing positive and effective links with the world of work and the wider community and other countries.

## **CULTURAL DEVELOPMENT**

**Definition:** Personal development concerned with the inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

Cultural development is about pupils 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 the school's attempts to value cultural diversity and prevent racism. Linguistic diversity is encouraged.

JPGS pupils who are becoming cultural aware are likely to be developing some of the following characteristics:

- an ability to recognise and understand the value and richness of cultural diversity in Britain;
- 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 the School;
- an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race 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.

The School will encourage pupils' cultural development by:

- providing opportunities for pupils to explore their own cultural assumptions and values;
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality;
- offering a balanced presentation of opposing views;
- recognising and nurturing particular gifts and talents;

- providing opportunities for pupils to participate in literature, drama, music, art, sport, science, crafts and other cultural events and encouraging pupils to reflect on their significance;
- developing partnership with outside agencies and individuals to extend pupils' cultural awareness for example theatre, museum, concert and gallery visits and foreign exchanges.

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