

Bedales Schools’ Spiritual, Moral, Social and Cultural Development of Pupils Policy

INCLUDING EYFS

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Bedales Schools' Spiritual, Moral, Social and Cultural Development of Pupils Policy

Bedales is a school that was set up around an ethos of community, valuing others, and working together. Our school motto 'Work of Each for Weal of All' means that our school is more than the sum of its parts, that each member of the community has a role to play in creating that community. The SMSC development of pupils is therefore core to what we do. Success at Bedales has never been measured simply on a pupil's exam transcript: development of character has always been a very important part of what the school seeks to achieve.

John Badley, the school's founder, set out simple guidelines, by which the school should be run. Those in the community should avoid:

- Needless labour to others.
- Needless exposure of oneself or others to danger or infection.
- Waste or damage of property, whether belonging to the community or to an individual.
- Annoyance to others in the community, or to neighbours outside.

And in addition, "everyone must try to carry out whatever has been found necessary or helpful for preserving order and promoting the health and wellbeing of all concerned".

The school rules to this day maintain the spirit of these guidelines, prohibiting only things likely to cause harm, annoyance or needless work to oneself or others, and promoting community-minded thinking amongst staff and pupils. Rules are to be obeyed not 'because I said so', but because following those guidelines promotes selfless action and avoids causing harm, annoyance, or needless work.

Unlike many independent schools, Bedales is a non-denominational foundation, with no chapel, no chaplain, and no compulsory religious services. We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

This policy sets out how Bedales

- (a) Ensures that principles are promoted which:
 - (i) Enable pupils to develop their self-knowledge, self-esteem, and self-confidence.
 - (ii) Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
 - (iii) Encourage pupils 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.
 - (iv) Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
 - (v) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
 - (vi) Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

- (vii) Encourage respect for democracy and support for and participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- (b) Facilitates pupils' spiritual development and makes religious observance possible for those who want this.
- (c) Precludes the promotion of partisan political views in the teaching of any subject in the school.
- (d) Takes such steps as 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 whether pupils are:
 - (i) In attendance at the school.
 - (ii) Taking part in extra-curricular activities which are provided or organised by or on behalf of the school.
 - (iii) Experiencing the promotion of extra-curricular activities, including promotional materials, taking place at the school or elsewhere.

Jaw

A key means of engaging pupils in social, moral, spiritual, and cultural questions is through Jaw. Jaw at Bedales takes the place of chapel in more traditional independent schools. It is the time during the week for reflecting on philosophical, spiritual, religious, and moral ideas and views. Jaw reflects the diversity of views not just in the school, but in the world as a whole, and speakers from many different philosophical and religious perspectives are invited to participate.

Jaws might include:

- Meditation and time for reflection.
- Talks from representatives of religious communities.
- Key moments in the Christian year (Harvest, Advent, and Passiontide).
- Act of Remembrance for those who died in WWI & WW2 from the Bedales Community.
- Festivals celebrated by a number of pupils (such as Chinese New Year).
- Pupil participation in reading or giving pupil-led Jaws.
- Ethical dilemmas.
- Environmental issues, including Earth Day.
- Political issues and pupil-led debate.
- Mock elections.
- Governors' & Head's Question Time, at which any pupil can ask questions about the running of the School.

Opportunities for SMSC development in the Curriculum

Bedales has an innovative curriculum of its own, including Bedales Assessed Courses which replace GCSEs in many subjects, and an Enrichment Programme in the Sixth Form. This enables us to be tackling social, moral, spiritual, and cultural ideas and concepts often not covered in other schools.

Examples include:

RS & Philosophy	Pupils study a diverse range of religious viewpoints all the way through the school and specialise in Buddhist thought in the Sixth Form. Ethics is a prominent part of the curriculum, and this is backed up with established theory right from the beginning so that moral deliberations are given substance. In Block 5, pupils work on a 'Utopia Project', in which they formulate a view on the nature and possibility of a perfect society.
Global Awareness	Global Awareness centres around the tenets of SMSC ideas with a focus on global perspectives. This is through pupils developing an understanding of the importance of difference and how this contributes to the wider world. This is essential in achieving balance and most importantly, creating solutions which have an impact on the world as a whole.
Design	<ul style="list-style-type: none"> • Social – impact of design – what should society be producing and demanding? This links to the below: • Moral – decisions designers face when developing new products, material selection, sustainability issues, effects on the labour markets, ethics of FMCGs, workplace conditions, product lifecycle (obsolescence etc.), end of product life responsibility. • Cultural – examine how past events have shaped the world we live in and the things we choose to surround ourselves with, on the basis of aesthetics, function, need, innovation for innovation's sake, innovation on the basis of need, the visual language of design and how this is interpreted differently in different countries/cultures.
Geography	Geography explores ideas of empathy as well as social and environmental responsibility. Enquiry questions such as "Why do poor people still exist?" and "Should refugees be allowed into Europe?" pose ethical questions. Regional Geography develops pupils' cultural understanding of place. Our gendered spaces topic challenges pupils to explore their own social interactions with place and space.
Maths	The Maths Department runs an Enrichment course on Anthropology of Maths, which looks at number and mathematics from the perspective of different global and historical cultural perspectives.
Biology	The Biology Department continues to promote an informed and rational approach to key social issues such as vaccinations, antibiotic resistance, genetic modification etc. The department attempts to ensure that the toxic mix of social media and uninformed opinions is counteracted by evidence and understanding in all Bedales pupils.
English	Literature is all about social, moral, spiritual, and cultural development. We discuss big world issues, politics, psychology, ethics, rights and equalities and guide pupils to becoming independent thinkers who can have informed opinions on these issues that they can back up with well-considered evidence.
English as an Additional Language	EAL – Social, moral, cultural, spiritual. EAL lessons and the relationship between pupil and EAL teacher is a vital forum for exploring and gaining a greater and deeper understanding of issues relating to the cultural, social, and spiritual elements of the School community. In addition, there is the opportunity to learn about how issues inform and underpin the attitudes and workings of the wider community. Being able to identify and understand cultural norms is essential to the successful integration of international pupils and enables an equal sharing of

	<p>ideas. This, in turn, leads to tolerance and understanding for all pupils, regardless of where they come from. Key areas that EAL focus on are:</p> <ul style="list-style-type: none"> • Dialogue and sharing of ideas. • Tolerance and understanding of all traditions and cultures and how different cultures can sit alongside each other. • The freedom for a pupil to explore any area of interest, confusion or concern that they might have regarding belief, behaviour, language or lack of understanding they might have encountered or feel. • Providing background of traditions, social norms, cultural expectations, and behaviours, within a classroom setting, boarding house or in the wider school or local communities.
Learning Support	<p>Although there is nothing we explicitly add through planned teaching relating to these things, it is in the nature of the 1:1 setting that pupils sometimes take the opportunity to discuss issues which concern them, so we have some informal input into the choices they make and the approaches they take to those decisions, thereby contributing to the SMSC development of pupils.</p>

Further opportunities for spiritual development

Whilst Bedales is a non-denominational school, and has no chapel or compulsory religious services, it is more pluralist than secular in its approach to religious devotion. The School wants to make it possible for pupils both to find their own way in their spiritual development, and make possible religious devotion when individuals want this. Opportunities include:

- Meditation and yoga in the mornings.
- 'Picnic' Christian Bible reading group.
- School informal Eucharist once a term.
- Giving details to parents of those who can offer Confirmation preparation locally.
- Allowing Boarders to attend church on Sundays if they want to.
- Arranging prayer spaces when needed for particular pupils.

Opportunities to engage with others – Work of Each for Weal of All

Bedales' motto is 'Work of Each for Weal of All', so service to others and to the community is central to our ethos. Opportunities for this include:

- Community Service, for example reading to pupils at Steep Primary.
- Global Awareness, which develops pupils' political, social, and cultural awareness and engagement.
- Outdoor Work, in which 'Work of Each for Weal of All' is made very explicit and palpable in the projects pupils undertake for the community.
- Whole School Effort, run by the Outdoor Work Department, in which the whole school works together on a project for the school community and the local community.
- School Council, one of the oldest in the country and emblematic of a democratic approach and the seriousness with which we take pupil voice.
- Leadership roles, including being a 'Badley Senior', a 6.2 pupil who works with a Block 3 tutor group.

Moral Development and 'Getting it wrong'

At Bedales, we like to talk about a pupil 'getting it wrong' in order to encourage approbation of the behaviour, rather than the pupil. Because the rules at Bedales centre around not harming, annoying, and causing needless work for others, when pupils 'get it wrong', conversations with tutors, houseparents and ultimately senior staff always engage in questions of moral development and effect of actions on others.

Specific details of how we do this can be found in the Bedales Behaviour Management Policy.

NB: All School Policies are available to staff and can be found here:

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