

SMSC Policy
(Spiritual, Moral, Social, Cultural)

Academic Year 2025-2026

Aims and Principles

St Paul's Cathedral School is a Christian, co-educational community which holds to the values of love, justice, tolerance, respect, honesty, service and trust in its life and practice, to promote positive relationships throughout the school community and where the safety, welfare and emotional well-being of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community, espouses the democratic process and encourages a close working relationship with parents and guardians.

I. Introduction

The Spiritual, Moral, Social and Cultural (SMSC) development of pupils at St. Paul's Cathedral School is at the heart of the school's ethos and its commitment to enable all pupils to realise their full potential. SMSC is not taught as a discrete subject but rather permeates every aspect of life at St Paul's Cathedral School.

This policy outlines the contribution that SMSC makes to pupils' wellbeing and their physical, academic and creative needs within our community. SMSC plays an important role in developing our pupils as rounded, confident, independent minded young people.

We therefore aim to provide an age and ability appropriate education that provides pupils with opportunities to develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of the world they live in.

Guiding pupils with the School's core values of:

- trust
- respect
- honesty
- love
- tolerance
- fairness
- excellence
- community

These aims are underpinned by the School's aims to:

- Inspire pupils through a rounded education with both breadth and depth
- Empower pupils to become independent learners
- Support each pupil's development through effective partnership between home and school
- Challenge each pupil to try their best and to persevere
- Encourage pupils to be curious, ambitious and not to fear failure
- Foster wisdom, moral courage, a care of others and a spirit of service
- Share the value of spiritual life, through the School's Christian tradition and by promoting mutual respect and tolerance for those of other faiths and beliefs
- Develop well-mannered pupils who are respectful of themselves and others

St Paul's Cathedral School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum, and our programme of activities beyond the classroom, includes in-depth provision for knowledge and understanding of all these values. Where pupils have a personal or family heritage other than that of the United Kingdom, this is

recognized as a welcome aspect of our diversity. It is made clear to all pupils that the United Kingdom has no monopoly on these values.

2. Spiritual Development

An understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. It includes a readiness to challenge all that would constrain the human spirit (eg. greed, injustice, fanaticism and all forms of discrimination) and an appreciation of the intangible (e.g. truth, love, a feeling of awe and wonder at the beauty of the world we live in.)

At St Paul's Cathedral School the pupils are provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- develop their self-knowledge, self-esteem and self-confidence
- allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs
- explore the spiritual values of others
- allow them to express themselves in a variety of ways and give them time to reflect on their own experiences
- allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others

In practice this is delivered through the following:

- A Theology, Philosophy and Religious Studies (TPR) curriculum that develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values
- A Personal, Social, Health and Economic (PSHE) curriculum that studies, health and wellbeing, relationships and sex education, British Citizenship, mental wellbeing and online safety
- Form time which encourages debate, reflection and pupil voice
- An assembly programme led by Cathedral staff, teaching staff and pupils to cover a wide range of topics including but not limited to celebrating pupil success, developing understanding of school values, world culture, moral and social themes, care for the environment
- Educational trips and visiting speakers to provide pupils with a range of experiences which may promote a sense of awe and wonder about the world
- A rewards system developing pupils' self-esteem through praise, stickers, badges, house points, gold seals, weekly commendations for thinking, respect, music and sport
- Displays of pupils' work to develop a sense of pride in the work produced
- The use of the School Council and other pupil voice groups involving the pupils in the life of the School

3. Moral Development

Is concerned with pupils' ability to distinguish right from wrong and make judgements about how they should behave and act and the reasons for such behaviour. Moral development should enable pupils to gain an ability to think through the consequences of their own and others' actions and to respect the needs, interests and feelings of others. It is concerned with a growing

understanding of the need to review and reassess their values, codes and principles in the light of experience and become increasingly responsible for their own actions and behaviour.

As a School we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the self-confidence to manage setbacks and learn from mistakes
- Act responsibly and show consideration for others
- distinguish between right and wrong and accept responsibility for their behaviour
- make informed and independent judgements

In practice this is delivered through the following:

- clear models of good behaviour from staff and consistent reinforcement of School and classroom rules
- PSHE curriculum and form time activities
- Assemblies focusing on the School's Core Values
- Supporting charities thorough a range of charitable activities
- Establishing opportunities for pupil responsibilities and peer support via but not limited to: School Council, Equality and Diversity Committee, Heads of School, House Captains and other positions of responsibility, buddy systems, sports teams, choirs, ensembles, orchestras, drama productions
- Supervised and filtered access to the internet, together with online safety education focused on safe and responsible use of technology

4. Social Development

Is concerned with teaching children to work effectively with each other and to participate successfully in the community as a whole. It aims to develop the skills and personal qualities necessary for living and working together; to help children to grow in knowledge and understanding of society, including institutions, economic and political principles, roles and responsibilities; to develop the skills and understanding to become a caring part of the community.

Pupils will be encouraged to:

- Maintain and develop relationships with the School, working successfully with other pupils and adults both school and Cathedral staff within the School community
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning within the School
- Gain an understanding of the wider society through their family and carers, the School, local and wider communities
- Gain an understanding and respect for public institutions and services
- Respect other people paying particular regard to protected characteristics
- Actively participate in in the School community and beyond in the wider community outside School

In practice pupils have the following opportunities:

- Interact in an appropriate manner with School staff and where applicable Cathedral staff and other external adults
- Represent the School in sporting fixtures, music concerts and a range of other activities
- Represent their views and the views of others via the School Council, pupil voice surveys, form time, and to the Head and other senior staff

- Participate in the wider community through day and residential trips, raising money for charity, donating to homeless charity, performing in a wide range of musical concerts, taking an active part in assemblies and School services
- Listen to visiting speakers and attend enrichment activities
- Listen to and present their interests and ideas through 'Show and Tell' activities, leading assemblies and LAMDA exams

5. Cultural Development

Is concerned with helping children to understand, celebrate and respect their own culture and other cultures. It aims to help children to understand that cultures are always changing and to give them the skills to cope with change; to explore the differences between cultures and respect the opinions and backgrounds of others, being open to new ideas; to teach them to use and understand the language and images from other cultures and appreciate the diversity and interdependence of cultures.

Pupils will be encouraged to:

- Adhere to the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of others with different faiths and beliefs
- Appreciate, understand and respect aspects of their own and others cultural environments in terms of beliefs, values, attitudes, customs knowledge and skills
- Recognise that similarities and differences may exist between different societies and groups
- Experience a range of cultural activities in terms of literature, Music, Art, Drama, Sport and other media
- Broaden, develop and enrich their interests and insights through interacting with opportunities the School and the wider community provides

In practice the School provides the following opportunities:

- Active promotion of British values when opportunities present themselves in schemes of work
- Educational visits to places of interest such as libraries, museums, galleries, theatres, places of worship and other establishments in order to better understand other cultures and ways of life
- Visits to other countries, such as France
- Education in other languages, such as French, Latin and Greek through the curriculum and other languages through the clubs provision
- Collective worship, assemblies, creative arts and celebration of specific events such as Black History Month, Remembrance, Anti-Bullying week, Mental Health week, Christmas, Easter and Diwali
- Schemes of work which explore culture in all its various forms in relation to specific subject areas.

6. Fundamental British Values (FBV)

St. Paul's Cathedral School actively promotes FBV:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect

- Tolerance of those of different faiths and beliefs

These values are reinforced in every aspect of school life; on the sports field and in the playground; in classrooms and corridors; in interactions between staff and pupils; in communication with stake holders.

Democracy

St Paul's Cathedral School teaches pupils how they can influence decision making through the democratic process. The school actively promotes and encourages a respect for democracy and support for participation in the democratic process.

The school ensures that all have a voice that is listened to through the School Council, house meetings, form time discussions, opportunities for pupil voice surveys, one to one meetings with boarders.

The school's History and PSHE curriculum include material on the strengths, advantages and disadvantages of democracy, and how democracy works in Britain, in contrast to other forms of government in other countries.

The Rule of Law

The School's ethos actively promotes the rule of criminal and civil law (of England). The school teaches that living under the rule of law protects individual citizens and is essential for their well-being and safety, as well as informing that bodies such as the police and the army can be held to account by the people, through the democratic organs of government.

This understanding of the importance of the rule of law is consistently reinforced through assemblies and the curriculum. The involvement of pupils in the development of the school/classroom rules, helps them to understand the benefits and importance of rules, sanctions and rewards.

Individual Liberty

Staff invest a great deal of time in creating a positive culture, ensuring that the school is a safe environment where choice and freedom are encouraged. Staff enable pupils to develop their self-knowledge, self-esteem and self-confidence. Mutual respect is at the core of school life. We encourage all pupils to take responsibility for their behaviour and contribute positively to the school and local community. We encourage the whole school community to have respect for others with particular regard to the Protected Characteristics as outlined in the Equality Act 2010, namely: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The school teaches an age-appropriate understanding of identifying and combatting discrimination.

Tolerance of those of different faiths and beliefs

The School has Christian values embedded in its ethos and principles but actively promotes tolerance of those of different faiths and beliefs. The school teaches that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

The School offers a culturally rich and diverse curriculum in which all major religions are studied and respected, encouraging tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and others cultures. The School strongly believes that tolerance is gained through knowledge and understanding.

Links with the wider community

- Visitors are welcomed into our school, contributing to the assembly programme, PSHE and other curriculum areas
- The school's close relationship with St Paul's Cathedral and links with the City of London makes us part of a larger community
- The school takes an active part in contributing to the cultural life of the City of London with our choirs and music ensembles performing at a range of events
- The school supports the work of a variety of charities both local and further afield
- The school's relationship and links with parents are important to us enabling parents and teachers to work in an effective partnership to support the pupils

7. Monitoring and Evaluation

Provision is monitored and reviewed on a regular basis. This is achieved by:

- Discussions at staff meetings
- Annual audit of policies
- Review of schemes of work
- Work scrutiny
- Curriculum development