

WHOLE SCHOOL SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT GUIDELINES

1 New Hall's Mission & Ethos Statement

New Hall, a Catholic boarding and day school, provides
the best start in life, enabling students
to meet confidently the challenges of the wider world.

Here **academic excellence** is achieved in surroundings
where relationships are based on
care, trust and respect.

We **welcome** students from many traditions,
building a Christian **community** that has at its heart
prayer and **service** to others.

2 SMSC development rationale

We seek to provide an 'education for life', which means the development of the whole person, mind, body and spirit. Central to New Hall is the belief that the education provided is not only about the gaining of knowledge and the acquiring of essential skills, important though they are, but that it is also about the personal development of each student, in its fullest sense. The fullest sense, in terms of the 1992 Schools' Act, is one which includes the 'spiritual, moral, social and cultural development' of each child. The School is committed to upholding the Equality Act 2010 across all its operations, ensuring no discrimination on the grounds of protected characteristics. The SMSC policy of New Hall also seeks to enable students to play a confident, informed role in society, have a fully developed value system, and be able to interact with other people in a positive way, as set out in the DfE's Independent School Standards document: *Guidance for Independent Schools* (April 2019).

Students will develop an understanding of the following:

- How citizens can influence decision-making through the democratic process; an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- That there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- That the freedom to hold other faiths and beliefs is protected in law
- An acceptance that people having different faiths or beliefs to oneself (including those people who leave their faith or those who hold no faith) should be accepted and respected, and should not be the cause of prejudicial or discriminatory behaviour
- The importance of identifying and combatting unfair or illegal discrimination

It is the task of the school to ensure that an adequate foundation of experience and knowledge, with opportunities for discussion, reflection and evaluation, is provided, so that students can be given maximum scope to develop their spiritual, moral, social and cultural dimensions.

At New Hall, we believe that the planned promotion of the SMSC development of our children is fundamental to the work of the School. These guidelines endeavour to identify the planned opportunities offered at New Hall and are underpinned by the School's *Safeguarding and Child Protection Policy & Procedures*, ensuring the safety and wellbeing of all students in both day and boarding settings.

3 Partnership with parents

The role of New Hall School in promoting the SMSC development of students is one of stimulus and nourishment. The School, however, realises that it does not do this by itself. New Hall School recognises that the education of students has been entrusted to it by parents. We expect parents, even if they do not entirely share the values on which the school is built, are nevertheless in broad sympathy with them and will play their part in encouraging and supporting what it is striving to do. There is a real sense then in which the School is engaged in a partnership with parents and will play a significant part in the development of these values in their children.

The contribution of the wider family, including the Church, and the involvement with society at large will also contribute in various ways to students' SMSC development.

4 Students' spiritual development

4.1 Introduction

"The spiritual development of pupils is shown by their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life; their knowledge of, and respect for, different people's faiths, feelings and values; [developing] a sense of enjoyment and fascination in learning about themselves, others and the world around them; [the] use of imagination and creativity in their learning [and a] willingness to reflect on their experiences." (*SMSC in Ofsted's School Inspection Handbook, November 2019*)

4.2 Aims

Our spiritual aims could be summed up as seeking to develop in our students:

- a willingness to reflect on and appreciate the faith which has given New Hall its distinctive ethos
- a recognition of the right of others to hold their own views and respect for those who have different beliefs and customs
- a willingness to explore the religious faith which has shaped the school and its founding Religious Community
- an openness to reflect on the deeper questions of life and human existence; to gain an awareness of their own sense of morality and spirituality
- a willingness to look beyond materialism
- a willingness to reflect on and think critically about their experiences, responses and choices
- a developing sense of awe and wonder in the face of the universe
- a willingness to reflect on and appreciate works of literary, artistic or musical merit
- a growing ability to cope with the times of suffering which human life naturally presents: anxiety, stress, unhappiness, illness, divorce and death

The contribution to the spiritual aspect of each student's development is achieved through opportunities to:

- learn about and engage with different beliefs and views, and to develop the students' ability to express their own views in an informed and unprejudiced way
- appreciate that religious ideals and beliefs are expressed in many diverse forms, and that there are, and have been, many ways in which different peoples practise their religion
- reflect on and appreciate their own and others' work with a sense of value, emotion and feeling
- express a sense of delight at their own and others' achievements
- understand that quality of life can be influenced through an interaction with other people, nature, the arts and sciences
- recognise and value the intrinsic worth of everyone's contribution to the whole school community, by living out the values of trust and mutual respect
- express themselves creatively within the curriculum and co-curricular activities
- feel a wide variety of emotions through a response to experiences encountered in the curriculum and co-curricular activities
- encounter and experience a spiritual dimension to human experience through, for example, reflection, poignancy, exhilaration, the wonder of growth and natural phenomena
- reflect on and celebrate nature as a source of inspiration

The potential for spiritual development is open to all students. It is concerned with specifically religious concerns but by no means confined to the development of religious beliefs. The spiritual dimension of life at New Hall is seen as the set of beliefs, values, attitudes, experiences, and reflections by which individuals give direction and meaning to their lives.

Spiritual development is also concerned with the promotion of the development of feelings and emotions, as well as identifying the importance of intellectual curiosity. It is concerned with deepening appreciation of music, art and literature. These areas, as well as those traditionally understood as religious, seek to explain what life is about and students are invited and encouraged to explore them. The broad and balanced curriculum and wider educational opportunities provided at New Hall enable students to grow to their full human potential. The methodology adopted is that of discussion, exploration and reflection through what is taught in its curriculum, participation in music, drama and artistic activity, through collective worship and Theology lessons all of which build up the school's distinctive ethos.

5 Students' moral development

5.1 Introduction

The moral development of pupils is shown by their "ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives; to recognise legal boundaries and, in so doing, respect the civil and criminal law of England. [They should demonstrate an] understanding of the consequences of their behaviour and actions; [and an] interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues." (*SMSC in Ofsted's School Inspection Handbook, November 2019*)

Moral development is concerned with a student's knowledge, understanding, intentions, attitudes and behaviour in relation to what is 'right' and 'wrong' human behaviour. Moral development then is concerned with fundamental judgments and precepts about how people should behave and act and reasons for such behaviour. At New Hall, morality is explored within the context of the Catholic tradition.

5.2 Aims

Our moral aims could be summed up as seeking to develop in our students:

- a developing sense of self-discipline and responsibility not only for their own actions, but for their responsibilities towards others
- a developing awareness of, and pride in, their own unique gifts, talents and privileges, and a parallel rejection of all forms of prejudice on the basis of class, race, gender, sexual orientation or religion
- an appreciation of the importance of honesty, truthfulness and the development of personal integrity
- a sensitivity to the feelings, needs and rights of others
- a growing disposition towards generosity, rather than selfishness, by helping those less fortunate or weaker than ourselves
- an appreciation of the importance of being kind to others and a clear rejection of unkindness, cruelty or bullying
- the development of a mature sense of self-confidence and self-worth and a consequent willingness to lay aside arrogance

The contribution to the moral aspect of each student's development is achieved through opportunities to:

- acquire self-discipline and make responsible use of their talents
- distinguish between right and wrong and take responsibility for their own actions
- acquire and practise those skills needed to form and sustain good relationships including respect for privacy and property, loyalty, trust and confidence
- acquire the will and ability to be responsible members of the community
- recognise, when appropriate, the moral dilemmas, which may occur social contexts and develop moral literacy and a developed sense of conscience
- understand the context and functionality of music or art that is used to express religious beliefs or social contexts
- recognise the values and attitudes that are attached to musical or artistic experiences in a religious and social context
- learn from the morality presented by the Catholic Church and promulgated by the magisterium; most notably through the Catechism of the Catholic Church, papal encyclicals and Church teachings on moral issues
- recognise the ethical guidance presented by those of other faiths and of no faith

The intention at New Hall is that students, as they develop a sense of morality, will be invited to explore the place of reason in ethical matters and, as autonomous moral agents, acquire value systems which are their own, together with an understanding that their behaviour and actions should be derived from a moral set of beliefs and values. It is crucial for the school to expect high moral standards from all members of its community and it is in this context that it is felt important that teachers explore the basis of moral behaviour. It is important for students to understand that any social grouping depends for its continued existence on the broad acceptance of rules and laws.

In the classroom situation, in consistency with the purpose of developing student autonomy and personal responsibility, education is underpinned by clear expectations in terms of conduct and values.

6 Students' social development

6.1 Introduction

'The social development of pupils is shown by their acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they [should] develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.' (*SMSC in Ofsted's School Inspection Handbook, November 2019*)

Social development refers to the progressive acquisition of the competences and qualities needed to play a full part in society. It is primarily concerned with the skills and personal qualities necessary for individuals to live and function effectively in society by being a member of the community. The school can only complement and extend what the home and society in general can achieve in helping to prepare students to participate constructively in society.

6.2 Aims

Our social aims are summed up as seeking to provide opportunities for our students:

- to work in groups and in pairs to experience a variety of social roles
- to experience working co-operatively
- to exercise leadership and responsibility
- to learn to respond to the initiatives of others, and recognise what it means to share a common purpose
- to understand the 'political' aspects of living in society
- to be involved in decision-making processes which involve democratic participation

The contribution to the social aspect of each student's development is achieved through opportunities to:

- work co-operatively and collaboratively in the pursuit of shared goals
- work with others in situations of trust and responsibility
- understand the importance of, and actively participate and contribute to, the life of the school and the wider community
- take responsibility and care for others
- agree and put into practice accepted codes of social conduct
- interact positively with other students and have a sense of compassion and social responsibility
- develop self-respect and commitment to contribute positively to the life of the school community and society at large
- to understand and appreciate actively fundamental British values, in line with Ofsted's definition of the term, particularly to promote an understanding of the importance of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different beliefs and faiths

Upon entry to New Hall, a student will be required to learn the obligations and constraints, but also the satisfaction, that go with being a member of a group or community. As they develop, students will also become aware of their own identity as individuals, as well as the importance of taking into account the feelings and wishes of others within the group or community, and they will be given opportunities to experience a variety of social roles. Social development is seen to be closely related to the development of moral principles.

7 Students' cultural development

7.1 Introduction

"The cultural development of pupils is shown by their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others; [developing an] understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain; [an] ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities; [their] knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; [a] willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; [and an] interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities." (*SMSC in Ofsted's School Inspection Handbook, November 2019*)

Cultural development refers to students' increasing understanding and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups. This area of development is principally concerned with the students' understanding and appreciation of the music, art, drama, poetry, science and technology of the society in which they live.

7.2 Aims

Our cultural aims could be summed up as seeking:

- to provide students with the knowledge of the nature and roots of their own cultural traditions and practices, including historical, social, religious, aesthetic, ethnic or political and of the key features of other major cultural groups within their own society
- to develop an understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices within their society
- to encourage a personal response and accomplishment in a range of cultural fields which might include, as a minimum: literature (both prose and verse); music; technology (including information technology); art & design; drama, and physical movement, particularly in the realms of sport
- to enlarge students' capacity to relate what they learn, in school generally and areas of the curriculum, to their appreciation of wider cultural aspects of society, and to evaluate the quality and worth of cultural achievements

The contribution to the cultural aspect of each student's development is achieved through opportunities to:

- draw upon a broad range of cultural traditions to recognise and appreciate the experiences, values, traditions and work of others
- experience personal enrichment from an understanding and appreciation of different traditions from student's own culture and those of other communities
- recognise and appreciate that different cultures have various ways of expressing their beliefs and emotions through the arts
- recognise the contributions made by many cultures to musical and artistic development and the influences on and contributions to each other
- develop appreciation of and sensitivity towards cultural traditions

The purpose of education is both to develop and strengthen the cultural interests which the students already possess and expose them to a breadth of stimuli which will allow them to develop new interests. It is important to realise that cultures change; consequently, students will be taught about those past features which have influenced and shaped the present, as well as about how the present generations, themselves included, are maintaining, interpreting and reshaping their cultural traditions.

It is also acknowledged that the School will not be the only means whereby a student is influenced culturally. The School can have an immediate impact upon its students and does have a contribution to make. Such contributions may include an introduction to the values and customs held within a nation's culture, and to those of other significant cultures, including those represented in the School. It is important that all students feel that their values and customs are respected.

8 Implementation of the guidelines

The responsibility of promoting and aiding the SMCS development of students does not fall to any one Department or person. These guidelines, provided it meets with the existing School risk assessment, will therefore be implemented through a number of channels, including:

8.1 The curriculum

All subjects and all teachers can and do contribute to personal development simply by the way staff interact with students during lessons (see Schemes of Work for individual subjects).

Certain subjects, such as Theology, PSHEE, English, Drama, History, Geography, PE and Biology, by their subject matter, have a particular contribution to make (see also the Curriculum Policy). Impact of SMSC provision is evaluated through student voice, tutor feedback, and regular reviews by SLT and Governors.

Some examples of the type of resources and input from curriculum areas are set out below:

Literacy	Literature that reflects a wide range of cultures, beliefs, opinions and creative thought Posters, displays etc. which reinforce the above values Debates Role Play and Drama
Numeracy	Posters, displays etc. which reinforce the above values

Science	Care of the environment e.g. through the work of the Eco Council Appreciation of the environment and nature Posters, displays etc. which reinforce the above values
Theology and Chaplaincy	Meditation and quiet reflection Retreats, pilgrimages and visits Posters, displays etc. which reinforce the above values Ethics studied throughout the curriculum Enabling pupils to encounter people of different faith backgrounds Using teaching resources from a wide variety of sources to help pupils understand a range of faiths Chaplaincy Lessons Visits to the Chaplaincy Chambers and Chapel for “workshops”, for example: Baptism, the order of Mass, The 7 Sorrows of Mary Weekly Liturgy of the Word Chaplaincy Activities for the Preparatory Divisions – Bible Stories and Biscuits, Corpus Weekly Mass Prayer tables and prayer booklets Boarding students benefit from structured routines, pastoral support, and opportunities for SMSC development through liturgies, discussion groups, and shared community activities
ICT	Posters, displays etc. which reinforce the above values
Geography	Residential trips and visits Care of the environment Appreciation of the environment and nature Posters, displays etc. which reinforce the above values
History	Posters, displays etc. which reinforce the above values Presenting authentic accounts of the attitudes, values and traditions of those in history
Art	Sharing art from other cultures, studying to a range of multi-cultural art and working in their style Posters, displays etc. which reinforce the above values
Drama Modern & Ancient Languages	School productions, e.g. plays, from different cultures and/or with spiritual and moral messages Encouraging children to experience different cultures and ways of looking at the world through the study of a particular country and its language.
Music	Singing songs from other cultures, listening to a range of multi-cultural music and composing in their style Posters, displays etc. which reinforce the above value
PE & Dance	Recognising the contribution to sport of people from a wide range of cultures Learning dances from other cultures and composing dances in their style Posters, displays etc. which reinforce the above values
PSHEE Co-Curricular	See Schemes of Work - aligned with the statutory requirements of the Relationships, Sex and Health Education curriculum as detailed by the DfE. Charity work Posters, displays etc. which reinforce the above values

	Considering the role of co-curricular activity, including any organised directly by students, in promoting the Fundamental British values
--	---

8.2 Learning and teaching

The School's approach to learning and teaching (*see the Learning & Teaching Policy*) promotes teaching styles which encourage students to relate their learning to a wider frame of reference, encouraging a spirit of inquiry, asking 'why?', 'how?' and 'where?' as well as 'what?'.

8.3 Assemblies & Mass

Assemblies, by what they applaud, celebrate and encourage, make a highly significant contribution to the articulation and demonstration of the values, which the school wishes to promote and develop. In line with the school's foundation, Chapel assemblies are rooted in the Christian Gospel and provide the opportunity for worship, prayer and reflection. The rich programme of Divisional Assemblies also includes reflection on festivals from other faiths and cultures.

Mass is celebrated throughout the year. Resident members of staff and boarders attend Sunday Mass in New Hall Chapel and all students and staff are invited to celebrate Mass on Mondays and Tuesdays. During the school year, students and staff across all Divisions take part in liturgies and/or celebrate Mass to mark Holy Days of Obligation, Advent, Lent, Foundation Day and Remembrance Sunday.

8.4 Pastoral care

In the Senior Divisions, each student is a member of a tutor group, whose tutor is responsible for their academic, social and personal welfare. As part of their role, tutors conduct tutor periods during the week which, as well as dealing with routine administration, will at times, both explicitly and implicitly, deal with the promotion of personal values. Depending on the year group students will make presentations, participate in discussions on current affairs and follow-up on PSHEE topics, which encourages the use of self-knowledge, thus promoting self-esteem and confidence. The Student Support Managers also support the students in their personal welfare.

In the Preparatory Divisions, Class Teachers are responsible for the children's academic, social and personal welfare. In the Senior Divisions, the Heads of Division are responsible for the student's academic, social and personal welfare.

In the Nursery, the Manager, Deputy and Early Years Practitioners are responsible for the personal, social and emotional wellbeing of the children. This is evidenced and recorded through observations and formative and summative assessments.

8.5 Mentoring

Each tutor group in Years 7-9 has a Sixth Form Willow member (or members) allocated to it. After receiving training from the Chaplaincy Team, the Willow members visit their allocated tutor groups regularly during tutor time. Students are aware of how to contact Willow members if they need help, advice or wish to discuss an issue privately.

8.6 New Hall Voluntary Service (NHVS) & other charitable works

All Senior Divisions students participate in the NHVS action groups. These are run by the Year 12 student leaders and adult volunteers. Other charity work includes donations for

Harvest Festival, Fast Days and fundraising for a variety of charities through sponsored activities or non-uniform days.

8.7 Chaplaincy

Students of all faith backgrounds (and none) are encouraged to participate in activities run by the New Hall Chaplaincy. There are regular opportunities for social, moral, spiritual and cultural development such as prayer groups, Corpus (a student-led group designed to celebrate and discuss racial diversity and equality) and initiatives that follow the instructions of Catholic Social Teaching. In particular, the Chaplaincy team have close links with the Religious Community's work in the Democratic Republic of the Congo and Rwanda, CAFOD, and with local charities chosen by the student body.

8.8 Co-Curricular

There are numerous and diverse co-curricular activities, which make a major contribution to personal development. There is a wide variety of provision, including: overseas trips and tours; visits to the theatre and art galleries; concerts; visits by professional musicians; various debating groups; a thriving Duke of Edinburgh Award Scheme; World Challenge; Year 6 residential activity week and Team Building Away Days. These all contribute to the social and cultural development of students.

8.9 Responsibility and leadership

The system of Senior and Preparatory Divisions Prefects, Boarding House Prefects, NHVS leaders, mentors, buddies, School Council and Eco Council provide both formal and informal opportunities for students to exercise leadership, service and responsibility.

8.10 Specialist Staff

In addition to all teaching staff, there are a number of specialist staff: e.g. Student Support Manager, the Health Centre nurses and a team of counsellors. Staff such as these have a particular role to play in working closely with individuals to assist them to prepare for the outside world.

8.11 Visiting speakers – workshops and presentations

Visits are arranged from authors, artists, musicians, religious leaders, e-safety, Police, Armed Services, and other visitors, as well as in-house presentations on SMSC topics.

8.12 International links & international scholarships/bursaries

New Hall benefits greatly from having students of over 30 different nationalities. This multi-cultural community is consciously extended by a range of exchange and scholarship programmes. This cultural diversity is of incalculable benefit to all members of the school community.

8.13 Models and examples

SMCS values could be said to be caught rather than taught. At New Hall School, students will encounter a wide variety of different people, through teachers, non-academic staff, prefects and older students as well as visitors to the school. All these will provide material for reflection and evaluation in the development of personal character. The school provides opportunities for making time for reflection and for encouraging a sense of awe and wonder. The school also undertakes visits to other schools and colleges, to reflect on the similarities and differences between adults, children and experiences in other learning environments.

8.14 The School ethos and rules

There is so much more to SMSC development than just conforming to a set of rules. It is important, however, to have a well-regulated and disciplined environment for any educational achievement. The School has policy documents on the school codes of behaviour that are based on the fundamental tenet of mutual respect, and these together with the general ethos of the school (implicitly) are expressions of the values that New Hall seeks to encourage. They are a vital ingredient in the SMSC development of all the students.

8.15 Celebrations of achievement & personal qualities

In the Senior Divisions, achievements and excellent personal conduct are recognised verbally, by Green Cards, Sixth Form Praises, boarding cards and on a more formal basis at certificate assemblies and the annual distribution of prizes. Certificates, cups and prizes are awarded for effort, achievement and progress in all areas of school life. In the Preparatory Divisions personal development is promoted and rewarded through awarding stickers, stars, House Points and certificates. Embodiment of New Hall's Gospel values and exemplary effort or behaviour is rewarded with Green Cards and personal postcards are sent home at the end of each half term. Gospel values are modelled throughout the Nursery and are embedded within the Early Years Foundation framework.

8.16 Displays around School

Displays around School include works of art and multicultural resources alongside more traditional and abstract work, to help raise awareness and to encourage appreciation of different SMSC beliefs and practices.

The Senior Leadership Team of the School monitor and review these guidelines regularly with regard to its general effectiveness.