

Spiritual, Moral, Social and Cultural Development Policy

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Education Committee: November 2025
Next review by: December 2026



1. Introduction

- 1.1. Spiritual, moral, social and cultural development is concerned with the pupils' self-knowledge, self-esteem, self-confidence, awareness and understanding of moral issues. Developing their ability to relate to others and to take responsibility for their behaviour, as well as their contribution to the community are among the core aims of the school.
- 1.2. The school follows the guidance and advice given in the DfE publication: The Independent School Standards: Guidance for Independent Schools (April 2019).
- 1.3. The standard for the SMSC development of pupils is contained in paragraph 5 of the Education (Independent School Standards) (England) Regulations 2014.
- 1.4. The standard is intended to ensure that schools:
 - (i) 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;
 - (ii) ensure that principles are actively promoted which:
 - enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - 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;
 - enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
 - encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England;
 - (iii) do not promote extremist views, or partisan political views, through their curriculum and/or teaching; and
 - (iv) offer pupils a balanced presentation of views when political issues are brought to their attention.

2. Aims

- 2.1. That pupils develop as individuals and gain an enhanced understanding of themselves within the community of the school, within their families, within society, and their responsibilities as global citizens in the world at large, is central to our ethos. Our school aims are that the pupils develop habits of mind that include independence of thought, reflective learning and flexible thinking, and the ability to maintain an open mind and to reach a balanced judgement.

- 2.2. We offer an exciting range of intellectual, creative and physical challenges and opportunities, encouraging the development of individual passions and particular skills alongside the self-esteem and confidence with which to succeed in unfamiliar situations. Our long history of providing education for pupils from a wide range of backgrounds creates an enriching and inclusive atmosphere. Within this principled, caring and friendly community, pupils learn to lead and to work together for mutual benefit. We encourage pupils to learn about local, national and global issues and in so doing we believe they become considerate, compassionate and courageous young women who fully expect to take active responsibility for the community and the environment in which they live, as well as for themselves, both now and in the future. See also 'The Godolphin and Latymer School Aims'.

3. Practice

- 3.1. These aims are put into practice at school through:

- School rules, policies and institutions;
- The curriculum (including the PSHE and Personal Development Curriculums);
- Assemblies and other School events;
- Educational Visits;
- Charity and Voluntary Work; and
- A wide range of extra-curricular clubs and societies including House activities and events.

- 3.2. School rules, policies and institutions

- The School's Behaviour Policy sets out our expectations of pupils' behaviour in relation to themselves and others, including a clear system of rewards and sanctions. The Behaviour Policy should be read in conjunction with other School policies including the Anti-Bullying (including cyber-bullying) Policy, Code of Conduct for Pupils' Use of ICT and the Equal Opportunities policy.
- The School Council have devised a statement of the behaviours that embody the School's core values, which is: 'Respectful; Courageous; Remarkable.'
- The School Council consists of elected representatives from each year group. It meets regularly and provides an invaluable source of student voice and engagement on a wide range of issues.
- Pupils have the opportunity to hold positions of responsibility throughout the school, whether at form level, house level or whole school level, and in various fields (e.g. Sustainability Committee representatives, Diversity Committee representatives, Head Girls' Team and sports captains).
- Pupils can participate actively in the school's moves to become more environmentally aware through the student led Sustainability Committee.

- 3.3. The Curriculum

- Our PSHE and Citizenship programme, which runs throughout the school, covers various personal, social and economic issues related to the pupils' spiritual, moral, social and cultural development. There is an emphasis on giving pupils a strong understanding of the values of democracy, the rule of law, individual liberty, and mutual

respect and tolerance of those with different faiths and beliefs (see the PSHE Policy for more information).

- Many other subjects also provide opportunities for pupils' awareness and experience of spiritual, moral, social and cultural education to be developed. We, as teachers, have a responsibility to make the most of these opportunities in our lessons, to ensure that where political issues arise pupils are offered a balanced presentation of opposing views and to reinforce democratic processes in the classroom by treating pupils equally, listening to their opinions and encouraging them to work collaboratively and with respect for others.

3.4. Assemblies and School events

- Assemblies may have a spiritual or moral tone and content, may involve the celebration of pupils' achievements in any area, or may showcase pupils' talents or interests in a particular area and reinforce the values of the School.
- Whole school events often have a spiritual or moral tone which express the collective values of the school; for example, the School Birthday celebrations.
- Workshops and presentations, both those in-house in origin or given by visitors to the school, often enhance the pupils' spiritual, moral, social and cultural development. These may be in cross-curricular days, afternoons, shorter lectures or speaker events, or programmes such as the Sixth Form enrichment lecture series.
- Students and staff organized themed 'weeks' for the school community based on contemporary issues and historical events. Examples include: Children's Mental Health Week; Black History Month; Anti-Bullying Week and Languages Week.

3.5. Educational Visits

Educational visits serve to enhance all aspects of pupils' personal development and link to their spiritual, moral, social and cultural development. In particular:

- Self-knowledge, self-esteem and respect for others is developed at team building and bonding days at the start of each section, through sports tours, ski trips and through challenging residential visits such as Duke of Edinburgh expeditions.
- Pupils acquire an appreciation of and respect for their own and other cultures through regular local visits to museums, art galleries and places of worship. Extended opportunities arise during language exchanges or cultural visits overseas.

3.6. Charity and Voluntary Work

- The School expects that pupils will actively involve themselves in supporting others, for example through activities run in support of the House charities (selected annually by the students).
- The Head Girls' Team and House Captains collaborate in running and promoting events through which the school community takes part in a range of activities to raise awareness and funds for charities selected and nominated by the pupils (for example, our annual Challenge Your Limits week).

3.7. Extra-curricular clubs and societies

There is a full programme of extra-curricular activities many of which are included in the Extra-Curricular Activities booklet (available on the school website). Opportunities include:

- Debating
- Sports Teams
- Fitness opportunities
- Music
- Drama
- Academic societies
- Community Service

3.8. We hope that this wide range of opportunities will allow each pupil the chance to develop personally in such a way that she will become a confident, responsible and resilient young woman, engaged in and contributing actively to her school and wider communities.