LOCHINVER HOUSE

Spiritual, Moral, Social and Cultural (SMSC) Policy

Lochinver House School aims to build a community which encourages all its members to develop a healthy respect for each other. We provide a happy, stimulating and caring environment where there are equal opportunities, support and encouragement for all pupils to reach their full potential.

We recognise that spiritual, moral, social and cultural (SMSC) development plays a significant part in our pupil's ability to learn and achieve. We therefore aim to provide an age and ability appropriate education that provides pupils with opportunities to explore and develop:

- accepting responsibility for behaviour and high standards of personal behaviour
- a positive, caring attitude towards other people
- their own values and beliefs
- their spiritual awareness
- 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:

- Kindness
- Honesty
- Respect

Lochinver is a school that shapes global citizens, empowered with the skills and knowledge to make a positive difference in the world.

This is underpinned by our school aims -

- **To nurture well-mannered pupils with moral courage, at ease with themselves, and who are inclusive of others**
- **To inspire pupils through an education of breadth and depth, with a global mindset**
- **To encourage pupils to be intellectually curious, ambitions and not to fear failure**
- **To challenge pupils to be independent thinkers, who value different perspectives.**

Lochinver House 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. The School ensures 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
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Lochinver House School precludes the promotion of partisan political views in the teaching of any subject in the School. It asks all its staff to take steps that are reasonably practicable to ensure that where political issues are brought to the attention of pupils: while they are in attendance at the school; while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or in the promotion at the school (including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere) they are offered a balanced presentation of opposing views.

SMSC development takes place across the curriculum as appropriate for the age and ability of pupils, extra curriculum and non-curriculum areas of School within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Teachers will inspire pupils through their enthusiasm for and modelling of learning. Pupils are given opportunities to:

- talk about personal experiences and feelings
- listen to each other
- express and clarify their own ideas and beliefs
- speak about difficult events, for example, bullying, death and family separation
- share thoughts and feelings with other people
- explore relationships with friends, family and others
- consider their own and others' needs
- accept responsibility for their own behaviour
- show empathy
- develop self-knowledge, self-esteem and self-confidence and a respect for others
- develop a sense of belonging
- treat all with equality
- agree and disagree
- take turns and share equipment
- work co-operatively and collaboratively.

Spiritual Development

At Lochinver House 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 others 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) programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values
- a personal, social, health and economic education (PSHE) and personal, social and emotional development (PSED) programme which studies emotional literacy, relationships and sex education, British Citizenship, keeping healthy, and online safety
- an assembly programme to encourage quiet time and reflection on Core Values and encourage community participation
- a strong positive mental health programme, including support networks and activities that promote positive wellbeing

- educational enrichment 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, credits, 'good work show', hot chocolate breaks, postcards home and awards at all levels
- displays of pupils' work to develop a sense of pride in the work produced and to showcase the talents of the individual
- the use of the School Council and other student voice groups to involve pupils in the life of the School.

Moral Development

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
- show initiative and act responsibly with 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 reinforcement of School and classroom rules, both inside and outside of lessons
- the PSHE and PSED programmes of study
- assemblies and tutorials focusing on the School's Core Values
- selecting charities to support through a formal process and fundraising and collecting for them
- establishing pupil teams and peer support across the School: School Council; Lochinver Environmental Organisation (LEO) and Little LEOs; The Lochiner Wellbeing Committee (LWC); Heads of School, House Captains and Vice House Captains; House Mentoring; Reading Buddies; Sports teams; Orchestras; Dramatic productions; Chess teams and other clubs and groups
- supervised and filtered access to the internet, together with online safety education focused on safe use of the internet and technology.

Social Development

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society. Pupils will be encouraged to:

- maintain and develop relationships within the School, working successfully with other pupils and adults in the School community
- respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the School community
- 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 the School community and beyond in the wider community outside of School.

In practice we provide the following opportunities for pupils:

- interact with all staff in school and with external providers in an appropriate manner
- represent teams and offer peer support across the School
- represent other pupils' views in forums, for example, the School Council, and feedback views, ideas and concerns to their tutor groups and to the Head
- participate in the wider community through day and residential trips, Work Shadowing, collecting for foodbanks and the homeless, bag packing at supermarkets and performing at residential homes
- host visits from the police and fire services
- actively promote tolerance and respect for other people with particular regard to those with protected characteristics
- present their interests, thoughts and ideas through 'Show and Tell' and in a more formal way through the English Speaking Board (ESB) and London Academy of Music and Dramatic Arts (LAMDA) exams.

Cultural Development

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. 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 other 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 and DT, 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 we provide the following:

- 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, Spain, Italy and South Africa
- education in other languages, such as, French, Spanish and Latin
- collective worship, assemblies, creative arts, home language development and celebration of specific events, such as, Remembrance, Easter and Diwali
- schemes of work which explore culture in all its various forms in relation to specific subject areas.

Reviewed By	Deputy Head Pastoral
Approval Body/ Committee	Education
Last Review	August 2025
Next Review	August 2028
Policy Linked To	Acceptable Use Policy, Admissions and Attendance Policy, Anti-Bullying Strategy, Behaviour Policy, Child Protection and Safeguarding Policy and Procedure (incorporating Staff Behaviour and Code of Conduct), Curriculum Policy, Data Protection Policy, Drug Education Policy, Educational Visits Policy, E-Safety Policy, Personal, Social, Health and Education (PSHE) Policy, Privacy Notice, Relationship and Sex Education (RSE) Policy, Use of Mobile Devices in Early Years Foundation Stage Policy.

Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.