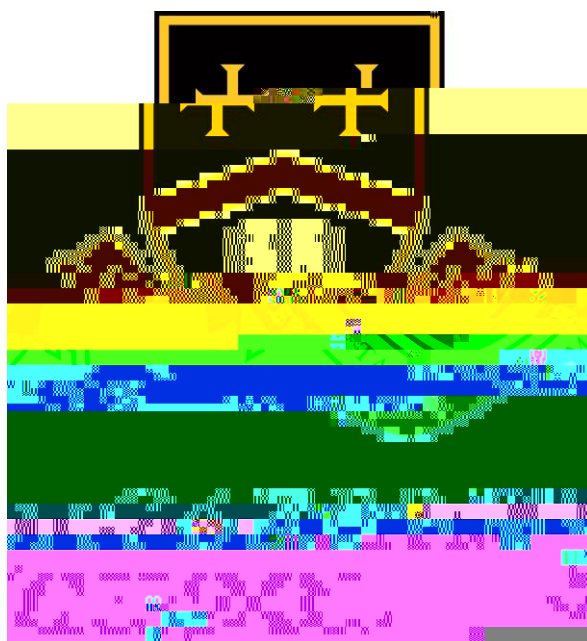


Spiritual, Moral, Social and Cultural Development Policy



Policy Author:

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Caterham School Purpose Statement

Caterham School is one of the leading co-educational schools in the country. We are committed to providing an environment in which all pupils are challenged to be the best they can be and one in which pastoral care and well-being underpin academic, co-curricular and sporting excellence. The majority of our pupils are day pupils but we are also a thriving boarding community, which we believe enriches the educational opportunity and experience for all. We believe in providing an education for life for all Caterhamians and we seek to ensure that the learning experience at our school blends the best of tradition with the exciting opportunities provided by new technology. Learning how to learn is a key facet of a Caterham education and is in our view an essential skill for life in the twenty-first century. We believe that a truly excellent school is about more than academic achievement alone: it is also about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence without arrogance and genuine interests that extend beyond the confines of the classroom.

At Caterham School we focus on developing the whole person, aiming to ensure that each pupil leaves here ready for the challenges of life at university and beyond and understanding their responsibilities towards others. We want our pupils to leave Caterham well equipped to engage positively with a rapidly changing world as accomplished problem solvers and innovatorshool

Protected Characteristics

The School definitions of protected characteristics and with equality requirements borne carefully in mind.

Fundamental British Values

It is the responsibility of the School to ensure that an adequate foundation of experience and knowledge - with opportunities for discussion, reflection and evaluation - is provided, so that pupils can be given maximum scope to develop their spiritual, moral, social and cultural arel7 Tf 1 0

Wellbeing, these values are actively promoted through everyday interactions, the discipline system and also through assemblies, dedicated Wellbeing lessons, forums and co-curricular activities.

mental British Values

Statement.

Prevent Strategy

The School takes seriously its responsibility to promote the Prevent Strategy, and it does so as part of its whole school approach as laid out above. Pupils are encouraged across a range of platforms to appreciate, understand and reflect on their rights and responsibilities, and all of them are aware that if they have any concerns relating to the conduct of other members of the school community they must speak to the DSL who will then take matters up (although anyone should call the Police in urgent cases). Further details regarding Prevent can be found

This policy works in conjunction with other policies, procedures and documents, such as:

Safeguarding Policy

RSE Policy

Fundamental British Values Statement

Behaviour Policy

Anti-Bullying Policy

Achieving our aims

Promoting pupil wellbeing, including spiritual, moral, social and cultural (personal) aspects of a pupil's development and the promotion of fundamental British values happens explicitly through our Wellbeing curriculum and through assemblies, forums and other formal structures but, more importantly, is imbedded in our culture and is thus part of everyday interactions and our culture. Through this means character, morals and values are built up steadily, slowly, continuously and cumulatively through a pupils time at Caterham.

Firm Structures

Wellbeing lessons (PSHEE)

Years 7, 8, 9, 10 & 11 each receive a 35 minute lesson per week of Wellbeing. Year 9 have Wellbeing lessons for two thirds of their year, in rotation with EDGE lessons. Year 12 and 13 have a rolling set of Forums designed to meet the needs of these pupils across the two years of their Sixth Form. Forums are preceded and debriefed with tutor discussions.

Curriculum

All curriculum subjects and all teachers can and do contribute to personal development through the way staff interact with pupils during lessons and also through cross-curriculum links. However, certain subjects such as EDGE, P&T, Wellbeing, English, Theatre Studies, History, Geography, PE and Biology by their subject matter have a particular contribution to make.

The House System

Each member of the school, staff and pupils, belongs to a House. Houses meet weekly and compete frequently in a huge variety of talents including sporting, musical, theatrical, comedic and academic. Heads of House endeavour to include as many pupils as possible and whilst the emphasis is on participation and enjoyment, a level of friendly competition exists.

A full list of House events is included in the appendix.

Tutoring

Tutors also form part of the firm structure, though their input for each pupil would fall into the semi-guidance of the Head of Year are responsible for monitoring academic progress and pupil welfare. Tutor groups are House based to assist pupils developing a sense of community belonging not only within their year group, but also as part of the school in a vertical sense. As part of their role, Tutors conduct two tutor periods a week which, as well as dealing with routine administration, will at times, both explicitly and implicitly, deal with the promotion of personal values, as well as those values important to the School and society in general. Depending on the Year Group, pupils will make presentations, participate in discussions on current affairs and follow-up on Wellbeing topics. Study buddy sessions also take place once each week.

The role of the tutor is firm in the sense that it provides much needed continuity for adolescents. (Tutors would typically remain with pupils for years 7 & 8, then 9, 10 & 11, then 12 & 13). However, it is a flexible and adaptable way in which ideas relating to personal reflection and development can be delivered, either bespoke to year groups, or on a whole school scale response to current issues/trends both local and global.

Semi-rigid structures

Assemblies

Assemblies, by what they applaud, celebrate, encourage and disallow, make a highly significant contribution to the articulation and demonstration of the values which the School wishes to promote and develop. In addition, boarders attend an informal Sunday Service and have a brief assembly on Wednesday evenings and regular assemblies that allow our boarders to demonstrate and share their special interests and talents. The whole school meets at the start and end of each term. Whilst the assembly schedule is fixed, there is also

Evaluation

It is accepted that there are no correct definitions of these terms and that there are no easily definable criteria to measure the success of any policy which aims to promote the spiritual, moral, social and cultural development of our pupils. But this should not diminish their importance in the life of the School. It is the controversial and complex nature of these values, which demonstrates their significance in life and highlights the need to address them in an educationally valid way. Personal development is an erratic, unpredictable and long term phenomenon, and the effects of even the most sensitive moral instruction or spiritual reflection may be different from what is hoped for. There also may be a wide divergence between a person's stated beliefs and values, and behaviour and relationships. This makes any evaluation of a school policy difficult in regard to outcomes.

Particular outcomes cannot be guaranteed, but it is important that the Senior Management Team of the school monitor and review the policy from time to time with regard to its general effectiveness. Surveys and questionnaires, as well as pupil and parent forums and feedback, is central to measuring the impact of what we do.