



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

The school takes an active approach in the promotion of the spiritual, moral, social and cultural development of our girls; it is fundamental to the ethos of the school, which encourages girls to pay due regard to moral considerations and to appreciate the value of respect, dignity, responsibility, self-knowledge and restraint. This enables pupils to develop their self-knowledge, self-esteem and self-confidence. Many of the school's other policies (Behaviour and Discipline, Anti-Bullying, Equal Opportunities, Multicultural), together with all areas of the curriculum, contribute in various ways to the furtherance of SMSC education. The school is concerned to provide a balanced presentation of views regarding marriage, religion and politics which reflects the nature of the world we live in without prejudice or bias. Pupils gain a good understanding of the British Values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school is well positioned for its pupils to play a confident, informed role in society, have a fully developed values system and be able to interact with other people in a positive way. Due to the current Covid-19 restrictions pupils have demonstrated both tenacity and resilience in taking an active role in our local and wider community. A large number of pupils have offered their services to those in need and working in a volunteering capacity has had an impact on how our pupils view their world.

The school's ethos and philosophy of 'educating the whole person' through due regard to the teachings of Kurt Hahn and membership of the global schools organisation, Round Square, ensures a rounded and informed view of the world. The school is also a member of the UNESCO-affiliated schools organisation and is the recipient of a British Council Schools Award.

Girls are encouraged to take full advantage of the wide variety of extra-curricular classes on offer. Opportunities are available for girls to fully participate in the sporting, artistic and musical life of the school through a variety of lunchtime and before and after school activities. Life drawing and gallery visits provide interest and stimulus in the arts as do regular visits to plays and concerts.

There are opportunities for adventure and physical and mental challenges of the outdoors. At KS3 girls from each year group participate in a planned programme of residential visits and outdoor activities including overnight camps. At KS4 and 5 the popular Duke of Edinburgh Award builds on these experiences and offers fresh challenges at Bronze and Gold Award level. The Archbishop of York Youth Trust Award allows all girls across KS3 to develop their knowledge and understanding of leadership and service. The award now in its sixth year allows natural progression to the Duke of Edinburgh Award in Lower 5.

The philosophy of Round Square offers girls a unique programme of personal development through six IDEALS (Internationalism, Democracy, Environmental, Adventure, Leadership and Service). Girls have the opportunity of participating in International Service Projects working alongside pupils from other Round Square schools worldwide. In the past ten years our girls have worked on service projects in India, Kenya, Honduras, Nicaragua, Thailand, Cambodia, Ecuador and Tanzania. Westfield organises international projects inviting girls to participate in service and adventure in alternate years to South Africa and Namibia and Costa Rica. GAP year placements have also been organised for girls to India, Colombia and Singapore. Girls from L5 upwards get the opportunity to participate in student conferences in Europe and worldwide on an annual basis. This provides a valuable

exchange of ideas, insights into different cultures and girls form social bonds without political or geographical prejudice.

Weekly Pillar Meetings (based on the Round Square IDEALS), Form Council meetings and House meetings allows the student voice to be heard and prepares pupils for leadership roles within school. These strategies offer whole-school involvement in the decision-making process and underpin our commitment to respect, fairness and inclusivity.

Definitions:

Spiritual Development

Lessons in RPE but also the arts, extra-curricular activities, educational visits, assemblies and history are used as a means of delivery of spiritual matters. They encourage reflection, creativity and a sense of wonderment and enjoyment in learning. They gain respect for others beliefs and perspectives. Individual and group challenges through a variety of enrichment activities contribute to the spiritual development of the girls.

Moral Development

Personal development relating to human behaviour, the law, citizenship, and the girls' growing understanding of right and wrong and the ability to apply this to their own lives. Girls learn to understand the consequences of their own actions and learn empathy and compassion for others. They offer reasoned views and are prepared to listen to the point of view of others.

Social Development

Westfield's emphasis on the development of the whole person is concerned with pupils living in harmony with their peer group, the school and the wider community. The involvement in service projects at local schools during Enrichment Week is just one example successful wider community involvement.

Cultural Development

Personal development concerned with the beliefs, values, knowledge, rites and practices shared by the girls, the school, the community and different groups within society, in this country and across the world, form the basis of social interaction and is well-covered both within the curriculum and in extra-curricular activities including Round Square.

The contribution to the spiritual aspect of girls' development is achieved through opportunities to:

- Learn about different beliefs and views, and to develop the girls' ability to express their own in an informed and unprejudiced way through the curriculum
- Appreciate that human endeavour is expressed in many forms and that there are, and have been, many ways in which different peoples express beliefs and live their lives as a form of spiritual expression
- reflect on and appreciate their own and others' work with a sense of value, emotion, respect and feeling
- express a sense of delight at their own and others' achievements at prize-giving, in assembly and on Awards Evening
- understand that quality of life can be influenced through an interaction with other people, nature, the arts and sciences
- recognise and value the worth of everyone's contribution to the whole school community
- express themselves creatively within the curriculum and extra-curricular activities
- feel a wide variety of emotions through a response to experiences encountered in the curriculum and extra-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 contribution to the moral aspect of girls' development is achieved through opportunities such as assemblies, Round Square, PSHEE, RPE and House meetings. They will be able to:

- acquire self-discipline and make responsible use of their talents
- to take responsibility for their own actions
- distinguish between right and wrong and take responsible actions when deciding how they should act
- 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
- articulate the values and attitudes which inform their musical response - for example, in responding to religious music or in art discussing a specific work within an exhibition
- recognise, when appropriate, the moral dilemmas which may occur in particular social contexts
- understand the context and functionality of music that is used to express particular religious beliefs or social contexts
- recognise the values and attitudes that are attached to particular musical experiences in a religious and social context

The contribution to the social aspect of girls' development is achieved through opportunities to:

- work co-operatively and collaboratively with each other in the pursuit of shared goals. For example in sport and service activities, musical concerts and house competitions.
- take part in residential, outdoor pursuit activities where teamwork, resilience and determination to overcome personal challenges is very much to the fore
- 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. Encouraging girls to take part in whole-school experiences such as drama productions, musical soirees, assemblies and sporting events.
- take responsibility and care for others. For example Little Sister/ Big Sister initiative
- agree and put into practice accepted codes of social conduct
- be aware of their social responsibilities within their own actions
- interact positively with other girls
- develop self-respect and commitment to others and tasks

The contribution to the cultural aspect of girls' development is achieved through opportunities to travel through Round Square and to explore the pillars of Round Square on a daily basis in school and to interact with the local community:

- draw upon a broad range of cultural traditions to recognise and appreciate the experiences, values, traditions and work of others through the curriculum and extra-curricular opportunities
- experience personal enrichment from an understanding and appreciation of different traditions from pupil's own and other cultures and communities through MFL lessons, UNESCO and Round Square
- recognise, and appreciate that different cultures have similar and different ways of expressing their beliefs and emotions through the arts
- recognise the contributions made by many cultures to musical development and the influences on and contributions to each other
- develop appreciation of and sensitivity towards cultural traditions
- show a willingness to participate in and to embrace the opportunities within school to extend their cultural understanding and awareness

This policy will be implemented through:

- An agreed written policy put into practice and departmental review documents scrutinised by the SMSC co-ordinator
- A revised PSHEE programme from September 2021

- An extended and diverse range of extra-curricular activities that takes into account pupil preferences and staff skills. Extra-curricular activities also include those activities organised and led directly by pupils
- A planned programme of themed assemblies which include festivals from a range of cultures and stories, poems and reflections relating to issues of social or personal behaviour and opportunities to listen to a range of music
- Singing songs from other cultures, listening to a range of multi-cultural music and composing in their style
- Taking time for reflection and encouraging a sense of awe and wonder through Mindfulness programme rolled out across the entire school since 2019.
- Taking opportunities in the curriculum and extended curriculum to reflect and praise examples of girls' work or good deeds
- To plan opportunities and use the extensive school grounds as an area for purposeful study and reflection on the beauty of nature. To understand the importance of the Environmental pillar of Round Square to realise that every generation is a custodian of this planet we inhabit
- Visits to other schools/ houses of worship/ countries and educational opportunities to reflect on the similarities and differences between adults, girls and experiences
- The use of ICT in planned opportunities to use appropriate web sites to access information about festivals/ aspects of other cultures
- Displays of works of art and multicultural resources alongside more traditional and abstract forms
- Planned visits to theatres and galleries and visits from authors

PROMOTING FUNDAMENTAL BRITISH VALUES

Whilst pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance Westfield does not teach anything that undermines English law. Pupils are made aware of the difference between the law of the land and religious law. This specifically takes place in PSHE and RPE. Teaching and learning across the curriculum, including extra-curricular activities, promotes British values and:

- enables students to distinguish right from wrong in respect of civil and criminal law of England
- enables students to acquire a broad general knowledge and respect for public institutions and services in England
- encourages respect for the democratic process and the basis on which the law is made and applied in England (this should be broken down into more detailed accounts of how public bodies and the judiciary function)

Westfield actively promotes fundamental British Values. Evidence of its implementation can be found in PSHEE programmes, plans for assemblies, house meetings, form council meetings and the weekly Pillar meetings. Schemes of work in History and RPE. Discriminatory or extremist opinions or behaviours are challenged as a matter of routine both in class and in the wider curriculum.

In our PSHEE Programme of Study

- U3 study British values, bullying, finance, the media, smoking and healthy eating
- L4 learn about the court of law, houses of parliament and the judicial system, leisure time, drugs, money and careers
- U4 look into the structure of government and electoral systems, rights and responsibilities, careers, alcohol, sex and relationships
- L5 study balanced lifestyle, wellbeing, mental health, criminal law and current affairs
- U5 look at drugs and sexual health, finance, exam preparation and global government and worldwide democracy

A balanced curriculum ensures that the schools teaching reflects the world we live in and due respect is paid to the Equality Act 2010.

The Archbishop of York Young Leaders Award

The Archbishop of York Young Leaders Award at KS3 supports DFE guidance on actively promoting the fundamental British values of democracy; individual liberty; mutual respect for those with different faiths and beliefs.

Throughout the Award **democracy** is promoted as learners are encouraged to express their opinions, debate pros and cons and ultimately come to a consensus.

Individual **liberty** is also encouraged as learners find they have a right to respectfully express their views and beliefs in class and then act on this as they prepare personal volunteering challenges for the benefit of their community.

The award looks at leadership throughout, specifically inspirational leaders; their positive impact on society and the importance of liberty and mutual **respect** in influencing society for good. Working both as individuals and in teams, the learners complete personal challenges, school and community action projects.

The Award also provides relevant activities beyond the classroom enabling students to develop their self-knowledge, self-esteem and self-confidence, including opportunities for learners to understand how they can contribute positively to the lives of those living and working in their locality and schools.

Democracy

- Head girl, deputy head girl, prefects, captains– all positions are applied for and students are interviewed for the post. The Head girl and deputy are democratically elected by pupils
- Pillar Representatives – elected representatives from all year groups attend
- Form Council – elected representatives from all year groups attend
- Feedback from Form Council Meetings are discussed at SLT Meetings and used to inform strategic and operational decisions. The impact of their input is reported back to students through the Council meetings.
- Student leadership – student views are included and considered for appointments including Round Square Student representative, Adventure Captain, Service Captain, Environmental Captain, Art, Drama and Music captains
- Pupils are encouraged to speak to current and prospective parents by acting as guides and attending Open Days
- Students study democratic values across the curriculum especially in RPE and History

The Rule of Law

This is an integral part of the school ethos and students are taught the value of laws, as well as the reasons behind them, in a variety of ways.

- Our Behaviour and Discipline Policy is firmly established and monitored
- There are rewards for good behaviour and the dress code is enforced and monitored on a regular basis
- Rule of law is also covered in other areas including History, ICT, RS and PSHE
- Extra-curricular activities such as UNESCO and Philosophy and Ethics support the value and rule of law
- Assemblies on topics such as responsibility, e-safety including cyber bullying and resolving conflict also ensure that students are aware of the importance of the law.

Individual Liberty

- The philosophy of educating the whole person means that each girl takes part in a unique programme of self-discovery and personal development and learns the value of independence and individual liberty.
- Westfield ensures that all students receive a broad and balanced education that meets their interests, aptitudes and needs for their future aspirations.

- Our Key Stage 4 curriculum is as personalised as possible, depending on prior attainment, with a wide choice of subjects on offer
- Pupils have extensive careers education in preparation for their work experience in U5, which prepares them for the world of work and encourages them to investigate a range of possible careers.
- All students in year 9 & 10 study a course in careers and options in year 9 & 10 to support option choices and planning for the future. They take part in Careers week in March each year
- Students are given opportunities to attend specific university and career talks

Mutual Respect

- Each year, we have a number of fixed assemblies covering topics such as the Holocaust and Remembrance.
- We believe in the importance of leading by example and actively encourage all students to take on leadership roles as discussed earlier. This can be done through Duke of Edinburgh, Round Square, the House system as well as sporting, musical and artistic ventures.
- The school supports numerous charities and holds events inviting parents and governors. Year 11 work experience also ensures students engage with and show respect for the wider community. Students have the opportunity to experience different cultures first hand through Round Square Conferences, exchanges and projects, the History trip to the Battlefields and Modern Foreign Languages trips to Europe.

Tolerance of those of Different Faiths and Beliefs:

- The school holds a broadly Christian provision.
- Every Christmas and Harvest festival, Junior and Senior House attend an organised service at All Saints Church, Gosforth
- Assemblies have a broadly Christian ethos. We address Easter and Christmas themes.
- Year 7 students attend an assembly led by the Gideon's International, where they are offered a copy of the New Testament to keep.
- We have a formal Remembrance Day service each year and lay a wreath in our Remembrance garden
- During Enrichment Week we focus on internationalism and girls participate in a variety of challenges which take into account their understanding of other cultures
- Our RS and History lessons encourage discussion and learning about a range of faiths and beliefs and themes such diversity and Holocaust Memorial week further reinforces this learning.
- Texts addressed in English; the Visual and Performing Arts; Music and MFL also provide opportunities to learn about different faiths and beliefs and encourage students to discuss issue relating to diversity and tolerance.