



### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) POLICY – YEARS 7 TO 13**

The College's principal aims, as enunciated in the Strategic Development Plan 2018-2022 (SDP), are:

- To ensure all our pupils feel equally secure and valued.
- To offer academic challenges that enable each pupil to realise his potential.
- To provide sporting, cultural, charitable and adventurous engagement for all our pupils to enjoy and through which they can learn to work co-operatively and lead.
- To nurture a supportive community that encourages a sense of social responsibility.

It is also our responsibility to enable Alleynians to be thoroughly well prepared for the challenges of the 21st century.

#### **Dulwich College Code of Conduct**

The College is a large community. We wish all its members (pupils and staff) to derive the greatest possible benefit from being here.

The College's Code of Conduct is designed to promote harmony and the efficient and safe functioning of the community. We are all expected to:

- be helpful, tolerant and respectful towards everyone in the Dulwich community
- behave with courtesy and in a manner which reflects well on us and on the College
- avoid behaviour or comments which could lead to any distress
- make sure that our appearance does credit to us and the College
- be punctual
- respect both the property and environment of the College
- show consistency and common sense in observing the particular rules

#### **SMSC**

The importance of boys' SMSC development is widely recognised and plays an essential and significant part in a Dulwich boy's education. Activities within the College are consciously planned to contribute to boys' SMSC development, such as in assemblies, acts of worship, co-curricular programmes and lessons in

Wellbeing, citizenship, careers education and guidance, sex and relationship education and drug education. Contributions to the SMSC programme can be found in the taught curriculum and co-curricular activities.

### **Spiritual development**

“Spiritual” is not synonymous with “religious” but the College recognises that some boys will express their spiritual awareness in religious terms, while for others the spiritual quest involves other forms of expression.

Dulwich boys who are developing spiritually are likely to develop some of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- an awareness and understanding of their own and others’ beliefs
- a respect for themselves and for others
- a sense of empathy, concern and compassion
- an increasing ability to reflect and learn from this reflection
- a readiness to challenge all that would constrain the human spirit for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism, homophobia, gender discrimination and other forms of discrimination
- a sense of the heritage and the tolerant tradition of the College

The College attempts to foster boys’ spirituality by:

- giving boys the opportunity to explore values and beliefs including religious beliefs and the way in which they affect people’s lives
- enabling boys to develop a set of values, principles and beliefs to inform their perspective on life and their behaviour
- encouraging boys to explore and develop what animates and inspires themselves and others
- encouraging boys to express innermost thought and feelings through for example, art, music, literature and crafts, exercising the imagination, inspiration, intuition and insight
- promoting teaching styles which:
  - value boys’ questions and give them space for their own thoughts ideas and concerns

- enable boys to make connections between aspects of their learning
- encourage boys to relate their learning to a wider frame of reference
- encourage boys to consider and respect a diversity of opinions and a diverse community

### **Moral Development**

Moral development is about boys building a framework of moral values which regulates their personal behaviour and helps them to develop an understanding of shared values. Dulwich boys who are becoming morally aware are likely to be developing some or all of the following characteristics:

- an ability to distinguish right from wrong
- an appreciation of the needs of the vulnerable within our own and the wider community
- an ability to think through the consequences of their own and others actions
- a willingness to express their views on ethical issues and personal values
- an ability to make responsible and reasoned judgements on moral dilemmas
- a commitment to personal values in areas which are considered right by some and wrong by others
- a respect for others' needs, interests and feelings as well as their own
- a desire to explore their own and others views
- a sense of moral responsibility towards society through charity fundraising and community service projects

Dulwich College encourages the boys' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the College, using the Code of Conduct (into which boys have a direct input)
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, disability, age and other criteria
- giving boys opportunities across the curriculum to explore and develop moral concepts and values and the consequences of relationships
- developing an open and safe learning environment in which boys can express their views and practise moral decision making

- recognising and respecting the codes and morals of the different cultures represented in the College and the wider community
- encouraging boys to take responsibility for their actions for example, respect for property, care of the environment and developing codes of behaviour
- proving models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship

### **Social Development**

Dulwich boys who are socially aware adjust appropriately and sensitively to a range of social contexts. They relate well to others and work successfully as a member of a team. Boys who are becoming socially aware are likely to be able to:

- adjust to a range of social contexts by appropriate and sensitive behaviour
- relate well to other people's social skills and personal qualities
- work successfully as a member of a group or team
- challenge when necessary and in appropriate ways, the value of a group or wider community
- reflect on their own contribution to society and to the world of work
- participate in activities relevant to the community
- understand the notion of interdependence in an increasingly complex world
- exercise tolerance and a sense for inclusion

The College will foster boys' social development by:

- identifying key values and principles on which the College and community life is based
- fostering a sense of community with common inclusive values which ensure that everyone irrespective of ethnic origin, nationality, language, gender, disability, sexual orientation and religion can flourish
- encouraging boys to work co-operatively
- encouraging boys to recognise and respect social differences and similarities
- providing positive group experiences for example through assemblies, team activities, residential

experiences, school productions

- providing opportunities for boys to exercise leadership and responsibility across year groups
- providing positive and effective links with the world of work and the wider community and other countries and in particular by creating networks with the College's international community

### **Cultural development**

Cultural development is about boys' understanding their own background and culture and other cultures in their locality and in the country as a whole and elsewhere in the world. Promoting pupils' cultural development is intimately linked with our efforts to ensure pupils value cultural diversity and avoid racism. Linguistic diversity is encouraged.

Dulwich boys who are becoming culturally aware are likely to be developing some of the following characteristics:

- an ability to recognise and understand their own cultural assumptions and values
- an understanding of the influences which have shaped their own cultural heritage
- an understanding of the dynamics and the evolutionary nature of cultures and the heritage of the College
- an ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- an openness to new ideas and a willingness to modify cultural values in the light of experience
- a willingness to participate in and respond to artistic and cultural enterprises

The College will encourage boys' cultural development by:

- providing opportunities for boys to explore their own cultural assumptions and values
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, disability, age and other criteria and promoting equality and fair treatment
- recognising and nurturing particular gifts and talents
- providing opportunities for boys to participate in literature, drama, music, art, sport, science, crafts and other cultural events and encouraging boys to reflect on their significance
- developing partnerships with outside agencies and individuals to extend boys' cultural awareness for

example theatre, museum, concert and gallery visits, resident artists and foreign exchanges

- exposing boys to a broad range of views from across the political spectrum

We expect each academic department to encourage opportunities for SMSC development across the College, and details of provision in each subject area can be found in their individual SMSC policies.

We promote SMSC education through amongst other things:

- the curriculum (for example the Religion and Theology department has a syllabus which includes ethics – including environmental, sexual and business ethics - and develops moral arguments).
- the teaching and learning environment
- the Wellbeing programme
- learning support
- environmental projects
- single year group and whole school assemblies
- assemblies with boy participation (including assemblies with an “it matters to me” slot)
- co-curricular activities
- the pastoral care system
- the Induction for new boys
- peer mentoring (senior boys with boys in Years 7 to 9)
- the House system (including whole House assemblies, three times a year)
- displays
- leadership training within many areas of College life (including sports, music, drama, the CCF, the Duke of Edinburgh award scheme and Scouts)
- clubs and societies (e.g. the Politics Society, the Equality Society and the Law Society)
- debating (including the Mini United Nations and the ROAR challenge)
- a wide range of visits and visitors (in recent years visitors have included Rowan Williams and Laura Bates)

- school councils (in each School)
- theme based international days and Chinese New Year celebrations suppers and lunches
- tutor exchange meetings at the start of the academic year
- community service action
- fundraising for charity (including charities for the term), connecting to both national and local issues
- outreach and partnership work with the Southwark Schools Learning Partnership, the City Heights Academy and the Southwark Community Education Council
- drop-in sessions with the Chaplain in the quiet room
- the act of Remembrance (whole College attendance)
- Founder's Day
- participation in the Mark Evison Foundation award scheme