



Context

Gatehouse School was established by Phyllis Wallbank, the wife of the Rector of Saint Bartholomew the Great, in 1948 at Smithfield in the gatehouse of the church. **The mission statement** remains to this day:

“Children of any race, colour, creed, background and intellect shall be accepted as students and work side by side without streaming or any kind of segregation, with the aim that each child shall get to know and love God, and develop their own uniqueness of personality to enable them to appreciate the world and the world to appreciate them.”

The school feels strongly that children regardless of ability, race, religion or gender will be given the opportunity to develop their skills and increase their confidence in order to achieve their full potential. Although Gatehouse School has a broad Christian ethos, we do not select for entry on the basis of religious belief, and we offer the opportunity for all pupils to practice their own faiths.

Ofsted has described spiritual development as follows:

“Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality”.

At best, spirituality should be understood as a process of transformation and growth; something dynamic which is part and parcel of the full human development of the individual and society.

Spiritual development is not, of course, confined to a set of specific religious beliefs or conversion to a particular faith. It is to do with a wider range of processes reflected in the definitions above to do with meaning, purpose, value and insight. Therefore, the beliefs of those pupils who are not Christian or have no formal religious belief are valued.

While Gatehouse School draws heavily from the Christian tradition for its inspiration, it also encourages those who seek spiritual growth through other religious traditions which also value compassion, hope, justice, fairness, tolerance and respect for human life. All reasonable effort will be made to accommodate the religious observances of non-Christian faiths. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Much has been made of the phrase “Awe and Wonder” in recent literature about moral and spiritual development. As a school we encourage pupils to stop and notice, rather than pass on, in the pursuit of absorbing as much information as possible. We believe this is a very important part of growth in the life of any human being.

The practical needs of the School demand an agreed moral code. Pupils value this and understand its purpose. The moral development of any child is cumulative and, as with intellectual development, pupils will develop at different rates.

Policy on Moral, Spiritual and Cultural Development

Pupil's Moral and Spiritual Development

The School aims to encourage pupils' moral, spiritual and cultural development and to create an ethos of tolerance of all religious and minority groups thus promoting fundamental British Values. Pupils' development in this area is addressed implicitly in the following ways:

- School aim
- Pupils' behaviour and attitude
- The curriculum (including RE & PSCH)
- Circle Time
- Pupils' relationships
- The school rules
- The rewards and support system
- Assemblies
- Pastoral guidance and support
- School organisation and communication

Other areas where evidence of the promotion of moral, spiritual and cultural aspects may be found would include:

- Acknowledgement and display of a variety of faiths and beliefs.
- Giving student's responsibility, e.g. tutor groups representatives, school council.
- Awards evenings.
- Celebrity Assemblies.
- An extremely varied extra-curricular programme.
- Active and practical involvement in fund-raising for charity.
- Entering competitions.
- Residential journeys and field trips.
- Visits to for example the theatre, Houses of Parliament and sports matches.
- Sports teams.
- Raising awareness of opportunities offered by external agencies.

Practical Examples of How Each Element of SMSC and Fundamental British Values Are Developed at Gatehouse School

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships

- Reflect on, consider and celebrate the wonders and mysteries of life.

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 confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Conclusion

The moral and spiritual development of pupils at Gatehouse School emerges naturally from the religious, cultural and social character of the School. Our policy is inspired by our Christian heritage and we also celebrate the range of religious traditions represented at the school. Moral and spiritual development emerges both as part of the taught curriculum and informs and contributes to the wider extra-curricular life of the school. Fundamental British Values are central to the School's ethos and are actively promoted as part of School life. The Moral and Spiritual Development Policy is also practical and, as such, the application of our policy is regularly assessed and reviewed.

STATUTORY INSTRUMENTS

2014 No. 2374

The Education (Independent School Standards) (England) (Amendment) Regulations 2014

Amendment to the Education (Independent School Standards) (England) Regulations 2010

2. (1) The Education (Independent School Standards) (England) Regulations 2010(1) are amended as follows.

(2) In Part 2 of Schedule 1 (Spiritual, Moral, Social and Cultural Development of Pupils), for paragraph 5 substitute—

“**5.** The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—

- (a) 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;
- (b) ensures that principles are actively promoted which—
 - (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - (iii) 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;
 - (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(2); and
 - (vii) 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;

- (c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
- (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—
 - (i) while they are in attendance at the school;
 - (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
 - (iii) 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.”.

| Policy Name | Spiritual, Moral & Cultural Development | Last Review Date | September 2015 |
|--------------------|---|-------------------------|-----------------------|
| Status | Mandatory Complies with Part 1 paragraph 2(2)(f) of the Schedule to Education (Independent School Standards) (England) Regulations 2003 and DCFS guidance and the very recent Ammendment 2374 which is quoted in full above) | Governors Review | New Policy |
| | | Next Review | September 2016 |
| Circulation | Governors / all staff / [volunteers] automatically. Parents on request | | |