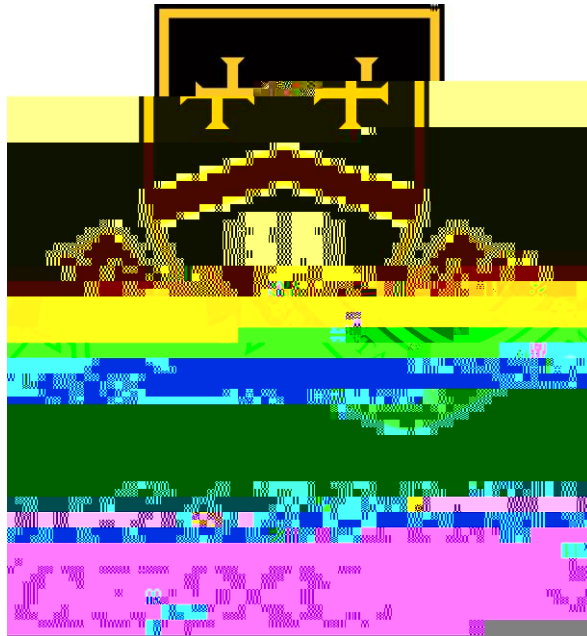


Spiritual, Moral, Social and Cultural Development Policy



Policy Author:

Sarah Griffiths

Date Reviewed By Author:

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Next Review Due:

September 2025

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.

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 dimensions. This responsibility necessarily includes that pupils know and understand fundamental British values, as defined by DfE:

- an understanding of how citizens can influence decision-making through the democratic process;**
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;**
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can**

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

Achieving our aims

Promoting pupil wellbeing, including spiritual, moral, social and cultural (personal) aspects of

Firm Structures

Wellbeing lessons (PSHEE)

Years 7, 8, 9, 10 & 11 each receive a 35 minute lesson per week of Wellbeing. Year 9 have

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 opportunity for ad hoc assemblies by year group if necessary. In such circumstances, a tutor period would be given up so that the entire year could meet to discuss/respond to recent events.

Year group Activities

In each Year Group, specific activities take place which are explicitly designed to further personal development. In First and Second Years, this would include the Commendation system and the Second Year Challenge. In the Third and Fourth years it includes the Commendation system and by this stage many are also enrolled in CCF or the Duke of Edinburgh scheme, or both, with all pupils receiving First Aid training. In the Sixth Form opportunities exist including leadership training and opportunities for Community Service,

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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