

Spiritual, Moral, Social and Cultural Policy:

This policy applies to the Senior School and is published to parents, pupils and employees.

Updated 20 September 2017

School Ethos

The Bradford Grammar School Mission statement makes it clear that we believe in providing every opportunity for our pupils, and that we embrace academic, sporting and creative excellence within an aspirational, caring environment, building on our heritage while looking to the future. We aim to nurture exciting and fulfilling lives and believe that happiness is the key to an individual's success. We reflect our School Values of Excellence, Compassion, Determination, Opportunity and Service throughout school life.

Our School Motto is ***Hoc Age***, which roughly translates as 'Get on and do it!', representing our honest, straightforward and modest approach to educational excellence. We are confident in our ability to create opportunities for all, encouraging our pupils to embrace new challenges with zeal, support the happiness of one another, and show great character in the pursuit of their goals

Our Strategic Plan makes it clear that the School believes delivering an education which develops the whole person, and goes significantly beyond academic provision: "BGS strives to provide pupils with a wealth of opportunities for academic and broader development as part of a well-rounded education that equips young people with life-changing qualifications, confidence, positivity and the common good sense to thrive and make a difference.

We believe that an inspiring, well-rounded education builds character and changes lives fundamentally for the better. A BGS education kindles an intellectual and emotional response from pupils, encourages insight and curiosity, fosters physical and mental wellbeing, and provides the tools and moral code to make a valuable contribution to society."

The Plan also states: "At Bradford Grammar School we firmly believe that we have a responsibility as educators to encourage young people to act with courtesy, integrity and consideration, as well as motivating them to achieve the highest possible academic standards."

Our BGS Code of Conduct further reflects the School's ethos and reminds the school community what is expected of them in their daily lives within school. It can be found in the pupil planners and displayed in form rooms around the School:

- Have respect for all members of staff, other pupils and visitors to the School

- Retain a smart appearance at all times
- Be punctual at all times
- Always try to do your best in all that you do at school
- Remember that you are an ambassador for your school wherever you are
- Help other members of the School whenever possible
- Play your part to keep the school clean and tidy and report situations where improvements could be made
- Represent the School if selected or asked to do so
- Look after your belongings at all times
- Make sure that your parents are fully informed of school events.

The Spiritual, Moral, Social and Cultural development of every pupil at Bradford Grammar School is recognised as a fundamental part of their education. We aim to deliver an education in which wide-ranging, all-pervading and thoughtful SMSC provision enables every pupil to thrive.

School Context

Bradford Grammar School was founded in 1548 and given a Royal Charter in 1662. Based in Frizinghall since 1949, by the turn of the century it had developed from a boys' direct grant grammar school to a fully co-educational independent school with a large bursary programme which supports over 100 pupils at the School. Our school has a broad ethnic mix and is diverse in socio-economic, cultural and religious terms; its large catchment area extends beyond West Yorkshire to North Yorkshire and East Lancashire.

Spiritual development

The School aims to develop emotionally mature young people who are confident and self-aware, and who appreciate non-material aspects of life (whether religious, philosophical or ethical). We actively promote the development of self-knowledge, self-esteem and self-confidence and we aim to nurture curiosity and insight in our pupils. Pupils are encouraged:

- to be reflective about their own values, beliefs, feelings and experiences
- to take an interest in the values, beliefs, feelings and experiences of others
- to share their thoughts, concerns and ideas
- to develop their imaginations and creativity.

We promote our pupils' spiritual development by:

- enabling them to develop a set of values and beliefs within the wider school curriculum

- using philosophically based pedagogy within the Religious Studies curriculum to explore a variety of world views
- providing opportunities for self-evaluation and self-awareness within our Personal Development programme
- giving pupils the opportunity to explore their values and beliefs in co-curricular contexts, through assemblies, clubs and societies, trips and visiting speakers
- encouraging participation in sport, drama and music which enhances and develops self-knowledge and self-confidence.

Moral development

The School aims to foster and model a respect for the norms of good conduct, to develop in every pupil sound ethical values, and a moral code which enables them to distinguish right from wrong and respect British civil and criminal law. Pupils are encouraged:

- to understand the consequences of their behaviour and actions
- to develop reasoned views about moral and ethical issues
- to consider and appreciate the viewpoints of others on such issues.

We promote our pupils' moral development by:

- providing a clear lead on expectations for good conduct and moral code
- encouraging them to take responsibility for their own actions, e.g. respect for property, care of the environment and consideration of the feelings of others
- challenging immoral and amoral behaviour within school, in particular all forms of discrimination on the basis of race, religion, gender, sexual orientation, age or other criteria
- exploring moral issues within the PD programme and the Religious Studies scheme of work
- providing opportunities throughout the curriculum to explore and develop a good moral code and consider the consequences of relationships
- providing models of moral virtue through literature, humanities, arts and sciences, and through the assembly programme
- encouraging an open and safe learning environment in which pupils can express and discuss their views and practise moral decision-making.

Social development

The School aims to develop socially responsible young people, who contribute to the school community and to the wider world and feel compassion for those who are less fortunate than themselves. Pupils are encouraged:

- to work and socialise with other pupils
- to take opportunities to fund raise for charities
- to serve the community through volunteering

- to show initiative in contributing positively to the lives of others.

The School encourages pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs:

- to respect and participate in democratic processes
- to appreciate that the rule of law protects individual citizens and is essential for their safety and wellbeing
- to respect the basis on which the law is made and applied in Britain
- to have an understanding that the freedom to hold other faiths and beliefs is protected by law
- to avoid and challenge prejudicial or discriminatory behaviour towards others
- to be aware of the problems of identifying and combating discrimination.

We promote our pupils' social development by:

- fostering a sense of community within the School, with shared values and beliefs
- encouraging them to act with courtesy, integrity and consideration towards others
- giving them the opportunity to experience team work and to work co-operatively
- giving them the opportunity to exercise leadership and take up roles with responsibilities within the school community
- encouraging them to recognise and respect social differences
- promoting inclusion, tolerance and respect for others
- providing positive collaborative experiences through sport, music, drama, visits and trips
- promoting understanding and appreciation of fundamental British values through the PD programme, assemblies and in school life generally.

Cultural development

The School aims to foster an appreciation of the achievements and heritage of Western cultural tradition alongside an understanding of and respect for other faiths and cultures. It promotes tolerance and harmony between different cultural traditions, and respect for other people. It accepts that this is an essential element in the preparation of young people for life in modern Britain. Pupils are encouraged:

- to understand their own heritage and traditions, and those of others
- to explore and celebrate difference within the range of cultures in the school community and in the wider world
- to promote tolerance in attitudes towards different religious, ethnic and socio-economic groups in the community, and to challenge intolerance
- to show respect for different faiths and cultural diversity.

We promote our pupils' cultural development by:

- providing opportunities for them to explore and reflect on their own heritage and traditions, and those of others
- promoting equality in terms of race, religion, gender, sexual orientation, age or other criteria
- challenging discrimination on the basis of race, religion, gender, sexual orientation, age or other criteria
- developing their cultural awareness through overseas trips and foreign exchanges
- developing their cultural awareness through collaboration with external agencies (e.g. visiting speakers from faith groups, visits to theatres, museums, galleries and other schools)
- providing opportunities for participation in cultural events.

British Values

Our work on SMSC includes the promotion of British values. This policy is actively designed to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Bradford Grammar School also encourages respect for others and pays particular regard for protected characteristics as identified in the Equality Act 2010.

This policy is specifically designed to promote the understanding and knowledge expected of pupils in relation to:

- an awareness 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 be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to hold other faiths and beliefs is protected in law;
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

The Education (Independent School Standards) (England) Regulations 2003 state that schools should:

(5a) actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

(5b)

- 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; and*
- vii. encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.*

SMSC Provision throughout the School

Oversight of SMSC provision is led by the Headmaster, who reports annually to the Board of Governors on this aspect of school life. The Assistant Head Pastoral works with the Head of the Personal Development programme to monitor and evaluate provision across the School.

We know that every academic department at Bradford Grammar School provides opportunities for SMSC development. Details of departmental provision can be found in individual departments' schemes of work. All teaching staff at the School contribute to their department's provision and many additionally promote SMSC development within the co-curricular programme.

Our Personal Development programme offers all pupils in the Senior School a weekly opportunity to develop their awareness and understanding of the core PSHE strands of Health, Ethics and Morality, Community and Society, Information Technology and Internet Safety, the Environment, and Wellbeing. These strands are delivered by a team of specialist teachers, and are reinforced by the PD lessons run by form tutors and talks from external speakers.

In Years 12 & 13, PD lessons lie within the wider Sixth Form Enrichment Programme which promotes volunteering opportunities in the local community and includes an annual series of talks from guest speakers.

Our co-curricular provision includes timetabled Activities sessions for Years 7 & 8, and opportunities outside the timetable within various sport, the performing and creative arts, and a wide range of lunchtime and after-school clubs and societies.

Our School promotes SMSC education through the following (although this list is not exhaustive):

- the Personal Development programme
- Sixth Form Enrichment Programme
- teaching and learning within the core academic curriculum (see departmental schemes of work) in all subjects and in all years
- sport and the performing arts
- co-curricular clubs and societies
- programme of whole school and year group assemblies
- the pastoral care system (including counselling and mentoring)
- developing and maintaining positive collaborative relationships with parents
- Student Voice councils
- School Prefect system encouraging responsibility and leadership
- displays around school and occasional exhibitions
- the School website
- volunteering and community service
- school outreach activities
- charitable fund-raising
- a wide range of trips and visits
- visits from external speakers
- Founders' Day and Remembrance Services.

Further Relevant School Documentation

- PSHE Scheme of Work
- Departmental Schemes of Work
- Annual assembly programme
- Blogs and articles on the School website
- Termly Co-Curricular Activities Programme
- Termly SMSC Diaries.