



## **British International School of Timișoara**

*We Provide the Foundation on Which Our Children Can Flourish*

### **School Policies**

#### **Spiritual, Moral, Cultural and Social Development Policy**

Approved by:	Head of School	Date: February 2019
Last reviewed by:	School Leadership Team	Date: May 2022
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## **General**

British International School of Timisoara is a coeducational private international school offering a British-style education and accepting children aged between 4 and 18.

British International School of Timisoara offers its students a truly international experience through a British-style curriculum and adheres to the guidelines of the Council of British International Schools, Cambridge Assessment International Education and the International Baccalaureate Organisation. Our qualified, internationally-experienced and dynamic educators teach all subjects in English, with the exception of the lessons of Romanian, which are being taught by qualified and engaging local teachers.

## **Vision, Mission and Values**

### **Our Vision**

We Provide the Foundation on Which our Children can Flourish  
Inspiring our Students to Learn and Live with Purpose

### **Our Mission**

Building a community of learners where students are given meaningful opportunities to learn, experience, grow, succeed and excel in all areas of their academic and personal development

### **Our core values**

We Think, We Explore and We Learn  
We Listen, We Respect and We Care  
We Speak Up, We Participate and We Strive

At BIST we want to ensure that all members of our community understand and adhere to our school ethos and values. Rules and regulations will be in place to protect all members of the community and to give everyone equal opportunities for development and progress.

## **Introduction**

At BIST, we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. We will implement the Spiritual, Moral, Cultural and Social (SMSC) development within our school curriculum in and outside the classroom. SMSC education is part of our general approach as a school and we will ensure that every child in the school will be given a variety of opportunities to develop their SMSC awareness.

## **Objectives**

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own points of view.

## **SMSC – definitions**

### **Spiritual Development**

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

### **Moral Development**

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives;
- understanding of the consequences of their actions;
- interest in investigating, and offering reasoned views about, moral and ethical issues.

### **Social Development**

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds;
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively;
- interest in, and understanding of, the way communities and societies function at a variety of levels.
- an understanding and acceptance of other points of view.

### **Cultural Development**

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;
- willingness to participate in, and respond to; for example: artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;
- interest in exploring, understanding of, and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **Vision**

It is within our vision statement that “We will Provide the Foundation on Which our Children can Flourish” and the fact that we want to ensure that our children will learn to 'Live with Purpose'. This is what we want to embed in everything that we do in the school, in and outside the classroom.

## **Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. SMSC should be present in all lessons, but a majority will be delivered through cross curricular activities as well as specific PSHEE activities.

## **Spiritual Development**

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery;
- Awe and wonder;
- Connection and belonging;
- Heightened self-awareness;
- Deep feelings of what is felt to be ultimately important;
- A sense of security, well-being, worth and purposefulness.

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and, in turn, be respected themselves; accommodating difference and respecting the integrity of individuals will be a central tenet. Opportunities for spiritual development can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

## **Moral Development**

At BIST we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- The ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
- The ability to develop an ability to think through the consequences of their own and others' actions;
- Having an ability to make responsible and reasoned judgements;
- Ensuring a commitment to personal values;
- To have respect for others' needs, interests and feelings, as well as their own;

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- To develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their own values, codes and principles in the light of experience

Our school supports moral development by:

- Providing a clear moral code of the behaviour expectations as a basis for conduct around school, which is promoted consistently through all aspects of the school and is highlighted through displays in all classrooms;
- Promoting racial, religious and other forms of equality through global learning;
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong;
- Promoting agreed values: care, empathy, friendship, respect, perseverance, responsibility, kindness, creativity;
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making;
- Rewarding expressions of moral insights and good behaviour;
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community;
- Encouraging pupils to take responsibility for their actions, have respect for property, care for the environment, develop codes of behaviour.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, to take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise and recognition and other means that highlight both academic and social achievements.

### **Social Development**

At BIST we recognise that pupils who are becoming socially aware are likely to be developing the ability 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;
- Share views and opinions with others;
- Resolve conflicts maturely and appropriately;
- Reflect on their own contribution to society;
- Show respect for people, living things, property and the environment;
- Exercise responsibility;
- Understand how societies function and are organised in structures such as the family, the school;
- Understand the notion of interdependence in an increasingly complex society

*BIST is committed to child protection and safeguarding and promoting the wellbeing of all students. We expect staff, parents, volunteers, visitors and the students to share this commitment.*

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Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based;
- Fostering a sense of community, with common, inclusive values;
- Promoting racial, religious and other forms of equality;
- Encouraging pupils to work co-operatively in lessons and in outside learning;
- Encouraging pupils to recognise and respect social differences and similarities through their global learning experiences;
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, residential experiences, school productions and performances;
- Helping pupils develop personal qualities which are valued in a civilised society, for example, kindness, responsibility, respect for difference, moral principles, self-respect and an awareness of others' needs;
- Providing opportunities for engaging in the democratic process such as School Council;
- Providing opportunities for pupils to exercise leadership and responsibility; roles such as house captains or school council representatives.

### **Cultural Development**

Children should be made aware of the diversity of other cultures. This can be done through music, PE, art and many other curriculum areas. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity;
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language;
- Encouraging them to think about special events in life and how they are celebrated;
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance;
- Reinforcing through developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.

### **Pupil's Voice**

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom and ties in with one of our core values: 'To Speak Up'. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school. For example, the School Council representatives meet regularly and before each meeting, the class reps invite pupils to share anything for the agenda. Representatives will then feedback to their classmates.

**Monitoring and review**

The planning, monitoring and coordination of the SMSC are the responsibility of the School Leadership Team. Head of Primary and Head of Secondary will:

- Support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC
- Give the Head of School regular feedback in which evaluations of the strengths and weaknesses (reflections) of events with regard their impact upon the ethos of the school and indicate areas for further improvement;
- Ensure evidence of the school's work is accessible on the school's website;
- Keep a record of SMSC events and its impact on the school environment.