



Policy for the promotion of Pupils' Spiritual, Moral, Social and Cultural development

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This policy is available on the Handbook page of the School Intranet and can be made available in large print or other accessible format if required; such requests can be made by email to:

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1. Introduction

Our founder John Colet opened the doors to St Paul's School in 1509 to educate pupils "from all nations and countres indifferently". We are committed to our founder's vision, educating students regardless of race, creed or social background. The development of pupils' spiritual, moral, social and cultural identity is at the heart of the St Paul's community and underpins almost everything we do.

As a school we seek to promote and develop the spiritual and moral dimensions of human existence through our ethos, curriculum and acts of collective worship. These dimensions are found in every aspect of school life and embedded in our values, pastoral system and codes of conduct as well as in our curriculum and extracurricular activities. We take very seriously the importance of pupils developing as individuals and look beyond the purely academic to educate and develop the whole child. We want pupils to search for meaning and purpose, to use their imagination and creativity, and to explore the richness and mysteries of life. We believe that social, moral, cultural and spiritual development is vital in educating our pupils to fulfil their potential both within the school and far beyond. We want pupils to be outward-looking, with a strong belief that they can make a difference now, not just when they are older. Finally, we aim to give pupils the skills and confidence to communicate effectively with younger children, peers and adults.

This document should be read in consultation with the following policies:

- PSHE and Citizenship Policy
- Curriculum Policy
- Mental Health and Wellbeing Policy
- Staff Code of Conduct
- Behaviour, Rewards and Sanctions
- Visiting Speaker Policy
- Hearing the Pupil Voice; Arrangements Within St Paul's to listen to Pupils

2. The School's Values

Our three pillars of **Scholarship**, **Opportunity** and **Character** are the foundation of all that we do and we actively focus on five core character traits: Respect, Kindness, Humility, Integrity and Resilience.

Respect: The ability to appropriately respond to the inherent dignity of others as well as their achievements, experiences and value within a community. Respect may be driven by our personal appreciation and admiration, but it is also sometimes used to set what we minimally expect of each other's behaviour regardless of how we feel. This is why respect is linked to a range of things from everyday politeness and gratitude to individual rights and social justice.

Kindness: The ability to accurately and sensitively respond to the needs and feelings of others. The best acts of kindness are usually unconditional and selfless, and motivated by emotions like

empathy, compassion and care. Kindness often requires us to be mindful of the impact we are having on those around us, to listen actively and carefully to them about their needs, and be willing to sacrifice some of what we have for their sake.

Humility: The ability to reflect on ourselves – especially our merits and achievements – in light of a larger context, and to keep this context in mind when deciding on how to act. The best forms of humility are often motivated by a commitment to the truth and fairness. Humility usually requires us to stay open to the possibility of our own fallibility as well as the perspectives and experiences of others. Similarly, it asks us to resist the temptation to boast, generalize from our own experience or rush to dismiss what we don't agree with or understand.

Integrity: The ability to speak up for and choose what is right even in the face of adversity, as well as take responsibility for and learn from our mistakes. The best forms of integrity often rest upon high moral standards that have been carefully curated by ourselves and others. Integrity usually requires us to be honest, courageous and demonstrate self-control, as well as make good on the advantages we have been given.

Resilience: The ability to adapt and keep on trying when success is not immediate and to respond to failure with perspective and resolve. The best forms of resilience are often supported by a considered sense of purpose, meaning or value, and resilience may require us to be patient, flexible and to know when to seek the support of others.

3. What do we understand by Spiritual, Moral, Social and Cultural Education?

It is acknowledged that it is not easy to define what is to be understood by 'spiritual', 'moral', 'social', and 'cultural' development. The following definitions are, however, seen as being appropriate for use across the whole curriculum at St Paul's.

Spiritual Development:

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'. All areas of the curriculum should contribute to students' spiritual development.

E.g. - Sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world, developing their knowledge and skills which are non-material or immeasurable, wow (awe) moments in lessons.

Moral Development:

Moral development is concerned with students' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding of justice, values and attitudes in relation to what is right or wrong.

E.g. - Right and wrong, moral conflict, a concern for others, the will to do what is right, the ability to reflect on the consequences of their actions, learning to forgive, developing the skills and knowledge of responsible decision making.

Social Development:

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

E.g. - Responsibilities and rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating or an active contribution to the community or democratic process.

Cultural Development:

Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. A central theme concerns the development of a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions of others.

E.g. - Cultural traditions, respect for their own culture and that of others, an interest in differences, appreciation of or contribution to culture.

4. Guiding Principles

- All aspects of the school's taught curriculum and co-curricular activities will offer opportunities for and contribute to the spiritual, moral, social and cultural development of our pupils, and to the development of their overall character.
- Staff will model and promote expected behaviour; recognising the uniqueness and value in each of our pupils and by respecting each other, our pupils and parents.
- The promotion of the school's values should seek to use illustrations and examples drawn from as broad and diverse a range of cultural contexts as possible.
- Our approach to behaviour and discipline should reflect the School's values, and our desire to promote SMSC development and the development of character, as well as
- promoting positive behaviour. Every pupil should be given the opportunity to consider, reflect upon and discuss their beliefs and values. Pupils should be encouraged to develop a sense of their individual and group identities.

- The School will provide opportunities for pupils to develop an understanding of the broader social-cultural 'make up' of the communities they belong to and it aims to develop an appreciation of how other cultures can enrich these communities.
- The School will give each pupil the opportunity to consider the values of the country in which they live (British Values), namely; tolerance and respect for others, for the rule of law, for individual liberty and for democracy

5. Objectives

Through its SMSC provision and focus on character education, the school is required to actively promote principles which enable our pupils to develop:

- their self-knowledge, self-esteem and self-confidence;
- the ability to distinguish right from wrong and to respect the civil and criminal law of England;
- a willingness to take responsibility for their behaviour, to 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;
- a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 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

6. Delivery of SMSC at St Paul's

The delivery of Spiritual, Moral, Social and Cultural Development at St Paul's is delivered both through the taught curriculum, inclusive of PSHE, and promoted strongly by our institutional focus on character education; by our pastoral system; and by the numerous co-curricular and partnership activities on offer.

6.1 PSHE

The PSHE policy sets out the objectives of the PSHE curriculum and provides Schemes of Work that evidence how PSHE teaching promotes the Spiritual, Moral, Social and Cultural Development of our pupils. An overview of the PSHE curriculum, including detailed schemes of work for each year group (including lesson objectives and materials) can be found on the PSHE Department shared drive and is made available to parents at the start of each academic year.

The PSHE curriculum promotes:

- Respect for the law
- Understanding of public institutions and services
- Self-knowledge, self-esteem and self-confidence
- Accepting responsibility for one's own behaviour
- Financial responsibility and understanding
- Health education

6.2 Moral Philosophy

All pupils receive compulsory Moral Philosophy lessons during the 4th and 5th Forms The Moral Philosophy course actively promotes:

- Character and values-based literacy, emphasizing but not limited to the St Paul's character traits and fundamental British values
- The study of world religions, creating an appreciation of and respect for a variety of spiritual traditions and cultures
- An understanding of and respect for democracy and the moral basis of law making in countries such as the United Kingdom
- Understanding of public institutions, in particular as moral entities, and the importance of public service
- Informed and rational discussion of a wide range of contemporary moral, social and cultural issues and moral theories, and the formation of considered, sensitive, well-informed and reasonable views - i.e., training in moral decision making
- A reflective sense of value and meaning in human life in proper perspective
- Respect for other people and a developed understanding of social justice, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- A strong sense of social responsibility.

The Moral Philosophy schemes of work can be found on the Department Intranet site.

6.3 Themed Weeks

Throughout the year a number of themed weeks are run, combining societies, assembly time and tutor time. These have been run on topics such as:

- Black History Month
- International Women's Week
- Eco Week
- Mental Health Awareness Week
- LGBTQ+ History

The aim of these Theme Weeks is to provide the School community with opportunities to explore diverse cultural celebrations and topics related to inclusion in an interdisciplinary way. Staff in particular are encouraged to think about how they can engage with the theme of the week within their academic discipline, to provide students with a varied and dynamic insight into how they can think about diversity and inclusion across their various interests.

It is an expectation that assembly and tutor times across this week may dedicate time to exploring and discussing these issues. Assemblies are usually delivered and/or created by a member of the Diversity, Equality and Inclusion team.

6.4 Conferences and Courses

The school organises several compulsory conferences and courses which promote pupils' understanding of their immediate community and broader, global issues:

- Fifth Form Human Rights Day
- Fifth Form Drugs Awareness Talk
- Sixth Form Gambling Addiction Talk
- Sixth Form Revision Skills (Joint with SPGS)
- Fourth Form Collaboration Day (Joint with SPGS)
- Fifth Form Management Day (Joint with SPGS)
- Eighth Form Financial Literacy Seminar
- Bold Voices for Lower Eighth and Fifth Form Pupils
- Upper Eighth Form SPS/SPGS Joint Conference

7. Pastoral Care

St Paul's believes in the very highest levels of pastoral care for all its pupils. By feeling safe, confident, happy and respected, and feeling able and inclined to self-reflect and learn, the school believes pupils are able to consider and promote their own SMSC development.

7.1 The House and Tutorial System

All pupils at St Paul's belong to one of eight houses which provide pastoral support, and through which intra-mural competition is organised. Pastoral leads (the Undermasters and Tutors) exercise communal and individual leadership on matters of character through assemblies and through individual pastoral care (including both welfare and behaviour). Reflections on character and on different SMSC dimensions are integral to the personal development these systems seek to promote.

The house system promotes positive competition across a range of disciplines; academic, sporting and creative. As well as providing opportunities for pupils to 'get involved', the leadership of the houses is organised by the senior pupils thereby encouraging them to take responsibility for the welfare and enjoyment of younger pupils. The House competition is designed to encourage an

inclusive environment for all members of each club; the variety of competitions allows for every pupil to contribute. The colours system also encourages recognition of involvement rather than performance.

The vertical tutor system provides a number of unique opportunities to equip students with experiences which aid their SMSC development. For younger pupils this means an immediate sense of community and for older pupils the opportunity to mentor younger pupils.

Tutor time also provides a safe space where spiritual, moral, social and cultural issues can be freely discussed and debated. This includes some designated times across the year that are dedicated to materials explicitly created for this purpose.

7.2 Assemblies

Year group and House assemblies are designed to:

- Encourage understanding of and involvement in community problems
- Support broad knowledge of public institutions and services
- Promote respect for British values, other cultures and value systems
- Encourage engagement on all aspects of the school's co-curricular provision, specifically the House System
- Promote the school's values, including specific causes or themes (i.e. through the celebration of national campaigns e.g. mental health awareness, Black History Month, etc...)
- Encourage reflection on personal character development, and of communal service.

7.3 Behaviour, Rewards and Sanctions

In line with its Behaviour, Rewards and Sanctions policy, the school aims to create an environment where pupils feel safe and confident to share their opinions and values. The school seeks to promote positive behaviour and celebrate success wherever possible. The Pupil Behaviour Code, and all behaviour interactions by staff, tutors and pastoral leads seek to promote the development of character, and of SMSC dimensions, such as morality, service, cultural identity and contribution. School rules and policies are designed to promote:

- The concept of pupils taking responsibility for their behaviour in and out of school, and contributing positively to community life in and out of school
- Inclusivity and equal opportunities for all
- Respect for the rule of law

7.4 Pupil Voice

Pupil Voice is overseen by a specific member of staff responsible for these arrangements and full details can be found in the Pupil Voice Policy (Hearing the Pupil Voice: Arrangements within St Paul's to listen to Pupils).

There are numerous mechanisms for ensuring the 'pupil voice' is appropriately heard at St Pauls:

- **The Pupil Leadership team** is designed to allow U8th pupils to work together to ensure considered, successful and smooth operation in the many responsibilities senior pupils have within the school. The team is a useful sounding board for staff and the Captain of the School. It is able to link to the School Council and Year Forum mechanism where useful for consultation and dissemination.
- **The School Council** consists of two elected representatives from each Year Forum and is designed to pull together feedback from pupils in all years. As such, the School Council is the body consulted when staff are looking for pupil feedback. Meetings are chaired by the Captain or Vice Captain of the school with the Pupil Voice Coordinator present.
- **Year Group Forums** are based on the club system and provide a coherent structure across the year groups. By linking the work of the fora to that of the School Council there is greater scope for consultation and discussion involving the whole pupil body; two way dialogue is encouraged, and it is clearer to pupils how their views transmit into actual decisions. Meetings are chaired by the pupils involved with the relevant Undermaster present.
- **The Values Committee** is a group of 8th Form pupils who work together to reflect on the culture and values of the school, and implement projects and run events which support these. They are responsible for reviewing the Pupil Commitment which is written by the pupils in order to support the Behaviour Policy.
- **SPS Inclusion Alliance** is a collaborative group of representatives from the teaching staff, support staff, and pupil body, which meets once every half-term to discuss matters relating to diversity, equality and inclusion at the school. It serves multiple functions: it is an advisory body to assist with the facilitation of DEI, and a safe space for the discussion of sensitive DEI topics, and a conduit to senior leadership for pupil and staff perspectives on DEI.
- Pupils also lead the vast majority of school societies creating opportunities for positions of genuine responsibility and leadership. Pupils are also encouraged to be proud of their school; helping with parental tours, speaking at whole school events, etc.

8. Chaplaincy and Religious Provision

8.1 The Chaplaincy

The Anglican Chaplain has, by virtue of their role, a duty of care towards every person in the school community irrespective of faith or philosophy of life.

The Chaplain has two main functions: Firstly, Religious and Spiritual Oversight (in line with the Founder's vision, and alongside the overall leadership of the Highmaster and Exec), and secondly, pastoral support to all pupils and staff, alongside the pastoral team.

The Chaplain is available for confidential conversation to all pupils (subject to the Safeguarding and Child Protection Policy) and all staff on any matter of concern. The Chaplain has available a designated office space if required for such conversation and may be contacted by their school email or in person.

The Chaplain leads "Chapel" (Assemblies for the 4th and 5th forms) each week, and Chaplain's Assemblies separately for SPJ, and the 6th, L8th and U8th Forms half-termly. The Chaplain is responsible for the School Chapel (i.e. the Room called and consecrated as such) and the Prayer Room in School.

The Chaplain has a particular publicly visible role in nurturing the Christian ethos of the community. They lead the weekly Eucharist, occasionally inviting other Ministers to preside or preach, and extending the welcome to the wider community bi-termly for Community Eucharist services. The Chaplain prepares Anglican students each year for Confirmation, held at St Paul's Cathedral during the Easter Vigil. The Chaplain is available for spiritual support, praying with those who ask, and being part of the Staff and Parent Prayer Groups. The Chaplain also has a supervisory role with respect to the Old Pauline and pupil-led Christian Union (and their Easter and Summer House Parties) which offers non-judgemental Christian hospitality.

The Chaplain is available for all students and staff of all faiths and none. They support the various School Religious Societies.

The Chaplain leads the joint SPS/SPJ Whole-School Remembrance Day Service, the Carol Service and Apposition Matins, each open to all as community events with spiritual content.

8.2 Collective Worship

Collective Worship is provided in the weekly Chapel Assemblies. The style is inclusive-Christian, where the aim is to present a topic in a respectful way (recognising the diversity of pupils present), which invites the pupils to take time and space to ponder big things of life, rather than in a way that proselytises. A variety of subjects are covered, and it may be that a visiting speaker is invited. There is a simple structure of a hymn, and a talk and sometimes ending with a prayer. The Chapel Assembly provides an opportunity for pupils to experience worship in terms of committed participation, or as an educative process towards greater spiritual and religious literacy. Whilst it is expected that most pupils in the 4th and 5th Forms will attend Chapel, it is possible conscientiously to opt out. The process for this is for a parent to provide written consent for their son to opt out to their Undermaster. These pupils gather in a dedicated room, supervised by a Member of Staff, during Chapel.

8.3 Provision for specific faiths

Jewish Assembly meets weekly during an assembly slot and J-Soc meets weekly at lunchtimes. They are led and run by a committee of L8th pupils and supervised by teaching staff. Members of the Committee and teaching staff create and administer the assemblies. They are focused on Jewish religion (e.g. marking the festivals), life and culture.

The Islamic Society meets on Friday lunchtimes for Friday Prayers. They are led by a student committee and a member of staff.

It is possible for students or members of staff to approach the Chaplain to see about beginning a School Religious Society. For example, a Hindu Society was started in the academic year 23-24, as was a new Bible Study Group; and “Paul’s Pizza” has been run by a number of years by a member of staff. The Chaplain will support these groups where possible.

The School will seek to make reasonable adjustments for those pupils of different faiths to observe their religious practice while in school.

8.4 Religious, Prayer and Quiet Spaces

There are two dedicated rooms in SPS for prayer and quiet, which are supported by the Chaplain. The Chapel is a space, consecrated by the Bishop of London. All members of the School Community are welcome in this space to sit quietly, reflect and pray as they choose, in addition to the Christian Religious Services that are conducted therein.

The Prayer Room is also offered to all, and is especially used by Muslim students and members of staff.

9. Curricular Activities

9.1 Sport, Student Activities and Societies

The school promotes a wide range of co-curricular activities and societies, many of which provide opportunities for SMSC development. Where possible, these activities are student-led, providing opportunities for leadership and collaboration. Pupils and staff are encouraged to undertake joint activities with St Paul’s Girls’ School (SPGS). The co-curricular program also promotes a sense of duty to one’s community through activities which allow pupils to represent the school or actively help others (e.g. voluntary service)

More information about these activities can be found on the relevant page in the Co-curricular Hub.

9.2 Partnerships and Pauls4All

SPS works with a number of local primary and secondary schools from the maintained sector, running various programmes including student and teacher exchanges, joint department initiatives and support with university preparation. An increasing focus is getting pupils to work collaboratively on projects (in secondary schools) or to lead on initiatives such as after school clubs or mentoring in primary schools. Partnerships are also forged with local organisations working with vulnerable people, such as the elderly and homeless. These partnerships allow pupils to gain a better understanding of our local community, whilst also providing opportunities for leadership and collaboration.

Pauls4All represents all student led initiatives for the greater good, linked to charity, volunteering or environmental issues at the local, national and international level. It seeks to build links between the pupils and the communities they are part, to understand the challenges charities and NGOs face, whilst also providing opportunities for leadership and collaboration. By helping those close to school and further afield, Pauls4all encourages both social and moral development.

10. General Taught Curriculum

All departments are expected to implement aspects of SMSC development in their teaching. Departments are expected to keep a record of their contribution to SMSC in a specific section of their department handbooks which can be found on department intranet pages. The author of this policy is responsible for auditing departmental contributions with each review of this policy.

11. Promoting Fundamental British Values

Since September 2014, schools are required to actively promote certain British Values. The idea of “fundamental British values” was coined by the Prevent strategy in 2011. It was introduced into the Independent School Standards in 1 January 2013 and this was supported by non-statutory advice dated November 2013.

Further amendments were made to the Standards in September 2014 and supplementary guidance was issued in November 2014 to support these additional changes.

The four key values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs and for those without faith

St Paul's promotes these values through their inclusion in the taught curriculum and through the hosting of various extracurricular events. The school would seek to challenge opinions or behaviours that are contrary to these fundamental values and recognises that promoting views that undermine these fundamental values would be at odds with this goal.

St Paul's aims to develop in our pupils the following through the promotion of fundamental British Values:

- ***An understanding of how citizens can influence decision-making through the democratic process;*** Through mock elections, Pupil Voice Mechanisms, the PSHE course and inclusion in various aspects of the taught curriculum
- ***An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;*** Through the PSHE course Human Rights Day and inclusion in various aspects of the taught curriculum
- ***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;*** Through the PSHE course and various aspects of the taught curriculum
- ***An understanding that the freedom to hold other faiths and beliefs is protected in law;*** Through the Moral Philosophy Course, PSHE Course, Assembly Program, Chapel and inclusion in various aspects of the taught curriculum
- ***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;*** Through the Moral Philosophy Course, PSHE Course, Assembly Program, Chapel and inclusion in various aspects of the taught curriculum

12. Partisan Views

The school precludes the promotion of partisan political views in the teaching of any subject in the school. In deciding whether the promotion of a particular view is partisan, the school will make reference to the Department for Education's interpretations of those terms:

'Partisan' presentation of material may include:

- superficial treatment of the subject matter, typified by portraying factual or philosophical premises as being self-evident, with insufficient explanation and without any indication that they may be the subject of legitimate controversy;
- the misleading use of data; misrepresentations and half-truths;
- deployment of material in such a way as to prevent pupils meaningfully testing its veracity and forming an independent understanding as to how reliable it is;
- the exaltation of protagonists and their motives coupled with the demonization of opponents and their motives;

- whether a particular view is advocated as being the 'right' view which must be adopted because otherwise certain presupposed consequences follow

Partisan political views are those expressed with a political purpose including actions taken either directly or indirectly:

- to further the interests of a particular political party; or
- to procure changes to the laws of this or another country; or
- to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

The school recognises that there is a difference between 'presenting' and 'promoting' partisan political views. For example, it may be appropriate for a history class to be shown Nazi propaganda if the purpose was to aid pupils' understanding of democracy or the historical development of the political process. If teachers are concerned about the presentation of political views in their subjects they should discuss their concerns with the author of this policy or their Head of Department.

The Visiting Speakers Policy sets out the practical steps enacted by the school to ensure that where pupils hear from external speakers (for example, as part of a co-curricular activity) that the views expressed are not political in nature and/or that pupils are offered a balanced presentation of opposing views.

The school also requires that all department handbooks and schemes of work are published on the internal school intranet to ensure compliance with this guidance.

13. Review and audit

This policy will be reviewed biennially by the Head of Character Education.