



# OXFORD International College

A NORD ANGLIA EDUCATION SCHOOL

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY

POLICY INTENDED FOR:	Students
CATEGORY:	Pastoral Care
POLICY IMPLEMENTED BY:	Principal
POLICY MONITORED BY:	Principal and Vice Principal
REVIEWED BY:	Vice Principal
REVIEW DATE:	July 2024
FUTURE REVIEW:	July 2025

### The Three Pillars

The three pillars of Oxford International College (OIC) are:

- Academic Excellence
- Personal Development
- Career and University Pathways

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## **OVERVIEW**

Spiritual, Moral, Social and Cultural Development (SDSC) is defined by Ofsted, and these definitions are given at the end of this document.

Oxford International College places great value in the development of these characteristics:

- They are an inherently important part of the development of successful young adults; and
- They provide skills needed to become global citizens and future leaders.

As an Educational Group, Nord Anglia Education relates to these definitions of Spiritual, Moral, Social and Cultural Development (SMSCD), namely:

- **INTEGRITY:** We build relationships through trust, honesty and respect.
- **PASSION & PRIDE:** We love what we do and strive for excellence.
- **CARE:** We put our students and their goals at the heart of everything we do.
- **CREATIVITY:** We are not afraid to be different and we celebrate innovation.

Oxford International College delivers a British education to a diverse community of learners. The culture is based on British values.

At the institutional level of the College, we plan opportunities to develop our students' SMSCD, and as much as possible embed this into the everyday activities that our students undertake.

A non-exhaustive list of how students' SMSCD can be encouraged and guided through college-based activities is given below:

### **SPIRITUAL**

- Encourage curiosity and create occasions for students to explain their own values and beliefs. An example of this might be during Ramadan when the School will facilitate later meals for Muslim students and provide opportunity to highlight and share reasons why.
- Celebrating different festivals to show that we value and respect different cultures. Include the following special festivals: Lunar New Year (Chinese New Year is one example of this); Eid; Divali; Christmas; Buddha's birthday in the school calendar.
- Supporting academic staff to make links from their subjects to relevant spiritual considerations (e.g. within biology, the debate regarding belief and the use of embryonic stem cells; within physics, the evolution of the universe and role of belief in the origin of the big bang), as well as generating enthusiasm for both natural-world and social-world curiosity through their own subjects
- The presence of a multi-faith room, where students with or without Faith can sit and quietly reflect, pray and question.
- Promoting the value of self-reflection.

### **MORAL**

- Philosophy classes that career groups attend in evenings (part of the Super-Curricular Programme) to debate issues (also practising skills relevant to academic interviews); and for

many, the university interview practice that follows

- Assemblies, where discussions follow a rota of 'themes' or (very often) will address relevant events, whether collegiate, national or international (e.g. discussions regarding homelessness in Oxford; English law regarding internet footprint, slander/libel, aggravating considerations e.g. racist, sexist; tolerance)
- Debating club and the opportunity to discuss and explore sometimes contentious, global issues; Model United Nations
- College rules, and related discipline and sanctions – the reasons behind them, and the need for personal and collective responsibility; fair treatment
- Police registration (for some visa holders), and the differences in the roles that police play in different countries. These themes are delivered by visiting police speakers when possible, as well as being part of the College induction activities

## **SOCIAL**

- In general, our students have actively chosen to come to the UK. Many cite their choice as being informed by the fundamental British values of democracy, the rule of law, equality, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- We encourage student voice through the Student Council and through this mechanism, students have the chance to impact decision making and implement changes.
- Volunteering in the local community (KEEN, nursing homes)
- Career observations
- GAP (Global Ambassador Programme)
- Interview practice
- Inter-School Space Design Competition
- Supporting academic staff to make links from their subjects to relevant social considerations (e.g. labour equality in economics; gender imbalance in STEM subjects)

## **CULTURAL**

- Opportunities to engage in cultural activities – from the informal and impromptu (piano on

ground floor, kick about in park), to student organised (Cultural Nights, talent nights, football training and matches, local lectures) and college organised (trips to lectures, workshops, competitions, visiting speakers)

- Supporting academic staff to make links from their subjects to relevant cultural considerations (e.g. different economic situations in countries with different development indices; the western/anglo-centric nature of science history)
- Encouraging students to explore and reflect on different experiences represented by nationalities within their own class – using the international resources we have within our staff and student body to promote diversity and tolerance
- Using the forum of assemblies to reflect on significant local, national or international events

At an individual level, Administrative, Pastoral and Teaching staff all have a role to play in helping our students to develop these characteristics, by:

- Leading by example (demonstrating the open and growth mind-sets required)
- Providing approachable adults whom our students can feel comfortable to consult on these issues
- Planning opportunities (and taking those that may present themselves) to explore spiritual, moral, social and cultural development
- Challenging behaviours that may go against these principles

By considering the opportunities available for SMSCD at all the organising levels of the college, we hope to support our students as they make the transition to young adults, ready to play an active, successful part in their future roles.

## **DEFINING SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

*(adapted from Ofsted Inspection Handbook)*

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their

perspective on life and their interest in and respect for different people's faiths, feelings and values

- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, equality, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

*Ofsted School inspection handbook*

*September 2018 No.15006641*

*pp 40 - 41*

## **FURTHER INFORMATION**

For further information about Spiritual Moral Social Cultural Development at OIC please speak with the Principal.

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