P3 Spiritual, Moral, Social and Cultural Development Policy

The mission of The Purcell School is to provide gifted young musicians with the potential to become exceptional (irrespective of background) with outstanding teaching within a supportive school environment and to equip them with the self-confidence, adaptability, maturity and perspective to sustain their professional development and personal fulfilment throughout their lives. As such, SMSCD is at the very heart of all the School undertakes. This may be within the context of advanced musical study and/or performance; outreach and "social-capital" initiatives; through the discussion and exploration of specific areas of morality, spirituality and different societal norms and values within the formal curriculum; or through the experience of living and working together in a truly multi-cultural and inclusive community in which the traditional educational divisions of year group do not apply.

Spiritual, moral, social and cultural development is primarily concerned with an individual's self-knowledge, self-esteem, self-confidence, awareness and understanding of moral issues. Developing a student's ability to relate to others and to take responsibility for their behaviour, as well as understanding how they can personally contribute to the wider community are inherent in the development of young musicians.

Statutory Framework

The school follows the guidance and advice given in the DfE publication *The Independent School Standards: Guidance for Independent Schools* (April 2026).

The standard for the SMSC development of students is contained in paragraph 5 of the Education (Independent School Standards) (England) Regulations 2026.

The standard is intended to ensure that schools:

a. 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;

b. ensure that principles are actively promoted which:

   i. enable students to develop their self-knowledge, self-esteem and self-confidence
   ii. enable students to distinguish right from wrong and to respect the civil and criminal law of England
   iii. encourage students 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 students 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 students 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; (iii) do not promote extremist views, or partisan political views, through their curriculum and/or teaching; and (iv) offer students a balanced presentation of views when political issues are brought to their attention.

Aims

The aims of this policy are to:

a. Develop students as free-thinking, creative individuals
b. Develop an enhanced understanding of an individual's place within the School community, family, society and as global citizens
c. Enable students to be open-minded, tolerant and respectful of the different views, beliefs and cultural values of others
d. Enable students to be able to appraise information and/or a range of conflicting views and reach a balanced judgement.

The School seeks to meet these aims through a range of educational experiences including:

a. The school rules, behavioural policies/expectations, curriculum and well-being policies
b. Musical activities and opportunities
c. The Curriculum (including PSHEE and the tutorial programme)
d. Assemblies, House meetings, School Events
e. Student Voice initiatives (including Student Council, elected Student Leadership Team)
f. Outreach and other social and/or community work
g. Within the boarding experience

School Rules and Associated Policies

The School Rules, combined with the Behaviour and Sanctions Policy set out the School's expectations of students' behaviour in relation to themselves and others, including a clear system of rewards and sanctions. The Behaviour and Sanctions Policy should be read in conjunction with other School policies including the Anti-Bullying (including cyber-bullying) Policy, ICT Acceptable Use for Students Policy and the Equal Opportunities policy.

Musical Activities

The act of coming together to make music as a collective body is a powerful and unique vehicle for embedding cooperation, mutual understanding, mutual respect and support for one another. Musical activities are "whole-school" activities in that they are cross-house and cross-year. Collective music-making ranges from the large-scale (e.g. Symphony Orchestra) led by a conductor with whom all students have to engage immediately, to more "democratically" run smaller Chamber Music ensembles (string quartets, trios, accompanying, small bands). The world-class ability of our young musicians means that musical performance goes beyond the mere technical (playing the notes) and encapsulates a full understanding of the social, economic and cultural context of the music being studied and the more spiritual experience of engaging with the music (and the other participating musicians) and communicating that spiritual experience effectively to an audience. Aside from the more formal opportunities to make music, there are many informal ensembles who elect to meet and play together and many opportunities for informal music making. This in itself is a powerful act of community which students learn social and supportive

skills which they are able to transfer from this musical context and apply them to their interactions with others in the wider world.

The Curriculum

The PSHEE programme, which runs throughout the school, covers various personal, social and economic issues related to the students' spiritual, moral, social and cultural development. There is an emphasis on enabling students to understand the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (see the PSHE programme for more information). The PSHEE programme is supported by the tutorial programme which offers a valuable opportunity for students to explore topical issues, debate life's 'big questions' and share experiences with their peers.

All teachers in the School will actively seek opportunities to explore spiritual, moral, social and cultural issues through the delivery of the curriculum. Whether this is in the context of studying history, literature, a foreign language or ethics of scientific endeavour, students will always be encouraged to make enquiries, to discuss and debate the emerging issues and to do so in a spirit of openness and acceptance.

Assemblies, House Meetings & Tutorials

Full School assemblies provide an opportunity to explore a variety of reflective topics which include current affairs, political, environmental & ethical issues, the aesthetic and the spiritual. Assemblies are led by experienced senior school staff with contributions from students. Students are encouraged to offer contributions to assemblies or to suggest valuable topics. Should a student or group of students offer to lead an assembly, they will always be encouraged to do so. Full School assemblies also offer the opportunity to celebrate student achievement or mark a specific occasion in the life of the nation (such as Remembrance).

House assemblies/meetings/tutorials are an opportunity for a more open discussion with students about current issues either in the news or impacting on the collective life of the House/School/nation. They are important occasions when students are encouraged to share their views on how the House/school is managed and/or issues of importance to them. Such meetings provide a valuable source of feedback to the School on the student experience and thus contribute to the well-being of the whole school community.

School Events

The School will, on occasion, invite external speakers to address the whole community on a particular area of expertise. These events enable the School to engage specialist contributions on areas of moral, social and spiritual importance. Visitors might include politicians, representatives of local authorities (e.g. the Police) or religious leaders. The School regularly plays host to a range of workshop leaders, particularly in composition, and these have reflected a diverse range of world and popular music practitioners. Through these workshops, students are encouraged to engage practically with non-western (or non-'classical') music which develops their musicianship in new ways and encourages a wider cultural understanding.

Outreach

The School has a unique outreach programme, 'IMPULSE' which trains all students to be effective outreach workshop facilitators. The outreach work of the School sees students engage with people from a whole host of backgrounds including senior citizens, primary school children, those with profound disabilities, and those in hospitals and care homes. Outreach initiatives operate on a local, national and international level.

The Boarding Experience

The School's Boarding Statement outlines explicitly how SMSCD underpins the whole boarding experience. Boarders who wish to attend a religious service will be enabled to do so. Furthermore, opportunities for all students to experience religious services will be offered.

Policy author / reviewer:	***Policy date / review date:***	***Next review due:***
Paul Bambrough	January 2020	January 2021
Paul Bambrough	Spring 2021	Summer 2022
Paul Bambrough	January 2023	September 2024
Paul Bambrough	September 2024	September 2025
Paul Bambrough	July 2025	September 2026
Paul Bambrough	September 2026	September 2027