



# SMSC Policy

<b>This policy will be reviewed annually</b>
Policy reviewed: July 2021 by SAS
Next review: July 2022 by SAS

## Introduction

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Wimbledon Common Prep School we seek to teach these qualities across the curriculum and throughout school life. It is linked closely to our school aims.

## School aims

- To provide a safe, friendly and stimulating environment which enables all boys to feel secure, happy and motivated to reach their potential.
- To deliver a relevant and challenging curriculum, enhanced by extra-curricular activities that develops individual abilities and fosters independence, curiosity and creativity.
- To create and maintain a mutually supportive partnership between home and school in all aspects of learning and development
- To encourage boys to play a positive role in contributing to the life of the school and the wider community
- To support boys in becoming respectful, tolerant, kind and caring individuals who are sensitive to the needs of others

Our aims underpin that every child will have ambition to achieve, show respect which will lead to happiness and develop team work through a sense of belonging. We feel that effective SMSC development is central to this. The school aims are also reflected in our policies on Collective Worship and Equal Opportunities and those relating to aspects of the curriculum, teaching and learning. These aims are expressed throughout all areas of school life and the academic curriculum, but specifically through the teaching of R.E and PSHE, the many opportunities for collective worship as well as through the pastoral system. This policy contributes significantly to the inculcation of fundamental British values.

## Definitions

Pupils spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform children' perspective on life and their interest in, and respect of, different people's feelings and values.
- A 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 and willingness to reflect on their experiences.

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Pupils moral development is shown by their:

- Ability to recognise the difference between right and wrong and children's 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.

Pupils social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with children 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.

Pupils cultural development is shown by their:

- Understanding and having an 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 socioeconomic groups in the local, national and global communities.

At Wimbledon Common Prep School we share, support and strive to achieve these pupil aims for SMSC:

To be spiritual:

- Gain an ability to be reflective about their own beliefs, religious or otherwise that informs their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Encouraging pupils to explore and develop what animates themselves and others.
- Develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- Develop use of imagination and creativity in their learning.
- Have a willingness to reflect on their experiences.
- Promoting teaching styles which value pupils questions and give them space for their own thoughts, ideas and concerns and encourage them to relate their learning to a wider frame of reference by asking why, how and where as well as what ?

To be moral:

- Develop an ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values e.g. personal rights and responsibilities, truth, justice, equality of opportunity.
- Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Gain an understanding of the consequences of their behaviour and actions e.g. respect for property, care of the environment, codes of behaviour.

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- Grow an interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

To be social:

- Use of a range of social skills in different contexts, including working and socialising with pupils 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, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Fostering a sense of community with common inclusive values
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise social differences and similarities
- Providing a positive and effective link with the wider community

To be cultural:

- Gain an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Develop an 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.
- Gain 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, 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.

### **Promoting Fundamental British Values**

At Wimbledon Common Prep School we actively promote the fundamental British values of:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance

This is achieved through the effective spiritual, moral, social and cultural development of our pupils, as part of a broad and balanced curriculum and extra-curricular activities, through our links with both the local community and the wider world. In promoting the SMSC development of our pupils, we demonstrate our commitment to actively promoting fundamental British values in ways which are appropriate to our pupils age sand level of development.

## **SMSC in the Early Years**

In the Early Years Foundation Stage we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays an especially significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

All curriculum areas within the EYFS have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing compassion and respect for pupils and their families.

As children start in our EYFS they will learn that it is a place where pupils can find acceptance for themselves. Children should learn to differentiate between right and wrong in as far as their actions affect other people. A key part of starting in EYFS is learning about this. They will be encouraged to value themselves and others. Children should understand the need for rules and the need to abide by rules for the good of everyone. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in staff's planning and purchasing decisions.

### **Spiritual Development**

In Reception we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

### **Moral Development**

In Reception we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

### **Social Development**

In Reception we aim to provide learning opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn to listen to others view and express their own
- Work together as a group to promote team work and co- operation

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## **Cultural Development**

In Reception we aim to provide learning opportunities that will enable pupils to:

- Learn about their own culture and society and value their own cultural identity
- Be aware of and celebrate cultural diversity
- Know about societies and cultures other than their own

## **Teaching and organisation within the EYFS**

Development in SMSC will take place across all areas of learning, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Group discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.
- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

## **Links with the wider community in EYFS**

- Visitors are welcomed into EYFS e.g. parent helpers, local beekeeper, road safety officer, local police officer
- Links with the Church are fostered e.g. visits to local church, Christmas carol service, visit by KCS chaplain
- The development of a strong home-school link is regarded as very important, enabling parents and staff to work in an effective partnership to support the child e.g. weekly emails, parents as partners activities, open door policy.
- Children will be taught to appreciate their local environment and to develop a sense of responsibility to it e.g. looking after our gardening areas, watching caterpillars develop into butterflies, mini beast hunts in local park.

## **How the curriculum contributes to SMSC in Key Stage 1**

### **The Contribution of English**

English contributes to our children' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.

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- Developing children's awareness of moral and social issues in fiction, magazines, radio, television and film.
- Encouraging pupils to comment on their own and others work
- Using discussion to explore dilemmas and moral stories.

### **The Contribution of Mathematics**

Mathematics contributes to our SMSC development through:

- Through helping children work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Problem solving and investigation.
- Visiting maths workshops

### **The Contribution of Science**

Science contributes to our children's SMSC development through:

- Encouraging children to reflect on the wonder of the natural world – visits to local parks to observe changing seasons
- Awareness of the ways that Science and Technology can affect society and the environment – plastic oceans assembly
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.

### **The Contribution of Computing**

Computing and ICT contributes to our children's SMSC development through:

- Preparing the children for the challenges of living and learning in a technologically enriched, increasingly interconnected world -
- Making clear the guidelines about the ethical use of the internet and how we keep ourselves and others safe e.g. discussing the moral and social implications of cyber-bullying – recent safety workshops for pupils, staff and parents and e- safety computing and planning
- Acknowledging advances in technology and appreciation for human achievement.

### **The Contribution of History**

History contributes to our children's SMSC development through:

- Looking at the creation and evolution of British society.
- Showing an awareness of the moral implications of the actions of historical figures
- Drama performances linked to topics e.g. fire of London class assembly
- History themes days – History Off the Page

### **The Contribution of Geography**

Geography contributes to our children's SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins.
- Issues surrounding climate change.
- Observing different habitats and environment and wild life – evoking a sense of awe and wonder

### **The Contribution of Modern Foreign Languages**

Modern Foreign Languages contributes to our children's SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.
- Annual French day

### **The Contribution of Religious Education**

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Children learn about their own beliefs and values and those of others – see RE scheme of work and planning
- RE reflects on the significance of religious teaching in their own lives.
- Develops respect for the right of others to hold beliefs different from their own. Pupils are encouraged to share special celebrations they take part in at home. Parents are encouraged to come into school and talk to pupils about these celebrations.
- Fosters appreciation and understanding of different cultures, religions and traditions – visits to local synagogue and church. Visits by local religious leaders e.g. Rev. Crossley
- Collective worship allows time for personal reflection and prayer – see collective worship policy. Assembly timetable recognises key festivals in many religions.
- Christmas Celebration in Emmanuel Church, Easter service led by Year 1 and Harvest festival led by Reception.

### **The Contribution of Art**

Art contributes to our children's SMSC development through:

- Art lessons develop children' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving children the chance to reflect on nature, their environment and surroundings.
- Studying artists and discussing where their ideas came from.

### **The Contribution of Design and Technology**

Design and Technology makes a contribution to children's SMSC development through:

- Reflecting on products and inventions
- Awareness of the moral dilemmas created and discussing how things work technological advances.
- Opportunities to work as a team, recognising others strengths, sharing equipment.

### **The Contribution of Music**

Music contributes to our children's SMSC development through:

- Teaching that encourages children to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Lead children to appreciate what they like about a piece of music and share their ideas with others
- Looking at the way music can change moods and behaviour.

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- Listening to music together and celebrating e.g. Celebration assembly on Fridays, special whole school songs, individual performances in assemblies, singing in local community and at school fairs, peripatetic music lessons.

### **The Contribution of Physical Education**

Children's SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.
- Sports day
- Fixtures between other schools

### **Beyond the Curriculum**

We deliver SMSC through a variety of ways beyond the curriculum:

- Pupil Leadership e.g. School council, Sports captains, school ambassadors on Open Day, Heads of House, register monitor
- Assemblies have a Spiritual, Moral, Social or Cultural theme – see assembly timetables
- Through community projects, for example, our harvest food collection for local food bank
- Our extensive Extra-Curricular Programme.
- Taking part in charity work e.g. NSPCC, Children in Need, Sport Relief etc.
- Links with other schools
- School productions e.g. our Christmas celebration, Y2 summer performances, music concerts etc.
- Promote a wide range of activities and experiences for our children.
- Visitors in to school e.g. local religious leaders. All visitors in to school are vetted first and it is ensured that they speak to the children in line with the Safeguarding policy and other key policies such as Collective Worship.
- Links with local places of worship.

### **Implementation of policy**

The Head teacher and SMT have overall responsibility for the implementation of this policy. It is the responsibility of each member of staff to promote respect for the SMSC development of the pupils through schemes of work, planning, teaching methods and strategies for delivery of the curriculum.

### **Monitoring, Evaluation and Review**

This policy will be shared with all staff and stored on the idrive for reference. Responsibility for monitoring the effectiveness of the school's policy and provision rests with the Head teacher and SMT.

### **Links with other policies**

PSHE policy

Curriculum policy

Collective Worship policy

R.E policy

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