Wakefield Grammar Pre-Preparatory School

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WGSF Spiritual, Moral, Social and Cultural (SMSC) Development Policy

This policy stands for all year groups within the school

1.   **Introduction**

Wakefield Grammar Pre-Preparatory School takes an active approach in the development of Spiritual, Moral, Social and Cultural aspects of our pupils' education. This policy is reinforced by many of our other policies, particularly those concerned with the Behaviour Policy, Equal Opportunities, RSE and PSHE.

2.   **Definitions**

Spiritual Development

Spiritual development relates to the spirit or soul and the intangible. It helps us to enrich our lives and, depending on the beliefs of the individual, ends or continues after death. It does not relate to physical nature or matter and is not synonymous with religious education - although religious education can be a major vehicle for the delivery of spiritual matters.

Spiritual development can contribute to a pupil's sense of self-value, personal identity and insight and can help to give them meaning or purpose. Events which create a sense of awe and wonder can contribute to spiritual development.

Moral Development

Moral development relates to human behaviour, especially the distinction between good and bad or right and wrong. Pupils should understand that there will be some instances where agreement may not be possible and/or there is no right and wrong answer.

It concerns developing moral values that govern our thoughts and behaviour – together with an understanding/respect for those moral values shared by society and its constituent groups. Pupils should understand that moral values change over time.

Social Development

Social development which involves living effectively in a community, rather than alone, is about working effectively with others and developing the personal qualities and skills needed to do so. Social development contributes to an understanding of the structure of society, as well as its characteristics and institutions. It develops both local and global socio- economic and political understanding, along with the rights that citizenship offers and the responsibilities it requires.

Cultural Development

Cultural development concerns the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for society. It is about the pupil learning to understand their own culture and those present in the UK and abroad. Pupils should learn to appreciate and feel comfortable with living in a multicultural country. Through

cultural development the school makes a serious attempt to address and prevent racism.

In drawing up this policy due regard has been given to: the implications and importance of delivering elements of SMSC as an integral part of all areas of the Curriculum; the issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate); encouraging pupils to have regard to moral considerations in their dealings not only with members of staff but also with their peers and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in personal matters.

It is important in all aspects of SMSC that the delivery : precludes the promotion of partisan political views in the teaching of any subject in the school takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils— (i) while they are in attendance at the school; (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere; It is imperative that pupils are offered a balanced presentation of opposing views.

3.   Specific Aims

The following aims reflect those of the School and show how SMSC development is delivered within the context of a structured curriculum. By its planned delivery of SMSC issues and values we aim to:

1.   Provide the pupils with positive proactive attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills, and thereby enhance their personal and social development, e.g. we hope our pupils will be able to: make informed decisions and evaluate socio-economic/cultural influences on their own behaviour and that of others; appreciate their own culture and those of others and the diversity and richness that they bring to our society; exhibit commitment and trust in human relationships; develop an understanding of citizenship in its broader sense; understand that we all have a contribution to make to SMSC matters; to be able to reflect on their own experiences so as to develop their own spiritual awareness and self-knowledge; demonstrate self-esteem, self-awareness and a sense of moral and social responsibility.

2.   To give the pupils appropriate knowledge and understanding of SMSC issues, particularly values and beliefs, in order for them to make informed choices and opinions about:

i.   The social, moral and cultural aspects of an individual's development as a male or female, personal relationships; responsible attitudes and appropriate behaviour.

ii.   The distinction between good and bad (right and wrong) behaviour;

3.   Allow pupils to experience events which can only be interpreted as spiritual.

4.   To provide the pupils with the opportunity to contribute to a comprehensive

curriculum by collaborative planning which has a coherent structure, breadth, balance, relevance, continuity, progression and a global dimension.

5. To deliver SMSC issues via a variety of teaching/learning styles and to provide a motivated attitude across the curriculum.

    i. Passive activities include assemblies, watching videos or other such presentations of ideas. ii. Active and creative activities include projects, discussions, role-play, case studies - observation and analysis are central to this process.

    ii. To present the school to the pupils as a community and to allow them to contribute to that community.

    iii.. To allow pupils to understand their own responsibilities and those of groups and organisations for the health and welfare of individuals and the community.

Positive examples must be set by all adults both within and outside the school.

4. Modes of Delivery

All year groups contribute to the whole school approach to the delivery of SMSC by actively supporting the use of four quite different platforms:

Timetable suspension for special activities, for example:

1. Harvest Festival- pupils bring in food for local food banks/items required by local hospitals or hospices.
2. Assemblies can be used to address all areas of SMSC, e.g. themes may be concerned with moral issues or right and wrong.
3. Class events which may be part of a wider topic.
4. Additional opportunities arising from other initiatives/activities, e.g. trips to performances, places of worship, zoos.
5. Using visiting speakers within lessons to illuminate and reinforce learning.
6. Whole school Charity events where children work together to create stalls and raise money for a charity chosen by the School Council on advice from the pupils.
7. Live lessons relating to a variety of PSHE topics such as Keeping safe, Water safety, Caring for our environment.
8. Supporting national initiatives such as anti-bullying, esafety, mental health awareness.
9. Responsibility roles- Prefects, Food Council, Buddies, Eco Monitor, School Council, Head and Deputy Head pupils, House Captains (various)
10. Competitions throughout the year
11. House events
12. Year group performances and plays.

5. Using Visiting Speakers

Visitors can greatly enhance the quality of the provision for SMSC as long as they are used in addition to, not instead of a planned programme of education. After gaining

approval from the Head for the visit the organiser makes the visitor aware of the ethos of the School and this policy.

Issues to consider are: the degree of explicitness of the content and presentation; will the visitor be accompanied by teaching staff? Will the staff take an active role in the visitor's activities? How will the visitor be prepared for the visit? How will the visit be built upon and followed up?

1. Visitors should be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the wider theme/topic.
2. In order to inform the visitor of the precise requirements of a group it is advisable for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the pupils in the visit and will make the experience more relevant for them - it also facilitates planning.
3. Reception/Office should be informed of the date and name of the visitor.
4. Where applicable, refreshments should be arranged with the catering staff.
5. The visitor should be welcomed at reception.
6. At the office the visitor will 'sign in', prominently display a 'Visitors Badge' and will then be escorted to the appropriate venue. Staff from the Pre-Prep will remain with the visitor throughout.
7. At the end of the session a vote of thanks should be given by a pupil and the visitor escorted to Reception/Office before the pupils are dismissed.
8. After the visit the visitor will 'sign out', return the 'Visitors Badge' and will then be escorted to the exit.
9. A written acknowledgement of their contribution should appear in the newsletter.

The promotion of British Values is a key part of the SMSC provision in school.

Rule of Law (1)
Mutual Respect (2)
Democracy (3)
Personal Liberty (4)
Tolerance of Culture, Faith and Others (5)

Record of instances where Fundamental British Values are 'actively promoted'.
Assembly themes reflect the school's commitment to promoting British Values, e.g. assembly themes'. (1, 2, 3, 4, 5)
Charity events are held when pupils and staff decide on methods they could employ to raise money for chosen charities and work together towards this aim. This helps to promote mutual respect and personal liberty. (2, 4)
The Anti-bullying week usually focused on a given theme - good deeds. (1, 2, 4, 5)
Content of the PSHEE curriculum, specifically units on democracy, rule of law, children's rights and responsibilities, respect for different faiths and individual choices. (1, 2, 3, 4, 5)
Class elections for positions of responsibility (House captain, school council, etc.). (3)
School Council – representatives for each Yr 2 class are elected and attend regular meetings to discuss issues and affect changes. (3)
The school has a clearly structured behaviour policy. (1)
Pupils establish class rules at the beginning of the year. (1)
The school's policies are shared online. (1)

The school works with a range of agencies and the police to maintain safeguarding procedures. (1)
We promote good manners. (2)
Our school values underpin the way we treat others. (2)
We listen to and learn about the opinions and beliefs of others in RS. (2)
Our behaviour policy promotes respect for others and encourages pupils to take responsibility for their actions. (2)
The school seeks opinions of children, parents and governors through questionnaires and meetings. (3)
The scrapbooks allow pupils to make decisions about areas that they wish to pursue. (4)
Pupils have opportunities to choose how to present their learning. (4)
The school has a huge number of extra-curricular activities to suit a range of interests. (4)
The school encourages the personal development, unique skills and wide experience of staff. (4)
Parents are welcomed into school to share their knowledge and experience, join activities and events and receive support with concerns. (4)
Our PSHEE and RE curriculum provides a broad and balanced education on a range of faiths, religions and cultures. (5)
In English lessons, many books will have themes covering tolerance, mutual respect and democracy. Lessons look at how these themes are presented and how characters embody these values. Poetry, songs and languages from other cultures could also be examined. (1, 2, 3, 4, 5)
In history and geography, pupils analyse events in UK and world history where British values have been tested such as both World Wars. In geography, pupils look at how different cultures live and work throughout the world. (2, 4, 5)
WGPPS hold a Money Week in which pupils learn about how financial institutions operate and the importance of making careful decisions where money is concerned. (1, 4)
Remembrance Day Service – We hold a formal service outdoors.Senior section girls read poetry and the last post is played by a senior section pupil. (1, 2, 3, 4, 5)
Safer Internet Day is planned – assembly and activities to promote awareness and understanding. (1,2,4)

The PSHE curriculum and RSE curriculum (both detailed in the below policies) are fundamental tools in delivery of the SMSC curriculum.

- WGPPS RSE policy
- WGPPS PSHE policy

6. Monitoring, Evaluating and Reviewing

Effective monitoring/evaluation of the pastoral provision is dependent upon the maintenance of accurate and up to date records. Criteria by which the monitoring and evaluation of the pastoral provision is undertaken are described below.

Parents

1. The number of parents who request that their child be educated at this school.
2. The number of parents who remove their child from our school.
3. The feedback from pupils and parents.
4. The regular updating of the information pack for parents.

<u>Pupils</u>

6. The number of pupils who receive house points.
7. The number of suspensions (temporary or permanent)
8. The number of individuals who have given up their time to help others.
9. The quality and quantity of pupil feedback after specific events or lessons.
10. The number of incidents of reported racist, sexist and bullying incidents.
11. The number of incidents of child on child abuse.

<u>Staff / inset</u>

12. Involvement by all staff in INSET courses relating to SMSC issues.
13. Senior management involvement in SMSC issues.
14. Staff review and feedback, particularly at staff, departmental and pastoral meetings.
15. The number of visitors that have contributed this year to the SMSC provision.

<u>Trips</u>

16. The number of trips that have contributed this year to the SMSC provision.

<u>Budget</u>

17. The amounts of the budget allocated to SMSC.
18. Any appropriate adjustments in budget allocation to reflect changing needs and priorities.

<u>Planning</u>

19. The inclusion of SMSC issues in School Improvement plans.
20. The degree to which SMSC materials have been reviewed and updated.

7.   Data Storage
We ensure that pupils' personal data, including any information relating to their individual needs, assessments and interventions is maintained securely at all times. (General Data Protection Regulation: May 2018). For more information on the way personal data is stored and processed refer to the Privacy Notices and Data Protection Policies.

8.   Equal Opportunities
We believe all pupils in the school should have equal opportunities and equal access to the curriculum giving them the opportunity to learn and make progress, enabling them to fulfil their potential. All pupils are respected for their individuality and have their talents recognised, valued and nurtured. Curriculum activities and the use of equipment offer pupils opportunities to develop in an environment free from prejudice and discrimination against age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation (as outlined as 'protected characteristics' in the 2010 Equalities Act.).