



SPIRITUAL, MORAL, CULTURAL AND SOCIAL DEVELOPMENT POLICY

Contents

INTRODUCTION	2
NEWBRIDGE PREPARATORY SCHOOL ETHOS AND VALUES	2
NEWBRIDGE PREPARATORY SCHOOL AIMS.....	3
AIMS OF SMSC	3
SCHOOL ASSEMBLIES	4
TEACHING AND LEARNING.....	4
Spiritual Development	4
Moral Development	4
Social Development.....	5
Cultural Development	5
FUNDAMENTAL BRITISH VALUES.....	6
Democracy.....	7
The Rule of Law	8
Individual Liberty.....	8
Mutual respect	8
Tolerance of those of different faiths and beliefs.....	9
LINKS WITH THE WIDER COMMUNITY	9
MONITORING AND EVALUATION.....	9
IMPLEMENTATION OF POLICY	9
Appendix A: Definitions	11
Spiritual development.....	11
Moral development.....	11
Social development.....	11
Cultural development	11

INTRODUCTION

At Newbridge Preparatory School we recognise that the personal development of children, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. SMSC skills are integrated into each daily lesson and explicitly explored. We aim to provide an education that provides children with opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of their cultures.

SMSC plays a significant part in the ability to learn and to achieve. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development. Christian values, principles and spirituality will be explored in the curriculum through the teaching of Religious Education (RE). The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for children and their families. Children should learn to differentiate between what is right and wrong in as far as their actions affect other people. 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. School and classroom rules will reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements.

All curriculum areas will use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and learning resources.

Weekly Assemblies play a key part in promoting SMSC throughout the school.

NEWBRIDGE PREPARATORY SCHOOL ETHOS AND VALUES

SMSC is embedded in our school ethos:

At Newbridge we believe that to realise an individual's potential, education has to encompass the breadth and depth of experience. We strive for the highest standards in all academic subjects of the curriculum; we also offer every child the opportunity to achieve across a range of activities, from music, dance and drama, to sport and outdoor pursuits.

We believe in traditional values, where self-discipline and good manners are important and where each individual is encouraged to respect and value others.

We are a small, personal school, where everyone knows everyone else. We foster an environment in which boys and girls can grow in confidence, learning honesty, consideration, loyalty and openness.

The school has no religious affiliation, but has a Christian ethos.

SMSC is at the heart of our school values, based on the concept of Core Values, we promote as described in the school CURRICULUM POLICY:

In the Children:	In Each Other:
Confidence	Respect
Pride in achievement	Support
Self-belief/Worth	Honesty
Individuality	Openness
Self-discipline	Loyalty
Good manners	Professionalism
Respect and valuing others and their property	Consideration
Care for others	Opinions, skills, roles and talents of all
Initiative	
Enthusiasm	
Independence	

NEWBRIDGE PREPARATORY SCHOOL AIMS

The specific school aims which relate to this policy are:

- To introduce children to the worlds of music, sport, dance, the arts and leisure activities
- To produce confident, happy children with a sense of self discipline
- To encourage sensitivity to the needs of others and to take time to care for one another within a small, family atmosphere

AIMS OF SMSC

- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that children know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable children to develop an understanding of their individual and group identity.
- To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.

- To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

SCHOOL ASSEMBLIES

The weekly Form Honours Assembly, Whole school assembly and separate assemblies for the Lower and Upper School aim to:

- underpin Fundamental British values (FBV)
- be broadly Christian in nature in terms of values and in the context of our society
- share and celebrate world culture, religions and festivals promote racial harmony and respect for all
- promote the school's culture, values and behavioural expectations
- explore important moral and social themes
- promote care for the planet
- provide important notices and information
- celebrate children's successes and achievements both in and out of school share the school curriculum with parents/carers

Assemblies may be led by the Head Teacher, Deputy Head Teacher, Senior Teachers, classes of children, identified groups of children and invited visitors, (e.g. local figures, charity workers, local emergency services representatives, or parents promoting careers etc.) We welcome visitors to lead assemblies and share experiences, values and beliefs. Please see: VISITING SPEAKER POLICY

Elements of these assemblies will promote spirituality and include:

- quiet reflective times.
- Times of prayer, in a daily act of worship

Parent Assemblies take place throughout the year where children and their families can share information, successes and celebrations together.

TEACHING AND LEARNING

Spiritual Development - as a school we aim to provide learning opportunities that will enable children 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
- through 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 - as a school we aim to provide learning opportunities that will enable children to:

- recognise the unique value of each individual
- recognise the challenge of religious teaching and listen and respond appropriately to the views of others

- gain the confidence to cope with setbacks and learn from mistakes
- take initiative
- act responsibly with consideration for others distinguish between right and wrong
- show respect for the environment
- make informed and independent judgements.

Social Development - as a school we aim to promote opportunities that will enable children to:

- develop an understanding of their individual and group identity learn about service in the school and wider community
- begin to understand the need for social justice and a concern for the disadvantaged.

Cultural Development - as a school we aim to promote opportunities that will enable children to:

- recognise the value and richness of cultural diversity in Britain, and how these
- influence individuals and society
- recognise religions as world faiths and their global significance
- develop an understanding of their social and cultural environment.

Development in SMSC will take place across all curriculum areas. SMSC has particularly strong links to RE, Collective Worship and Personal, Social, Health and Citizenship Education (PSHEE). Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle and to recognise a spiritual dimension to their lives through reflection.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Through classroom discussions we will give the children opportunities to:

- talk about personal experiences and feelings express and clarify their own ideas and beliefs
- speak about difficult events, e.g. bullying, death
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider the needs and behaviour of others
- show empathy
- develop self-esteem and a respect for others
- develop a sense of belonging
- develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally (e.g. empathy, respect, open-mindedness, sensitivity, critical awareness)

All curriculum areas provide opportunities to:

- listen and talk to each other
- learn an awareness of treating all as equals, accepting because of physical and learning difficulties.
- agree and disagree

- experience good role models
- take turns and share equipment
- work co-operatively and collaboratively (Cooperative Learning introduced January 2016)

Practical activities to develop SMSC will include:

- working together in different groupings and situations
- encouraging the children to behave appropriately at meal times
- taking responsibility (e.g. Officer Roles, Monitors, School Council, classroom helpers, Busy Person, delivering messages and looking after younger children)
- encouraging teamwork in classroom collaboration (Active Engagement introduced January 2016)
- appreciation of and respect for the work and performance of other children regardless of ability
- listening to music from different composers, cultures and genres.
- meeting people from different cultures and countries (e.g. Chinese Dance Workshop, African Drumming Workshop, Chinese Music Workshop, Indian Dance Workshop)
- participating in a variety of different educational visits
- participation in live performances (class assemblies, Christmas plays, carol service, Upper School Musical, Music recitals and concerts, Young Voices at NEC)
- use of assembly themes to explore important aspects of our heritage and other cultures, (e.g. festival days, the patron saints and national celebrations)
- studying literature and art from different cultures supported by visits from writers and participating in workshops).
- opportunities for children to hear and see live performances by professional actors, dancers and musicians
- participation in celebrations and dance from traditional British culture and other cultures
- opportunities to make and evaluate food from Britain and other countries (e.g. African Food Day)
- opportunities in music to learn songs from Britain and different cultures and play a range of instruments
- studying the contributions to society that certain famous people have made. (e.g. Nelson Mandela Independent Learning Project, Famous Fashion Designers Independent Learning Project)

FUNDAMENTAL BRITISH VALUES

From football and fish & chips to queueing and talking about the weather, there are many ways to define Britishness. Our children have lived through historical times for our country, including Diamond Jubilee celebrations, the WW1 centenary and hugely successful British Olympic and Paralympic Games. However, they are also growing up in a diverse multicultural society that continues to be troubled by the threat of terrorism.

It is therefore vital that we give our children a sense of belonging to the wider community, and to the country in which they live, by promoting British values, helping them to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. It is important too for them to

understand they live in a global society, since "British" values are also shared by many other countries and cultures.

Newbridge Preparatory School actively promotes Fundamental British Values

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These Fundamental British Values are reinforced in every aspect of school life: on the sports field and playground; in classrooms and corridors; in interactions between staff and pupils, on playing fields; in communication with stakeholders.

Democracy

Newbridge Preparatory School teaches pupils how they can influence decision-making through the democratic process. The school actively promotes and encourages a respect for democracy and support for participation in the democratic process. Newbridge Preparatory School believes that knowing about democracy, its origins, evolution and discontents empowers pupils to make their own minds up as citizens in politics and elections.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

We also take such steps as are reasonably practicable to ensure that if political issues are brought to attention of pupils;

- while they are in attendance at the school;
- while they are taking part an extra-curricular activities which are provided or organized by or on behalf of the
- school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere; they are offered a balanced presentation of opposing views.

The school's PSHEE curriculum includes material on the strengths, advantages and disadvantages of democracy, and how democracy works in Britain, in contrast to other forms of government in other countries. The school organises visits to the local council, and as part of the RE curriculum, to places of worship of other faiths. The School teaches that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy.

The school ensures that all have a voice that is listened to. The school's for School Council gives every girl in Upper School the opportunity to have a voice. The holding of school elections, like the Mock General Election in 2015, sows the seeds for a more sophisticated understanding of democracy in the future.

The introduction of Co-operative Learning and Active Engagement, introduced in January 2016 puts democracy and pupil voice in the centre of our teaching strategies. In the traditional classroom, some children receive most of the teacher and peer positive attention, while other children could receive almost none. With many of the Co-operative Learning and Active Engagement Structures, each child in turn is a team leader so status is greatly equalised. Status equalization improves race relations and social relations among students.

Status issues occur at another level: high and low status groups can develop in traditional classrooms or group work pedagogy. Teambuilding, class building, and rotating leadership roles break down these segregations. Children see themselves as equal status members in a community of learners; preparation to see themselves as equal status members in a democratic society.

The Rule of Law

The School's ethos actively promotes the rule of criminal and civil law (of England). The school teaches that living under the rule of law protects individuals and is essential for their well-being and safety. This understanding of the importance of the rule of law is consistently reinforced through assemblies and the curriculum. The involvement of pupils in the creation of the classroom rules helps them to understand the benefits and importance of rules, sanctions and rewards.

Individual Liberty

Members of staff invest a great deal of time in creating a positive culture, ensuring that the school is a safe environment where choice and freedom are encouraged. Members of staff enable pupils to develop their self-knowledge, self-esteem and self-confidence.

Mutual respect

Mutual respect is at the core of school life. We encourage all children to take responsibility for their behaviour and contribute positively to the school and local community. We encourage children to have respect for others with particular regard to the Protected Characteristics as outlined in the 2010 Act, namely: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

The school teaches an age-appropriate understanding of the problems of identifying and combatting discrimination. Throughout the year the school is visited by members of the wider community including police, the fire brigade and many more.

Tolerance of those of different faiths and beliefs

The School actively promotes tolerance of those of different faiths and beliefs. The school teaches that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour. **Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.**

The School offers a culturally rich and diverse curriculum in which all major religions are studied and respected, encouraging tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures. The RE scheme of work, Badger Education, is used specifically because it has a strong emphasis on learning about Islam. This is a measured attempt to educate and break down stereotypes of all Muslims being seen as terrorist and religious fanatics.

The School strongly believes that tolerance is gained through knowledge and understanding, and ensures that pupils have opportunities to explore their local area and visit places of worship of other faiths. Through our curriculum and the routines of our daily school life, staff model tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

LINKS WITH THE WIDER COMMUNITY

- Visitors are welcomed into our school.
- Links with the local church, St Jude's, are fostered to explore elements of the Christian faith in RE.
- Visits to places of worship of other faiths will be arranged to support the understanding of different cultures.
- The school supports the work of a variety of charities
- The development of a strong home-school-parent links is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.
- Children will be taught to appreciate and take responsibility for their local environment.
- Liaison with secondary schools to support primary effective transition from our preparatory school.

MONITORING AND EVALUATION

Provision for SMSC will be monitored and reviewed on a regular basis. This is achieved by:

- monitoring of RE and PSHEE teaching and learning by the appropriate curriculum leader
- regular discussions at staff meetings
- audit of policies
- RE/PSHEE development when relevant in the school's strategic development plan.

IMPLEMENTATION OF POLICY

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.

THE DIRECTORS

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic

Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public

services and institutions and to take their place in modern democratic British society. We provide a range of

quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school,

local and wider communities.

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of

pupils-

- while they are in attendance at the school;
- while they are taking part an extra-curricular activities which are provided or organized by or on behalf of the school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
- they are offered a balanced presentation of opposing views.

Written 6th October 2015 (SAF)

Revised for implementation 17th January 2016 (SAF)

Appendix A: Definitions

Spiritual development

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to children's spiritual development.

Moral development

Is concerned with children's ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development should enable children to become increasingly responsible for their own actions and behaviour.

Social development

Refers to the development of abilities and qualities that children 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. Children learn to lead, use their own initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work cooperatively.

Cultural development

At the heart of cultural development lies the necessity to develop a sense of personal identity, while at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others