



Glendower Preparatory School

# **Spiritual, Moral, Social and Cultural Development (SMSC) Policy**

**2019-2022**

Reviewed: DS, May 2019

Next Review: May 2022

## Spiritual, Moral, Social and Cultural (SMSC) Development

*Prepared by Mrs Nina Kingsmill Moore, Headmistress*

*In consultation with the SLT*

*This document should be read in conjunction with the PSHEE policy, Curriculum Policy and Promoting British Values Appendix*

At Glendower Preparatory School (GPS), we recognise that the personal development of the girls' spiritual, moral, social and cultural education plays a significant part in their ability to learn and achieve. We aim to provide an education that provides the girls with opportunities to explore 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 many different cultures.

All curriculum areas have a contribution to make to the girls' SMSC development and opportunities for this will be planned when possible. While each dimension is outlined separately below, there is a great deal of overlap between the four areas.

All adults at GPS will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where the girls can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in so far as their actions affect other people. They will be encouraged to value themselves and others. Glendower Golden Rules, the Glendower Guide to Good Behaviour and our Staff Code of Conduct, help everyone in our community to understand what we expect as a school.

The girls should understand the need for rules and the need to abide by them for the good of everyone. The school and class rules should reflect, reiterate, promote and reward acceptable behaviour and promote opportunities to celebrate the girls' work and achievements.

### SPIRITUAL DEVELOPMENT

GPS aims to encourage spiritual development by giving the girls opportunities to:

- learn about different beliefs and views, and to develop the girls' ability to express their own in an informed and unprejudiced way

- appreciate that human endeavour is expressed in many forms and that there are, and have been, many ways in which different peoples' express beliefs and live their lives as a form of spiritual expression
- reflect on and appreciate their own and others' work with a sense of value, emotion and feeling
- express a sense of delight at their own and others' achievements
- understand that quality of life can be influenced through interaction with other people, nature, the arts and sciences
- recognise and value the worth of everyone's contribution to the whole school community
- express themselves creatively within the curriculum and extra-curricular activities
- feel a wide variety of emotions through a response to experiences encountered in the curriculum and extra-curricular activities
- encounter and experience a spiritual dimension to human experience through, for example, reflection, poignancy, exhilaration, the wonder of growth and natural phenomena
- reflect on and celebrate nature as a source of inspiration

### **MORAL DEVELOPMENT**

Glendower develops the girls' moral development by:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- promoting racial, religious and other forms of equality
- giving the girls opportunities across the curriculum to explore moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- developing an open and safe learning environment in which the girls can express their views and practise moral decision making
- rewarding expressions of moral insights and good behaviour
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- encouraging the pupils to take responsibility for their actions: for example, respect for property, care of the environment, developing codes of behaviour
- providing models of moral virtue through literature, humanities, sciences, arts and assemblies
- reinforcing the school's values through images, posters, classroom displays

### **SOCIAL DEVELOPMENT**

Glendower develops the girls' social development by:

- identifying key values and principles on which school and community life is based
- fostering a sense of community with common, inclusive values

- encouraging the girls to work co-operatively
- encouraging the girls to recognise and respect social differences and similarities
- providing positive experiences to reinforce our values as a school community, for example through assemblies, team building exercises, residential experiences, school productions
- helping the girls develop personal qualities that are valued in a civilised society: for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect and an awareness of others' needs
- providing opportunities for engaging in the democratic process and participating in community life
- providing opportunities for the girls to exercise leadership and responsibility
- providing positive and effective links with the world of work and the wider community

### **CULTURAL DEVELOPMENT**

The girls should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done across many curriculum areas and Glendower develops the girls' cultural development by:

- extending the girls' knowledge and use of cultural imagery and language
- encouraging them to think about special events in life and how they are celebrated
- recognising and nurturing particular girls and their talents
- providing opportunities for girls to participate in literature, drama, music, art, crafts and other cultural activities and encouraging the girls to reflect on their significance
- reinforcing the school's cultural links through displays, posters and exhibitions
- developing partnerships with outside agencies and individuals to extend the girls' cultural awareness: for example, theatre, museum and gallery visits
- engaging with artists, musicians, dancers, story-tellers and religious representatives who visit the school
- participating in school and community events such as the Christmas bazaar, fund-raising events and charitable activities

### **Links with the wider community**

Glendower has many close links with the local community and charities, and additionally close ties to St Augustine's church. These links foster an attitude of care and concern in the girls, who commit themselves readily to such activities as fund-raising for the school's nominated charities, supporting the PA fundraising, collecting harvest festival gifts for those in need, carol singing in local homeless and elderly drop-in centres. Our girls compete in district and national sporting and other competitions.

### **Pupil voice**

Glendower encourages the girls to give their input to what happens within the school and classroom. Our aim is for them to know that their expertise, opinions and ideas are valued in all aspects of school life. The pupil voice permeates all levels of our work together and the girls are actively encouraged to contribute to the over-arching ethos of the school.

**Key areas of school life where evidence of SMSC development may be found:**

- School behaviour policy
- Golden Rules
- Glendower Guide to Good Behaviour
- Displays
- Competitions
- Positive relationships between staff and pupils
- Assemblies
- Extra-curricular activities
- Visits, residential trips, visitors, etc.
- Lunch and play times
- PSHEE/RE lessons
- Community links
- School council involvement
- Themed days/weeks
- Cultural experiences

DS May 2019