



Glendower Preparatory School

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

2025 - 2026

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Next Review: September 2026

Appendix 1: Spiritual, Moral, Social and Cultural (SMSC) Development

Prepared by the Headmistress in consultation with the Deputy Head Pastoral

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 which 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. Whilst 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 is 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. The Glendower Golden Rules, 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 positive 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 an 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 which 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 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 talents
- providing opportunities for girls to participate in literature, drama, music, art, crafts and other cultural events 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, e.g. theatre, museum and gallery visits
- engaging with artists, musicians, dancers, storytellers and religious representatives who visit the school
- participating in school and community events such as Christmas bazaar, fund-raising events and charitable and outreach activities

Links with the wider community

Glendower has many close links with the local community, charities and schools. 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 GPTA fundraising, collecting harvest festival gifts for those in need, and carol singing in local homeless and elderly drop-in centres. Our girls compete in district and national sporting and other competitions. The Director of Partnerships and Development continues to build existing links and foster new ones.

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 can be found:

- School Behaviour for Learning policy
- Golden Rules
- Corridor and classroom displays
- Competitions
- Positive relationships between staff and pupils
- Assemblies
- Extra-curricular activities
- Visits and visitors, etc
- Residential trips – domestic and international
- Lunch and play times
- PSHEE/RSE/RE lessons
- Community links
- School council involvement

- Themed days/weeks
- Cultural experiences
- My Voice Boxes
- 6Rs Learning Habits
- Fundraising for charities
- Workshops

Appendix 2: Glendower Prep School - Promoting British Values

Value	How we promote it
Democracy Links to school values: Respect Tolerance Understanding UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.	viiWe have a pupil-elected school Council which includes all pupils from Y2 to Y6 Pupils are involved in voting for a range of posts within the school. These include Form and Vice Captains, Head Girl and pupil playground monitors (Y2). Pupils are aware that the democratic process is important in ensuring fairness and effective representation. The PSHEE scheme supports the concept of democracy. Ancient Greece is taught in history and this helps understand the beginnings of democracy. Parliamentary Week is a focus of study. In additions pupil choices are sought for lunchtime food choices, playground equipment and which charities the school will support. The school aims to hold an annual election in line with national General Elections, visits Parliament in Year 6 and attends the Mini Model United Nations at NLCS.
The rule of law Links to school values: Respect Co-operation Courage UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.	The school has a robust Behaviour Policy which clearly sets out expectations of the pupils. Girls are required to sign our "Glendower Guide to Good Behaviour" and to follow class rules and the Golden Rules at all times. Good and caring behaviour is recognised in certificate assemblies with awards for "Star of The Week", Kindness, Effort and Achievement. In addition, the Pre Prep awards a weekly certificate for following one or more of the Golden Rules. The PSHEE programme reflects the importance of the rule of law. Our safeguarding policy sets out very clear guidelines to ensure the protection of our pupils and this is overseen by our Designated Safeguarding Lead. The school looks to build links with local PCSOs and police officers to help emphasise the importance of following the law within the wider community. In addition, there are clear sets of rules for other situations such as using computers or how to behaving in the dining hall.
Individual liberty Links to school values: Respect Courage UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities. UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	Our PSHEE Scheme teaches pupils about the importance of personal responsibility, choices, ambition and aspiration. Pupils are encouraged to follow and develop individual interests within the school – such as music, sport and drama. Individual interests undertaken within the wider community are celebrated in our weekly newsletter. Pupils are encouraged to make correct choices to keep themselves safe at all times – this is done through rules and guidelines and emphasised in assemblies and through the PSHEE Policy. Pupils are encouraged to select from a wide range of before and after school clubs which support individual interests. Visitors of other faiths (and current staff with personal faiths) are welcomed and encouraged to share their beliefs with the pupils. Pupils are also given the opportunity to visit places of worship within the community.

Mutual respect Links to school values: Respect Friendship Co-operation UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from. UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.	We have high expectations of pupil conduct and this is reflected in our Behaviour for Learning Policy. Through our school's values, PSHEE/RSE scheme, circle time and other focused teaching sessions, children are taught to respect each other, be cooperative and collaborative and look for similarities while being understanding of differences. Mutual respect is demonstrated by such after school clubs as debating, where other views and opinions are shown to have value and validity. All pupils are encouraged to understand the need to listen to the ideas of others and celebrate in their achievements. These values are reflected in school policies and the Golden Rules. Through circle time pupils are encouraged to be aware of the need to listen to others and take turns when offering ideas.
Tolerance of different faiths and beliefs Links to school values: Respect Tolerance/Understanding UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.	Our school curriculum for RE (EYFS and Pre Prep) and TPPR (Theology, Philosophy, Politics and Religion in the Prep) promotes tolerance and understanding of all faiths and beliefs. Pupils study the main faiths during their time at school and gain an understanding of different stories and customs. Assembly speakers often use stories from different faiths to both celebrate difference and highlight similarities between faiths. We often draw on the personal faith of both staff members and parents who can share their own personal beliefs with pupils. Pupils of all faiths are always encouraged to share their experiences either within the classroom or within the school. Significant religious festivals of all faiths are celebrated either as a school or as a class. These may include but are not limited to Christmas, Chanukah, Holi, Diwali and Eid. TPPR aims to encourage more holistic understanding of global cultures which reflects the diversity of the school. Skills are developed in empathy, moral reasoning and critical thinking.

