



Teaching of spiritual, moral, social and cultural development

2023-2024

SMSC stands for **spiritual, moral, social** and **cultural** development. All schools in England must show how well all pupils, regardless of ability and age, develop in SMSC.

The school is outward looking and holds to its motto

'Non Nobis Solum' ("not for ourselves alone") in everyday life.

"We are very clear at what academic and social outcomes we want for our pupils when they leave the school: good work habits, working to potential, an appetite for learning and independent work habits; and an appropriate set of behaviours and values. The spiritual, moral, social and cultural needs of our pupils are priorities within the academic and wider curriculum. The school aims to provide a holistic approach to each child's education providing a strong foundation that prepares them for their future."

At Sherborne Prep we:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the law;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provide pupils with a broad general knowledge of public institutions and services in England; and,
- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

What We Do:

a. Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

"We have a responsibility to open doors and to allow pupils to feel awe and wonder and to explore the idea and reality of faith in whatever path they choose to follow."

Through its RE and PD (PSHEE) curricula and wider curriculum, the School actively teaches the importance of understanding and respecting different beliefs and religions. The School is aligned to the Church of England although its assemblies are inter-denominational. There are two whole school assemblies each week which cover the spiritual, cultural, moral and social side of life. Through the above, we endeavour to teach tolerance through understanding and by looking at commonality amongst religions.

The School has six core values: honesty, generosity, awareness, perseverance, independence and kindness, and each are focused on throughout the school year, regularly revisited in lessons and

within the wider school community. The reward system is closely linked to these values and house points are awarded to children who display these values.

b. Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

The school encourages children to think about the world and issues. In the senior years, the history curriculum in particular, focuses on Britain in the world and its relationships with other countries. If and when political issues are discussed with pupils, the teacher will ensure that there is a balanced view presented. The school precludes the promotion of partisan political views in the teaching in the teaching of any subject in the school and will take reasonable steps to ensure that where political issues are brought to the attention of pupils;

- While they are attendance at the school;
- While they are taking part in extra-curricular activities that are provided or organised 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.

Philosophy forms part of the RE curriculum. Through the introduction of PSB, children are encouraged to collaborate, discuss, and question.

Our children have a strong sense of self-worth – this is evidenced through responsibilities that we give them, for example the kudos of the Ambassador system, Pupil Listeners, the House system, other responsibilities such as being part of the librarian team, Head Boarder, playing a part in the community focused clubs. Children may also have the opportunity to lead in co-curricular areas such as sport, music, art, drama and music.

Our pupils have the opportunity to express themselves in a range of different formal and informal circumstances, which gives them great confidence. Strong, easily accessible complaints/concerns system is provided for the children and there is also an ideas box that all children can use to offer up their thoughts, opinions and ideas.

The School does work for local, national and international charities and attempts to develop a sense of charity amongst the children, encouraging individual or group charitable ideas. The children are involved in choosing which charities we support as a school and we have charity Ambassadors in year 8. Mufti days, cake sales, charity runs and events are just a few examples of what the school does to work within the wider community supporting those in need.

c. Social

Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

The School encourages the children's voice through a variety of forums including the School Council, ambassadors' small group and large group meetings and smaller committees including Eco and boarders' meetings.

Many fundraising ideas are based on children's own initiative, discussed at School Council meetings and House meetings and overseen by the Ambassadors in Year 8.

The school held the Green Flag Eco Award to April 2013. It has now entered on a more ambitious programme that involves improving efficiencies, managing resources and involving the pupils more directly in sustainability- this is led by the Eco Committee that is made up from members of all year groups from year 2-8, led by the Deputy Head Co-Curricular. The School has also identified a member of staff who is identifying opportunities to weave sustainability learning throughout the whole school curriculum which also links closely to PSB.

The School has a box of Ideas which gathers up ideas and encourages participation and responsibility. This is situated outside the DHP's office. There is a food suggestion box in the dining hall.

The Personal Development scheme of work is interlinked in a number of ways with the academic curriculum and wider school life and covers the PSHEE curriculum and SRE – Jigsaw has recently been introduced as a whole school approach.

We have special links with local charities which the children have chosen themselves. The children have been to local care homes to read or sing with the elderly.

Our outreach programme is building year on year.

d. Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Cultural and Global connections are vital to our school and we develop a global awareness through the curriculum and by celebrating our many international boarders and day children who come from a different culture.

We are in part an international school and the children who join The Prep community are embraced and celebrated. The children, where appropriate will give whole school assemblies on their countries and the culture they live in.

The catering team recognise different special food days.

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There is a developing Lecture programme that will engage the senior children in a range of talks on local initiatives, topics of interest and potential future careers from visiting speakers. Evening lectures are becoming more frequent events.

Overseas students are supported in building their understanding of the country they are residing in for their education and through boarding and the education of the school they experience different cultural visits and trips.

We are building links with our sister school in Qatar and our friends in Pembroke House School, Kenya.

We teach the British political system in PD, RE and History.

Appendix I

What are British Values?

“ALL state schools in England must promote “fundamental” British values, in line with guidance issued by the department for education. The values that must be protected are:

Democracy + The rule of law + Individual liberty + Mutual Tolerance and Respect (for those with different faiths and beliefs)

Teachers should challenge opinions or behaviour that contradict these values, according to DfE guidance. Stated examples of actions schools can take include: examining the strengths and weakness of democracy compared with other forms of government; promoting democratic processes such as school councils; holding mock elections; and helping pupils to understand a range of faiths.”

Appendix II

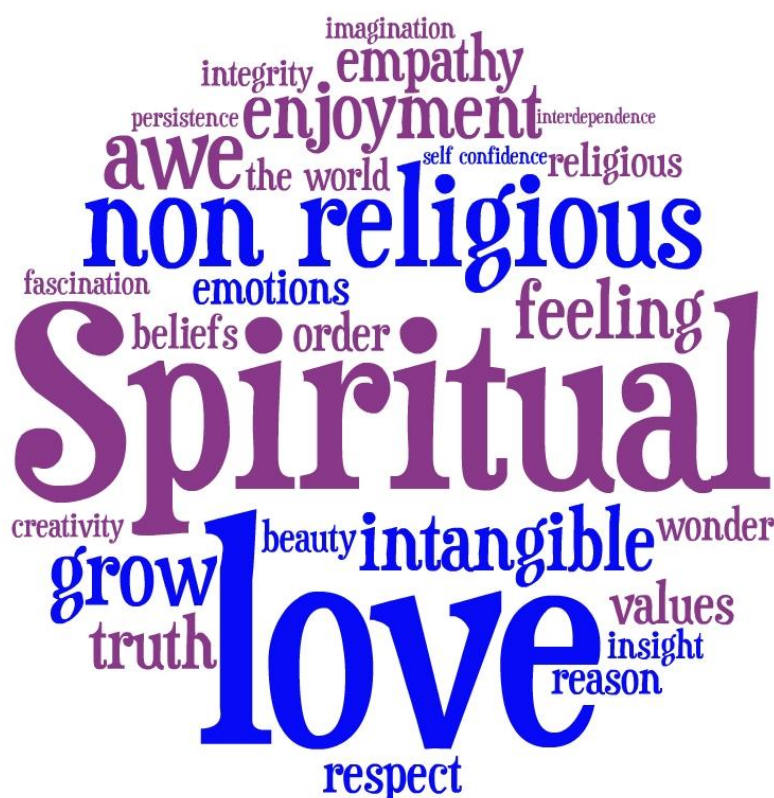
SMSC definitions

The Ofsted and ISI inspection frameworks 2019 and 2022 respectively makes it clear that SMSC is a key area when considering a school's overall effectiveness. Evidence of impact is gathered from all areas of the inspection: the achievements of pupils, the quality of teaching, behaviour and safety and the quality of leadership and management.

SPIRITUAL

Pupils' **spiritual development** is shown by their:

- Beliefs, religious or otherwise, which inform **their perspective on life** and their **interest in** and **respect for different people's feeling and values**
- 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
- Willingness to **reflect** on their **experiences**.



What it looks like for pupils: A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour

Awareness of and understanding of their own and others' beliefs

Respect for themselves and for others

A sense of empathy with others, concern and compassion

An increasing ability to reflect and learn from this reflection

An ability to show courage and persistence in defence of their aims, values, principles and beliefs

Readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination

Appreciation of the intangible - for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity

Respect for insight as well as for knowledge and reason

An expressive and/or creative impulse

An ability to think in terms of the "whole" – for example, concepts such as harmony, interdependence, scale, perspective

An understanding of feelings and emotions, and their likely impact

What it looks like for schools:

Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives

Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them

Encouraging pupils to explore and develop what animates themselves and others

Encouraging pupils to reflect and learn from reflection

Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful

Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected

Accommodating difference and respecting the integrity of individuals

Promoting teaching styles which:

- Value pupils' questions and give them space for their own thoughts, ideas and concerns
- Enable pupils to make connections between aspects of their learning
- Encourage pupils to relate their learning to a wider frame of reference – for example, asking “why?”, “how?” and “where?” as well as “what?”

MORAL

Pupils' **moral development** is shown by their:

- Ability to **recognise** the difference between **right** and **wrong** and their readiness to **apply** this understanding **in their own lives**
- Understanding of the **consequences of their actions**
- **Interest in investigating**, and offered reasoned views about, **moral** and **ethical issues**



What it looks like for pupils: An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures

Confidence to act consistently in accordance with their own principles

An ability to think through the consequences of their own and other's actions

Willingness to express their views on ethical issues and personal values

An ability to make responsible and reasoned judgements on moral dilemmas

Commitment to personal values in areas which are considered right by some and wrong by others

A considerate style of life

Respect for other's needs, interests and feelings, as well as their own

Desire to explore their own and other's views

An understanding of the need to review and reassess their values, codes and principles in the light of experience.

What it looks like for schools:

Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school

Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria

Giving pupils opportunities across the curriculum to explore and develop 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 pupils can express their views and practise moral decision-making

Making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school

Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts

Recognising and respecting the codes and morals of the different cultures represented in the school and wider community

Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour

Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship

Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions

SOCIAL

Pupils' **social development** is shown by their:

- **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 social settings**, **cooperating will 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.



What it looks like for pupils:

An ability to adjust to a range of social contexts by appropriate and sensitive behaviour

Relate well to other people's social skills and personal qualities

Work, successfully, as a member of a group or team

Challenge, when necessary and in appropriate ways, the values of a group or wider community

Share views and opinions with others, and work towards consensus

Resolve conflicts and counter forces which militate against inclusion and unity

Reflect on their own contribution to society and to the world of work

Show respect for people, living things, property and the environment

Benefit from advice offered by those in authority or counselling roles

Exercise responsibility

Appreciate the rights and responsibilities of individuals within the wider social setting

Understand how societies function and are organised in structures such as the family, the school and local and wider communities

Participate in activities relevant to the community

Understand the notion of interdependence in an increasingly complex society

What it looks like for schools:

Identifying key values and principles on which school and community life is based

Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish

Encouraging pupils to work co-operatively

Encouraging pupils to recognise and respect social differences and similarities

Providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions

Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect

Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community

Helping pupils resolve tensions between their own aspirations and those of the group or wider society

Providing a conceptual and linguistic framework within which to understand and debate social issues

Providing opportunities for engaging in the democratic process and participating in community life

Providing positive and effective link with the world of work and the wider community

CULTURAL

Pupils' **cultural development** is shown by their:

- Understanding and 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 socio-economic** groups in the **local, national and global communities**.



What it looks like for pupils:

An ability to recognise and understand their own cultural assumptions and values

An understanding of the influences which have shaped their own cultural heritage

An understanding of the dynamic, evolutionary nature of cultures

An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality

Openness to new ideas and a willingness to modify cultural values in the light of experience

An ability to use language and understand images/icons – for example, in music, art, literature – which have significant meaning in a culture

Willingness to participate in, and respond to, artistic and cultural enterprises

A sense of personal enrichment through encounter with a cultural media and traditions from a range of cultures

Regard for the heights of human achievement in all cultures and societies

An appreciation of the diversity and interdependence of cultures

What it looks like for schools:

Providing opportunities for pupils to explore their own cultural assumptions and values

Presenting authentic accounts of the attitudes, values and traditions of diverse cultures

Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality

Extending pupils' knowledge and use of cultural imagery and language

Recognising and nurturing particular gifts and talents

Providing opportunities for pupils to participate in literature, Drama, music, arts, crafts and other cultural events and encouraging pupils to reflect on their significance

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Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for examples, theatre, museum, concert and gallery visits, resident artists, and foreign exchanges

Reinforcing the school's cultural values through displays, posters, exhibitions, etc

Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum