



# **Spiritual, Moral, Social and Cultural Development Policy**

**2024-2025**

## Introduction

The spiritual, moral, social and cultural (SMSC) elements of a pupil's education are crucial to their development as an individual, allowing them to take their rightful place in their community as a local, national and global citizen.

Sherborne Prep holds firm to its motto, '**Non Nobis Solum**' (not for ourselves alone) in all aspects of everyday life and in developing an awareness of community and the world. It aims to provide a holistic approach to each child's education by providing a strong foundation that prepares them for their future. It aims to provide pupils 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. Sherborne Prep seeks to develop its international dimension by building global awareness amongst its pupils in order to make them outward looking and to prepare them to take their place in a multi-cultural society. It also seeks to discharge its responsibilities to the local and wider community seriously, by promoting the ideas of charity, service, sustainability and partnerships within the town and surrounds.

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. A reward system is closely linked to these values and points are awarded to children who display these values.

The spiritual, moral, social and cultural needs of our pupils are priorities within the academic and wider curriculum.

At Sherborne Prep we:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- promote British values of democracy, rule of law and individual liberty
- 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 the UK
- 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 and faiths
- promote the belief that a child's character and contribution to community is as valued as their academic success
- ensure that partisan (one-sided) views are not expressed in the delivery of content and offer a balanced presentation of opposing views

## 1. Spiritual Development

At Sherborne Prep we recognise that spiritual development is an important aspect of wellbeing for all, regardless of faith background, culture or belief. The Prep aims to encourage spiritual development by giving the following opportunities:

- Within the curriculum, particularly in RE, PD (PSHEE), English and the humanities pupils are actively taught the importance of understanding and respecting different beliefs, values and religions. During these sessions, the pupils are given opportunities to contribute to discussion, debate and listen to the perspectives of others. They explore different faiths, world views and learn to be respectful of all. They are taught tolerance through understanding and by looking at commonality amongst religions.
- Within the curriculum and the wider offer across schools, pupils are encouraged to develop a sense of themselves, of others and the surrounding world; and to develop the feelings of awe, wonder and mystery which are key to spiritual development.
- To explore of personal beliefs and experience
- To use imagination and creativity across their learning
- To reflect on their experiences
- To enjoy twice-weekly whole school assemblies which address the spiritual, cultural, moral and social side of life.

## 2. Moral Development

Honesty, generosity, awareness, perseverance, independence and kindness are both promoted and at Sherborne Prep. These values are taught pastorally across all aspects of school life, including assemblies, collect worship and PD (PSHEE) lessons. Teachers are pro-active and creative in their approaches to encourage the pupils to understand and live out these values. Pupils are encouraged to take personal responsibility for their words and actions and are expected to reject any form of bullying, discrimination or unkindness.

Opportunities are provided across the curriculum and wider school life for children to explore, understand and develop moral concepts and values:

- Recognise the difference between right and wrong and show readiness to apply this understanding in their own lives
- Recognise the feelings and behaviours of others and understand the perspective of another person
- Understand the impact and consequences of their own actions
- Recognise the importance of respecting the opinions of others
- Investigate, and offer reasoned views about moral and ethical issues;
- Respect the environment, at home, in school and in the wider world
- Respect the law
- The importance of observing rules and undertaking responsibilities;

As part of our Behaviour Policy, our school believes that all children and adults have the right to live in a

supportive, caring environment in which pupils feel safe and free from bullying and harassment. That may include online bullying and prejudice-based bullying related to special educational needs, gender, sexual orientation, sex, race, religion and belief or disability (as defined in the Equality Act 2010), and the use of discriminatory language. A clear moral code is modelled and expected as a basis for behaviour which is promoted consistently through all aspects of the school. The School's Dragon Values are reinforced in assemblies, Form Time, images, posters and classroom displays.

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. 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 our Ambassador system, Pupil Listeners, the House system, other responsibilities such as being part of the librarian team, Head Boarder and 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 raises money for and awareness of 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 led by our Year 8 Charity Ambassadors. 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.

### **3. Social Development**

Pupils need to develop an awareness of their social roles in an ever-changing world and have a growing understanding of the responsibility that they have within their communities. As members of the community at school, pupils learn social skills and values that will determine their future lives as responsible citizens.

To help this growth, we encourage 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 pupils to work collaboratively and with good communication
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community, for example through assemblies, House events, residential, school productions etc
- Helping pupils develop personal qualities which are valued in a civilised society for example honesty, generosity, respect for difference, moral principles, independence, self-respect and an

- awareness of others' needs
- Providing opportunities for engaging the democratic process and participating in community life
- Providing opportunities to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Security and confidence in learning and support in facing difficulties
- A willingness to cooperate with other pupils by balancing individual and collective needs;
- A readiness to celebrate others' achievements;
- A sense of how their lives and that of the school relate to the wider community it serves;
- Participation in community service and charitable activities

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 initiatives, 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 designated member of staff responsible for identifying opportunities to weave sustainability learning throughout the whole school curriculum which also links closely to PSB. Eco Education, which has mainly threads throughout the whole school curriculum, is now a timetabled lesson in Years 3 to 5. This allows the children to explore a variety of sustainability and climate change issues affecting us today and the impact it may have on their future.

The School has a box of Ideas which gathers up ideas and encourages participation and responsibility. This is situated outside the Deputy Head Pastoral'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 RSE – using the Jigsaw programme 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.

#### **4. Cultural Development**

At Sherborne Prep, 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. Pupils are encouraged to develop an understanding of cultural diversities, building respect and empathy with their peers and wider communities. Children are taught to display tolerance and harmony between cultural traditions by enabling pupils to have respect for their own and the cultures of others.

Sherborne Prep aims to encourage spiritual development by giving the pupils opportunities to:

- Exploring and develop their understanding of cultural diversity, cultural imagery and language
- Participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. 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. Our catering team recognise different cultures by organising world food days (usually weekly)
- Recognise the similarities between themselves and other people
- Identify ways in which they are influenced by others
- Understand and appreciate the wide range of cultural influences that have shaped their own heritage
- Understand, accept, respect and celebrate diversity as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities
- Encourage pupils to think about special events in life and how they are celebrated
- Developing partnerships with outside agencies and individuals to extend cultural awareness, e.g. theatre, museum and gallery visits;
- Engaging with artists, musicians, dancers, actors, explorers, storytellers and religious representatives who visit the school
- Participating in school and community events such as Harvest Festival, fund-raising events and charitable and outreach activities.

Our Lent Lecture programme engages 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.

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.”

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## 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.

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Owner: Academic

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