



Warwick Preparatory School

Warwick Prep School	
Spiritual, Moral, Social, Cultural (SMSC) incorporating Fundamental British Values (FBV)	
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SMSC Policy

Spiritual, Moral, Social, Cultural (SMSC) incorporating Fundamental British Values (FBV)

Rationale

At Warwick Preparatory School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve and to be an active citizen both in school life and in life beyond their school years. Our school ethos seeks to prepare all our pupils for a life of learning and fulfilment; for the fast-changing world of the 21st century as responsible, active and compassionate global citizens.

We therefore aim to deliver an education that provides pupils with opportunities to explore and develop 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 the cultures in the United Kingdom and the wider world.

Mission Statement

This policy is carried out within the context and spirit of the school's vision for excellence. It supports and reinforces the aims of Warwick Prep, valuing all pupils equally and as individuals. All staff work together to create a happy, challenging, stimulating and caring environment in which pupils can enjoy their time at school and celebrate their achievement. The school strives to build a community, which encourages all its members to develop a healthy respect for each other. In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each pupil to their full potential. This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they promote.

Our provision of Spiritual, Moral, Social and Cultural education will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of the United Kingdom;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in the United Kingdom;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in the United Kingdom.

Fundamental British Values

As a school, we aim to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We will also challenge opinions or behaviours in school that are contrary to these values.

To promote Fundamental British Values, pupils are given the opportunity to:

- learn how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- experience how democracy works through a pupil-elected school council and eco-council;
- learn how to argue and defend points of view respectfully;
- use resources from a wide variety of sources to learn about a range of faiths.

This list is not designed to be exhaustive. Other opportunities to promote Fundamental British Values are sought throughout the curriculum, including sporting, musical and co-curricular activities.

At Warwick Preparatory School, we recognise the importance of these values because:

- all people - staff as well as pupils - achieve better when they feel valued;
- our beliefs and values influence the way we behave and the community in which we live;
- education is about the development of the 'whole' person.

Our **aims** for the teaching of SMSC are for:

- all adults to model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils, their families and the wider community;
- the whole school community to be a place where pupils 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 to be able to learn to differentiate between right and wrong and that their actions affect other people. They are encouraged to value themselves and others;
- pupils to understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements;
- all curriculum areas to seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in teachers' planning and teaching decisions.

Objectives

- To ensure that everyone connected with the school is aware of our values and principles;
- 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 pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background;
- To ensure that pupils know what is expected of them and why;
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience, where appropriate;
- To enable pupils to develop an understanding of their individual and group identity;
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich British society;
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It is an essential ingredient of school success and enriches each subject, aligning with the ethos of Warwick Preparatory School and The Education (Independent School Standards) Regulations, 2014.

The SMSC policy provides the school with the opportunity to encourage and foster respect for other people, paying particular regard to the protected characteristics (see Appendix 1 for the list of protected characteristics) set out in the Equality Act 2010 to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- foster good relations between people who share a protected characteristic and those who do not.

This policy applies to all aspects of the school including those covering Early Years.

Spiritual Development

At Warwick Preparatory School, we seek to help pupils to develop an awareness of the spiritual dimension within them by providing opportunities to question and reflect. 'Spiritual' is not synonymous with 'religious', although it does extend to an awareness of religious beliefs and the diversity of religious belief systems. Although Warwick Preparatory School is a school founded on Christian principles, we welcome pupils of all faiths and none and encourage respect for other people.

As a school, we aim to provide learning opportunities and an environment that will enable pupils to:

- develop and sustain their self-esteem in their learning experiences;
- develop their capacity for critical and independent thought;
- foster their emotional life and express their feelings;
- experience 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

At Warwick Preparatory School, moral development is concerned with enabling our pupils to build a framework of moral values, aligned with the school rules, which helps to regulate their personal behaviour. It is concerned with fundamental judgements about how people should behave and about the reasons for such behaviour. We aim to help pupils develop an understanding of society's shared and agreed values while at the same time developing a capacity to reflect on these and evaluate them for oneself. It is about respecting others; respecting their needs, interests and feelings; and being ready to explore and discuss one's own views and those of other people.

As a school we aim to provide learning opportunities that will enable pupils to:

- recognise the unique value of each individual;
- listen and respond appropriately to the views of others;
- gain the confidence and build the resilience needed to cope with setbacks and learn from mistakes;
- take initiative and act responsibly with consideration for others;
- distinguish between right and wrong;
- show respect for the environment;
- make informed and independent judgements

Social Development

At Warwick Preparatory School, we encourage pupils to develop the skills required to become active citizens so that they can participate responsibly in the community. This includes developing skills in co-operation, teamwork, initiative, responsibility and collaboration.

As a school, we aim to promote opportunities that will enable pupils to:

- develop an understanding of their individual and group identity;
- set themselves simple goals and have confidence in their own abilities;
- learn about service in the school and wider community;
- learn how to respectfully interact with people from all backgrounds and cultures;
- develop ways to agree, build upon and respectfully challenge the opinions of others.

Cultural Development

We encourage our pupils to develop their knowledge and understanding of differing cultural beliefs and customs and the need for tolerance for other cultures and their traditions. It is necessary that pupils recognise how culturally diverse Britain and the wider world is and have an understanding that cultures are always changing and adapting to change. All forms of discrimination are actively rejected.

As a school, we aim to promote opportunities that will enable pupils to:

- recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society;
- develop an understanding of their social and cultural environment;
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Teaching and Organisation

Development in SMSC takes place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Teachers inspire pupils through the enthusiasm for and modelling of learning. In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as specific PSHEE (Jigsaw – see Appendix 3) and RE lessons.

PSHEE and RE lessons give pupils opportunities to:

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

Many curriculum areas also provide opportunities to:

- listen and talk to each other;
- learn an awareness of treating all as equals, and accepting people who are physically or mentally different;
- agree and disagree respectfully;
- take turns and share equipment;
- Work co-operatively and collaboratively.

Co-Curricular Activities

Personal growth is also enriched at Warwick Preparatory School through an extensive range of co-curricular clubs and activities which provide opportunities for SMSC development and for inspiring pupils to broaden their experiences and horizons. All pupils have the opportunity to participate in a vast array of musical, sporting and curriculum clubs and activities each term. A full provision can be found in the Clubs and Activities programme.

Links with the Wider Community

- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership.
- Visitors are welcomed into school to enrich the curriculum and to lead assemblies and workshops and are arranged in line with our PREVENT duty. For further details of the PREVENT duty, please see the Foundation Policies & Safeguarding Guidance.

- Pupils have opportunities throughout their time at Warwick Preparatory School to engage with local community projects, events and charities as well as those on a national and global level.
- Pupils are taught to appreciate their local environment and community and to develop a sense of responsibility towards it.

Appendix 1 Protected Characteristics

The following are the nine protected characteristics under the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Appendix 2 Warwick Preparatory School – Skills for Life

