

# Widford Lodge

## PREPARATORY SCHOOL



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

**This policy applies to all pupils at Widford Lodge School including those in the EYFS**

Review Date: September 2016

Next Review: January 2018

## Introduction

At Widford Lodge we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn, achieve and to prepare for adult life. We follow a broadly Christian ethos but welcome pupils of all faiths. We aim to provide an education that provides children 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 other cultures. This is embedded throughout all aspects of school life.

Fundamental British values are actively promoted. These include democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Opinions or behaviour by pupils, staff, parents/carers, that contradict these values will be challenged. Religious and political indoctrination are prohibited in all school activities, including extra-curricular activities. Christian values serve to promote understanding and tolerance of all.

| <i>Some of the ways in which these values are actively promoted at Widford Lodge</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Democracy</b>                                                                     | School Council members are elected by the pupils.<br>Pupil voice, as well as parent/carers voice, plays an active part in developing school improvement priorities.<br>In all aspects of school life, pupils are expected to contribute, co-operate and consider the views and needs of others.<br>Opportunities such as general and local elections are used to illustrate how representatives are elected.<br>Pupils take part in mock elections.<br>Pupils consider how democracy works in Britain, in contrast to other forms of government in other countries.<br>In many subjects, pupils are encouraged to formulate and defend points of view. |
| <b>Rule of law</b>                                                                   | Staff consistently reinforce high expectations of pupils through reference to our school rules.<br>Children help to devise classroom rules.<br>Pupils are taught that rules exist to protect everyone and to promote fairness.<br>Pupils are taught that there may be consequences when rules are disregarded.<br>Pupils are taught to distinguish right from wrong and to respect the civil and criminal law of England.<br>Pupils acquire a broad general knowledge of and respect for public institutions and services in England.                                                                                                                  |

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| <b>Individual liberty</b>                                                      | <p>Pupils are encouraged to make choices, knowing that they are in a safe and supportive environment.</p> <p>Pupils consider what makes a 'good' choice.</p> <p>Pupils are encouraged to express their views and teaching and learning incorporates their preferences and interests when appropriate.</p> <p>Children are encouraged to form and express their own opinions and challenge those of others in a respectful manner.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Mutual respect and tolerance of those with different faiths and beliefs</b> | <p>An ethos of respect and tolerance permeates all areas of school life.</p> <p>A climate within which pupils feel safe, secure and valued is fostered.</p> <p>Staff consistently model and promote the behaviours and attitudes that are the foundation of positive relationships.</p> <p>Pupils appreciate and respect their own cultural traditions as well as those of others.</p> <p>Tolerance and harmony are promoted and any divisive language or behaviour is challenged.</p> <p>Teaching resources from a wide variety of sources are used to help pupils understand a range of faiths and cultures.</p> <p>In all subjects, but particularly RE, MFL, PSHEE and Geography, pupils learn about people from a wide range of faiths and cultures from around the world.</p> <p>Respect and understanding of others is promoted, particularly with regard to the protected characteristics set out in the 2010 Act.</p> |

Widford Lodge strives to develop the whole person by:

- fostering an environment in which all pupils are happy, secure, confident and valued.
- stimulating all pupils to achieve their academic potential.
- encouraging the development in each pupil of spiritual and moral values, self-discipline, responsibility, and respect for others and the environment.
- offering a wide range of enriching extra-curricular activities.
- promoting independent thinking and lifelong learning
- nurturing a positive relationship with parents and the wider community.
- supporting and developing enthusiastic, dedicated staff who feel committed to the School.

### **Definitions (Ofsted School Inspection Handbook September 2015)**

#### **Spiritual**

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

## **Moral**

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

## **Social**

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

## **Cultural**

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

To ensure pupils' spiritual, moral, social and cultural development, we will aim:

- to ensure education is holistic rather than focussed narrowly on purely academic aspects of learning
- to ensure a consistent approach to the development of SMSC understanding throughout the curriculum and the general life of the school
- to provide a rounded education including learning how to work and play together, understanding and respecting others' points of view, respecting and applying rules and understanding why these exist
- to ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- to prepare pupils to contribute to society and culture throughout their lives, and enable them to participate actively and positively in the life of the school, their local community and wider society
- to encourage pupils to value themselves and their unique contributions to their own and others' lives, and in turn to celebrate others and their qualities and abilities
- to enable pupils to develop their self knowledge, self esteem and self confidence

### **Delivery**

Parts of SMSC development may be covered in explicit lessons but will mostly be delivered implicitly through all aspects of school life including;

- School ethos and procedures, positions of responsibility, rules, codes of conduct, behaviour management and strategies
- Assemblies, House Activities and competitions, Form periods, School Council, Charity fund raising
- Citizenship and PSHEE lessons
- Healthy School – eating and physical activity
- Religious Education lessons
- All Curriculum subjects
- Extra-curricular clubs and activities, trips and outings, visitors to the school
- Musical, artistic and creative performances
- Prep School weekly activities sessions

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

- A strong home-school link is regarded as important, enabling parents and teachers to work in effective partnership to support each pupil
- Visiting speakers and theatre groups are welcomed into the school
- Annual Carol Service at Chelmsford Cathedral and Leavers' Service at St Mary's Church
- Regular trips to museums, theatres, places of interest are organised for all pupils
- Pupils are regularly involved in fundraising events for Local, National and International Charities

- Opportunities to visit other schools for sporting fixtures and music festivals