



Caversham Preparatory School

Policies and Procedures

135 Spiritual Moral Social Cultural Policy (SMSC)

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Including those in the EYFS (Early Years Foundation Stage)

Introduction

At Caversham Preparatory School, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and embraces the whole curriculum and ethos of our school. It is reflected in the behaviour of all individuals and in their interactions and also in the provision of teaching, resources and the learning environment.

Social Development

Relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environment in which they live is also developed.

In Practice at Caversham Preparatory School social development is nurtured through:

- A high level of staffing at mealtimes and on the playground to promote appropriate social interaction.
- Pupils play together in group games and imaginative play on their own and with adults.
- Circle times feature in all classes promoting turn taking and social interaction.
- The PSCH scheme of work contains units on Health and Wellbeing, Relationships and Living in the Wider World.
- Children learning to be effective communicators and being encouraged to talk, discuss and debate.
- An extensive range of Clubs and Extra-curricular activities to interact in and enjoy together.
- Swimming, sport, sport fixtures and competitions to develop team skills and fun.
- Belonging to a group such as choir, ensemble, drama group to work towards an end goal together.
- Off-site visits such as rehearsing for the end of year play in Queen Anne's Theatre where all children have a part and enjoy supporting one another.
- Educational visits, including taking the coach to a London Theatre production.
- Outward Bound residential visits to team build and learn to live together, supporting one another away from home.
- Community links/visits such as Mandor Court (local old people's home)
- After Care and Holiday Clubs to enjoy together in our leisure time.
- Buddy system between Reception and Year 6 pupils
- House Teams and events

Moral Development

Relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and



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understanding of consequences. They learn by example and by practising through role-play, story and group activities.

In Practice at Caversham Preparatory School moral development is nurtured through:

- An agreed house point system so that all children can earn house points for good behaviour as well as academic achievement.
- Regular meetings are held to discuss difficult behaviour to ensure that all staff are supported and that ideas are shared.
- Behaviour plans are agreed and implemented with the help of the SENCO.
- CPCC - Caversham Prep Code of Conduct and linked assemblies and awards
- The PSCHE scheme of work has units dealing with issues to do with rules, right and wrong, negotiating difficult situations, emotions, caring for one another, making and keeping friends, living in a community.
- eSafety curriculum
- School and Department Assemblies deliver moral stories, including people of the past who are revered.
- Assemblies develop major moral themes.
- Pupil Voice (School Council and Eco Council) where pupils develop school unity through common aims.
- Fundraising events for the greater good. We try to embed, without being overt, that they are privileged and must learn that as educated, articulate people they will have a social responsibility.

Spiritual Development

Is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

In Practice at Caversham Preparatory School spiritual development is nurtured through:

- An RE scheme of work that contains units on celebrations, festivals and worship from Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism.
- Visits to local religious buildings are arranged to enhance knowledge and understanding. For example, a Sikh Gurdwara, a Buddhist temple, a Mosque.
- Through PSCHE and circle time activities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.
- Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. looking at beautiful objects in a sharing or circle time, looking for signs of Spring in the school garden or park.
- The school participates in occasions such as Harvest Festival, Christingle Service, Nativity Play and Easter Service in Queen Anne's Chapel.
- Visiting religious leaders or parents help to inform us of different religious beliefs and customs.
- Themed days.
- Outdoor learning



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Cultural Development

Is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.

In Practice at Caversham Preparatory School spiritual development is nurtured through:

- Regular celebrations of religious festivals over the year including harvest, Diwali, Christmas, Easter, Eid, Chinese New Year.
- Geography, RE, Languages, Music encompass units on other cultures and religions.
- English includes units on stories and fables from other cultures.
- Pupils being accepted equally and play an active part in the school community regardless of their colour, religion, gender or sexual orientation.
- Children participating in a range of artistic, sporting and other cultural opportunities provided by the school.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools and colleges – in order to better understand other cultures and ways of life.
- Cultural Days where children learn what it was like to be a war evacuee to encourage empathy and links to our past.
- Collective worship and assemblies.

British Values and Citizenship

We promote 'British Values' through our spiritual, moral, social and cultural education which is embedded in the school's curriculum and supports the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

Democracy

In Practice at Caversham Preparatory School democracy is taught and nurtured through:

Pupils always being listened to by adults and being taught to listen carefully and with concern for each other, respecting the right of every individual to have their opinions and voices heard. Pupils having the opportunity to air their opinions and ideas through our School Council, Eco Club, regular questionnaires and Year 5 and 6 discussions.

The election of the School Council members is based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

Involving pupils in setting our CPCC; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

The Rule of Law

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced. Pupils are helped to learn to manage their behaviour and take responsibility for their actions. We help our pupils to understand the connection between actions and consequences. Our staff are committed to providing a consistent and predictable environment within the school and beyond. Each class discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to



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learn in a safe and ordered environment. Our pupils are taught the value and reasons behind our laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and P.S.C.H.E. lessons. Whether it is through choice of challenge; of how they record; participation in our numerous extra-curricular activities, our pupils are given the freedom to make choices. Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Many of our pupils will be able to take responsibility for particular roles and to understand that with certain rights comes certain responsibilities. Learning to do things independently is an important part of learning to understand yourself.

We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.

Mutual Respect

Respect for one another is one of the core values of our School. It is deeply embedded in all that we do at school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have, however big or small. The core value of 'Respect' at Caversham Preparatory School underpins our work every day both in and out of the classroom. We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted. We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion. We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted. This may include working with external coaches, theatre groups etc. We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of Those with Different Faiths and Beliefs

At Caversham Preparatory School each person is respected and valued equally without regard to ability, gender, faith, heritage or race. We actively promote our pupils' understanding of different faiths and beliefs through our Religious Education and P.S.C.H.E. curricula. Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others. We have regular celebrations of different faiths such as Diwali, Chinese New Year, Christingle and Easter Services and Eid. We visit Temples, Gurdwaras, Churches and Mosques. We also plan regular Black History Days to celebrate diversity in literature, art, music and history or plan a Geography Week where the whole school will focus on a different country and study that country's beliefs, traditions, customs, economy



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and education systems in depth. Visitors may be invited in to our school to enrich and extend understanding. Sometimes our parents come to share their heritage and beliefs. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society. Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong.

Promoting British Values through the Curriculum

Interwoven within the curriculum in a range of curriculum areas are planned opportunities to teach the values of our society. Some examples are:

- Art: The study of how British artist influence others around the world.
- Charity Events: We support a number of children's charities to learn the value of giving.
- Computing: Children are also taught about respect and bullying in the online world also, through our learning platform and through regular e-safety lessons.
- Educational visits: Our broad range of educational visits and experiences outside of the classroom equip our children with the skills to make a positive contribution to their community as equal citizens, as well as being able to look at British heritage in more depth. Recent visits have included a visit to the St Paul's Cathedral, Shakespeare's Globe Theatre, Pudding Lane in London, Warwick Castle, Windsor Castle, Hampton Court Palace.
- English: We learn from Great British authors, poets and playwrights both past and present.
- Geography: We ensure that children understand the British map, learning more about its capital cities and counties, its rivers and mountains, where Britain is in relation to the rest of Europe and other countries in the world.
- History: British History and its influence in the past and in modern times. For example, our Kings and Queens, British Inventors, British explorers, British philanthropists such as Florence Nightingale and Mary Seacole,
- Music: The study of British composers and their influence worldwide.
- Physical Education: Promotion of the concept of "fair play", following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and affiliation with others.
- Pupil Ambassadors: Promotion of democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns. Key to this is the concept of holding others to account, including those in positions of influence and authority.



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Policy Administration

Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Curriculum Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- PSHE and Citizenship Schemes of Work
- British Values Policy

Quoted Legislation and Guidance

Review Schedule

This policy is subject to 3 yearly reviews unless circumstances require an earlier review.

Update and Review Log

Updated/ Reviewed By	Date	Notes
J Lawson		First written in 2010 and updated a number of times since
Jacqueline Lawson	July 2020	Reviewed.
Andrea Hutchison	23.1.21	Reviewed and formatted.
J Lawson	August 2022	Reviewed for staff CPD at the start of the new term
A Lawson	Sep 2022	Updated Formatting. Note – see British values policy, similar wording?