

Spiritual, Moral, Social and Cultural Policy

Version	2 (Version 1 February 2013)	3	4	5	
Policy reviewed on	February 2017	February 2018	February 2020	November 2022	
Policy Written by	Mrs Walker	Mrs Walker	Mrs Walker	Mrs Boulton	
Policy seen by Head and Governor on (date / signature)	Mrs Wilcox	Mrs Wilcox	Mrs Wilcox	Mrs Wilcox	
Date of Next Review	February 2018	February 2020	February 2022	September 2024	

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

1.0 Aims and objectives

The aims and objectives of Branwood Preparatory School's approach to SMSC are viewed under four separate headings. At the same time, it is appreciated that such a division is rather arbitrary and there is a considerable inter-relationship.

1.1 Spiritual

- To help pupils acquire a set of values, principles and beliefs that will govern their behaviour.
- To help pupils become aware of the beliefs of others and therefore display empathy and respect.
- To encourage pupils to reflect on their behaviour based on the notion of right and wrong.
- To encourage an appreciation of the intangible – music, feelings and emotions.
- To encourage pupils to develop their self- knowledge, self- esteem and self- confidence.

1.2 Moral

- To be pro -active in drafting a range of moral values.
- To encourage an analysis of individual behaviour in relation to a range of values.
- To ensure that children distinguish right from wrong and to respect the civil and criminal law of England.
- To develop a sense of justice and what is fair or unfair in the treatment of others.
- To develop an ability to think through the consequences of their own actions.
- To understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
- To encourage respect for other people, paying particular regard to the protective characteristics set out in the Equality Act 2010

1.3 Social

- To develop social skills, be able to interact and engage with others and to be confident in speaking in public.
- To ensure that all should accept responsibility for their own behaviour.
- To ensure pupils become aware of their responsibilities to their peers, school, family and the wider community.
- To ensure pupils build positive relationships focusing on friendships, family relationships, and relationships with other peers and adults.
- To ensure that children learn about relationships, the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. (more information can be found in the RSE Policy)

1.4 Cultural

- To develop an appreciation of their own culture.
- To provide pupils with a broad general knowledge of public institutions and services in the U.K. and to be aware of the fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and Beliefs.
- To encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- To develop further tolerance and harmony between cultural traditions and encourage children to acquire an appreciation of and respect for their own and other cultures.

2.0 Implementation of the policy

2.1 Essentially the aims and objectives are enmeshed in the whole fabric of the school – the atmosphere that characterises Branwood its friendliness, discipline, courtesy, order and behaviour and respect for others. It may be said that a great many of these aims and objectives are simply regarded as the norm.

2.2 The aims and objectives are achieved to a great extent by the standards set by the staff. The respect, concern, friendliness and general approach of each member of staff to each and every pupil sets the highest standards for the children to emulate.

3.0 Specific areas that SMSC can be seen in a number of the school's activities

3.1 Within the curriculum, examples include:

- English – Speaking and listening. Response to a range of issues and general discussions of world issues.
- Geography – Awareness of cultural differences. Study of different countries and the study of the local community.
- RE- Awareness and the study of different beliefs and faiths. Celebration of the various religious festivals. Artefacts relating to the religious festivals. Discussions on a whole range of moral, social and cultural issues. Visits to various places of Worship. To encourage respect for other people, paying particular regard to the protective characteristics set out in the Equality Act 2010.
- ICT – Using the internet to research other countries and periods of history.
- PSHEE – Covering a whole range of moral and social issues. Including distinguishing from right from wrong and to respect the civil and criminal law of England The formal study of society. To encourage respect for other people, paying particular regard to the protective characteristics set out in the Equality Act 2010.
- PE – Accepting responsibility. Coping with success and failure. Working as a team.
- RSE- Awareness of positive relationships and the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. For these lessons we follow the SCARF Framework

- Maths – Listening to the strategies of others. Working collaboratively in the solution of problems.
- Drama- Acting out real life situations – (role play) – bullying and public speaking.
- The above are examples of what can be achieved within the curriculum.

3.2 In extra-curricular activities, examples include:

- PE and Games – the many team games foster teamwork. Inculcation of standards of behaviour, good sportsmanship, acceptance of authority – referee / umpire.
- Trips and holidays – foster self-confidence, awareness, consideration of others and independence.
- Clubs – working independently and in groups. Encouraging reliability. All can participate and encourages self – confidence.
- Music and Drama – The public performances – in the schools Christmas Nativity and The Summer show encourages confidence, responsibility and the importance of teamwork.
- Theatre visits – Cultural development. Standards of behaviour in different arenas.
- Again the list is not exhaustive, but serves as an indicator of the importance of extra-curricular activities in the sphere of SMSC development.

3.3 In assemblies

The school holds two assemblies (not including hymn practice) each week in the school hall.

Monday - the entire school

Tuesday – house meetings – once a half term, the other Tuesdays are PSHEE class assemblies.

Wednesday – hymn practice

Thursday – Form PSHEE class lessons

Friday – commendation and achievement assembly – celebration of the children’s achievements.

Assemblies achieve:

- A sense of family – the school is a totality, all within are equally important with each one having a role to play.
- Listening to stories reinforces moral values, develop a knowledge of other cultures , beliefs and values.
- Participation in the Form assemblies encourages self- confidence and listening skills are enhanced.
- Spiritual development – praying together and singing hymns.
- Proactive in helping to draft a range of moral values.

3.4 In the general life of the school

- In the playground showing care and thought towards others.
- Lining up in a set manner develops self-discipline.
- Respect for the property and privacy of others.

- Respect for the people on duty, the kitchen staff, adults entering and leaving the school.
- The importance of respecting the fabric of the school and playground areas.
- Expression of good manners – opening doors and general respect for others.
- There is considerable movement around the school hence the opportunity to develop disciplined movement in good order.
- Orderly conduct in the dining room.

3.5 In relationships

- The whole ethos of the school is that of a family unit certainly aided by the physical nature of the school.
- We emphasis harmonious relationships and have a strong policy on anti-bullying.
- The infants and juniors integrate in a whole range of activities – drama and musical productions and theatre trips.
- Form 3's weekend away at Patterdale Hall helps to create not only a bonding session for the children but also with the staff.

3.6 In relationships with the wider community

Some examples are:

- Visiting old people's homes and performing musical items.
- MacMillan coffee afternoon
- Coat collection for Salford Rotary Clubs
- During our Harvest Festival celebrations, the food contributed by the children is given to the deprived members of the community.
- House charities

4.0 Conclusion

Many of the above areas are inter-related and such divisions are to an extent artificial thus development of communication skills is assisted within the formal curriculum, extra-curricular activities and assemblies in equal measure. Hence, to repeat the SMSC development at Branwood Preparatory School's pupils is achieved in the totality of what the school has to offer and in the excellent example set by the staff. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.