




South Lee Prep School
Bury St Edmunds

Social, Moral, Spiritual, Cultural (SMSC) Policy September 2024

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Spiritual, Moral, Social and Cultural Policy



Development and British Values (SMSC)

A child's Spiritual, Social, Moral and Cultural Lee ethos

(see Ethos and Aims) and is reflected the curriculum aims (see Curriculum Policy). SMSC is not taught as a discrete subject, but rather permeates every aspect of life at South Lee.

development is at the heart of the South

Definitions and Aims

Spiritual development is the development of the non-material element of a human being, which animates and sustains us. It aims to explore and develop a person's beliefs and understand how these contribute to personal identity; to develop a sense of awe, wonder and mystery; to give opportunities for pupils to experience feelings of transcendence and respond to the 'other'; to guide pupils in searching for meaning and purpose in life and to give opportunities and a language to respond to experiences such as beauty, suffering and death; to develop a knowledge of self and to value relationships with others; to develop creative expression and imagination; to enable children to recognize and explore their feelings.

Moral development is the building of a framework of moral values that regulate personal behaviour. It aims to teach a child about society's shared and agreed values, where there are disagreements and why values change; to give children the opportunity to reflect on different values in order to form their own opinions and understanding of their personal moral values; to help a child to think through the consequences of their own and others' actions and to respect the needs, interests and feelings of others.

Social development is teaching children to work effectively with each other and to participate successfully in the community as a whole. It aims to develop the skills and personal qualities necessary for living and working together; to help children to grow in knowledge and understanding of society, including institutions, economic and political principles, roles and responsibilities; to develop the skills and understanding to become a caring part of the community.

Cultural development is about helping children to understand, celebrate and respect their own culture and other cultures. It aims to help children to understand that cultures are always changing and to give them the skills to cope with change; to explore the differences between cultures and respect the opinions and backgrounds of others, being open to new ideas; to teach them to use and understand the language and images from other cultures and appreciate the diversity and interdependence of cultures.

Curriculum

SMSC is developed across the whole curriculum, both through the content taught and also the way in which we teach it.

Assemblies and Special Services

Assemblies provide a space for reflection on all four elements of SMSC. There is space to consider cultural and social issues as well as spiritual and moral. Topics include the main Christian festivals, beliefs and stories;

festivals, beliefs and stories of other religions; reflection on the lives of inspirational people; space for self-reflection on our behaviour and beliefs. Assemblies for Reception to Year 8 school happen on a Monday morning, led by our Headmistress or Deputy Head. The Pre Prep and Prep then have separate assemblies on a Thursday morning, led by the Heads or Pre Prep and Pre, Form tutors or the children. This year due to the Covid restrictions, assemblies have either taken place outside, in bubbles or via Teams. More details can be found in our Whole School Assembly plan.

At Christmas, children in EYFS and Pre Prep put on a Christmas Production, that is usually based on the Christian Christmas Story.

At the end of the Michaelmas term, pupils lead the music and readings at a Christmas Carol Service at St Edmundsbury Cathedral to start the Christmas holiday.

We have a Subject Coordinator for Theology, Philosophy and Religion (TPR). Every child from Year 1 to Year 8 has one 30 min lesson of TPR a week which provides children with the opportunity to think about the “Big questions” in life and to consider the answers that have been given to these by people of different religious faiths through the centuries. From the earliest years, children are naturally curious about questions concerning life, death, and belief and TPR gives them another vocabulary with which to express, discuss and develop their views.

Relationships

Building secure, caring relationships between teachers and children as well as between the children is at the heart of what South Lee believes in and is the basis for our SMSC development.

At South Lee Prep, secure and positive relationships in which the children can feel safe, noticed and cared for, are developed in a number of ways:

- Our PSHEE curriculum ensures that we explore developing all types of relationships and that we develop children’s moral and social understanding. From the moment a child enters the Nursery at the age of 2 to the time they leave, he or she will encounter daily some aspect of personal, social and health education through the ‘hidden curriculum’ of personal interactions with the children and adults or through some formal element of the PSHEE programme. The aims of the more formal taught PSHEE curriculum can be found in the PSHEE Handbook.
- All children have a Form Tutor whom they see for morning registration and form time. The tutor is responsible for the pastoral care for the child. Pastoral care is no more and no less than taking an interest in any matter that may have a bearing on a child's welfare and happiness and ensuring that action is taken, as appropriate, to promote the well-being of a child. (More information can be found in Guidelines for Tutors and The Tutor’s Responsibility in General)
- We have a system of Peer Mentoring where pupils in Y7&8 are trained to be peer mentors for younger pupils. Peer mentors are encouraged to support the development of their mentee through regular meetings as well as more informal support. Often, strong relationships are built between the mentors and mentees and the friendship lasts throughout the year.

- When the children begin their day on the playground and at morning and lunchtime play, children from Reception to Year 8 are all out at play at the same time. This leads to cross year group friendships, with many older children choosing to play with and to nurture our Reception and Year 1 children.

Behaviour

Our school Behaviour Policy explains that we do not have a complex set of school rules but that we follow the simple rule that we should treat others as we would wish to be treated and base our pastoral expectations on the application of this rule to any particular circumstances. Children's moral development at South Lee is based on this ethos and we work hard to promote good behaviour, teach the children about resolving incidents and conflicts, make use of rewards and celebrating success. When required, our sanctions involve restorative justice, so that the child feels positive about giving back to the community, while having to the time to reflect on the choices they made and the impact of their actions.

Responsibilities

Children in Years 7&8 are given and identify their own opportunities for responsibilities around the school that help to develop their social awareness and skills of responsibility. Jobs range from sharing stories with children in Reception and helping with Forest Schools sessions to conducting school tours for prospective pupils and their parents). Similarly, in Y3 children are given responsibilities such as organising club registers, supporting with collection of goods or donations for charity appeals (selling poppies around the school etc).

Charities

We run several charity events throughout the year, from Jeans for Genes day and Harvest Festival, to a homeless Christmas Shoebox appeal. Wherever possible, children are encouraged to take responsibility for the donation, whether through collecting items for their shoe boxes or raising sponsorship for the Children's Trust.

Children from the EYFS visited the children's ward at the West Suffolk Hospital to donate toys purchased with donations made by parents at the Christmas production.

School Councils

Our School council comprises one or two representatives from each class from Reception to Year 8, voted for by their classmates. This group act as representatives from the pupil body to have an input into all areas of school life, be it academic, extra-curricular clubs and activities or informing decisions about school uniform.

Leaver's Programme

Once exams are finished in the summer term, the Year 8 children begin a 'Leaver's Programme' that includes many opportunities for developing SMSC in the children. All the events develop an appreciation of the world in which we live, skills in teamwork and children's relationships with each other through understanding, mutual support and care.

The activities challenge pupils out of their comfort zone and thus develop self-awareness and confidence.

These include Self Defence Training, Scuba Diving Work Experience in Pre-Prep and Early Years, Camping and a trip to London.

Trips and Visits

Children in Y4-8 can go on three residential trips a year. The outdoor pursuits trip to Hilltop is the first opportunity for a residential trip that the Y4 pupils experience and proves to be popular every year. The children can also go on our Ski Trip in the Spring Term and then another outdoor pursuit trip in the Summer term.

Throughout the course of the academic year, different year groups also have educational visits planned in to enhance the curriculum of a particular subject, including visits to a local Anglo-Saxon village or the National Space Centre.

All these trips and visits serve to develop SMSC overtly, through the activities and experiences undertaken as well as in a more immersive way with children responding to new and challenging situations and environments.

Curriculum

When considering the planning of their lessons and when selecting appropriate texts, topics etc, all teachers are asked to consider how they are maintaining a culture of equality in which pupils with protected characteristics do not experience unlawful discrimination. They are asked to consider the possible issues that may be raised by the subject matter and how they will present the material in a proactively aware way as well as how they will deal with any sensitive that may arise. They are also encouraged to enrich their subject areas with an appropriate balance of work by authors, speakers, artists etc from other cultures. For example, in Science, along with developing an understanding of how scientific ideas and thinking changes over time, children also look at the religious, cultural and social pressures on those making and proposing new scientific ideas and theories and they consider why there may have been resistance or disregard of such new ideas at the time.

Extra-Curricular Activities

Children in the EYFS can experience enrichment activities throughout the year, through formally organised enrichment days (EYFS Christmas Party, EYFS Family Fun Day, Sports Day) as well as more informal visits from parents sharing their professions with the children (vet with dog, farmer with tractor, author).

Children in Reception to Y8 part in a wide range of extra-curricular activities that help to develop SMSC. These include drama, construction, debating, yoga, chess, robotics and coding, a range of orchestras, bands and choirs, cooking, DT, Art, board games and a range of sports clubs.

All these activities serve to immerse the children in situations where they are exposed to and develop skills in all four areas of SMSC.

British Values

By British Values, we refer to the DfE guidance, 'Promoting Fundamental British Values as part of SMSC', which identifies the key aspects of British values as:

- an understanding of how citizens can influence decision-making through the democratic process;

- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

South Lee actively promotes the above British Values through the curriculum as well as non-curricular lessons and experiences.

Our school Behaviour Policy is based on the belief that we should teach children to care for each other and treat them as we would be treated ourselves. It reflects the core British value of tolerance and respect for others and details the ways in which we develop this positive behaviour and combat discrimination.

Teaching of religion in RS and TPR ensures that faith is discussed and explored in a way that develops tolerance and respect for all faiths and none.

Teaching a range of British authors and poets, who express British history, culture and values.

Hearing from a range of speakers from a variety of different careers, beliefs and backgrounds. Learning, exploring and discussing British History through the History curriculum. Part of this work includes reflecting on how the beliefs and values determine the ways in which people in the past, both from Britain and other countries, has affected behaviour and the results that this had on our world.

Assemblies and Special Services

These are predominantly Christian based acts of worship and explore spiritual, moral, social and cultural ideas and values that reflect our British culture.

Developing an understanding of democracy. This is done in a variety of ways including exploring political issues through philosophy, discussion and debate, and participating in surveys and voting themselves.

Understanding the importance of democracy is also developed through the way in which we listen to the pupil's voice and the fact that they feel heard. One of our current developments is also looking at the way in which we can extend the range of ways in which we listen to the pupil voice.

In Geography, children learn about the Geography of places in Britain and our local community, comparing it to that of other countries. A sense of responsibility and care for the world is one of the main aims of the Geography and Science curricula and children debate and explore questions such as how their own actions as consumers has an effect on others and the world.

The PSHEE curriculum teaches children how to identify discrimination and stand up against it, the danger of stereotypes and helps to develop a respect, tolerance and celebration of the variety of beliefs, opinions, skills,

talents and cultures of others. As part of PSHEE, children consider the consequences of our actions, including the role of law in protecting and guarding our well-being.

The way in which the school actively promotes British Values is part of the whole school development plan and is reviewed on an annual cycle.

Appendix A

Further Evidence of ways in which we develop British Values:

Understanding and knowledge expected of pupils as a result of schools promoting fundamental British values	Actions	Evidence
<p>an understanding of how citizens can influence decision-making through the democratic process</p> <p>Democracy</p>	<p>Children are taught about how Parliament works and the role of Democracy in PSHEE.</p> <p>Children are taught about freedom of speech in TPR – Martin Luther King / Rosa Parks</p>	<p>PSHEE curriculum</p> <p>TPR Curriculum</p> <p>History Curriculum (Y8)</p>

	<p>Children are taught the consequences of abusing power in History (American Revolution) and the importance of a fair system.</p> <p>Children are taught the injustice of the apartheid system.</p>	English Curriculum (Y5)
<p>an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</p> <p>Rule of Law</p>	<p>In PSHEE children from R up learn about rules, who creates them and how to make them fair. As they get older, they learn about rules beyond the school and the role of democracy, law and punishment.</p>	<p>PSHEE curriculum</p> <p>Behaviour policy</p>
<p>an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence</p> <p>Rule of Law</p>	<p>Children are taught about the birth of parliament in History and the importance of the Magna Carta in ensuring every person – Kings, Queens, Prime Ministers and Presidents - uphold the law.</p>	<p>History curriculum</p> <p>PSHEE curriculum</p>
<p>an understanding that the freedom to choose and hold other faiths and beliefs is protected in law</p> <p>Individual Liberty</p>	<p>The History curriculum covers significant events in British History and includes reflecting on how the beliefs and values determine the ways in which people in the past, both from Britain and other countries, has affected behaviour and the results that this had on our world</p> <p>King John – Magna Carta Simon de Montfort – Birth of Parliament</p>	<p>History curriculum</p> <p>TPR</p>

	<p>Tudors & Stuarts – Religious choices – History</p> <p>Slave Trade</p> <p>American Revolution</p> <p>The TPR curriculum introduces children to the different religions around the world. The children are required to find similarities and differences between these religions and to understand how people’s faith plays an important role in believer’s lives.</p>	
<p>an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p> <p>Mutual Respect and Tolerance for Others</p>	<p>Exploring other faiths and festivals in EYFS</p> <p>children learn about the Geography of places in Britain and our local community, comparing it to that of other countries</p> <p>TPR curriculum - children learn about migrants and refugees (Year 7) focusing on the treatment of the people who arrived on the Windrush from the Caribbean in the 1950s and 60s. We use this to discuss England as a multi-racial society and how we benefit from having different races living in the UK.</p> <p>Discussion of the themes of suffering, death, empathy, charity. Dr Barnardo and his work. Y5 Set Text: Street Child</p> <p>Work of scientists from different backgrounds studied as part of</p>	<p>EYFS Curriculum and Supervision RS/TPR curriculum Geography curriculum</p> <p>TPR Curriculum (Y7)</p> <p>English Curriculum (Y5)</p> <p>Science schemes of work</p>

	<p>curriculum, looking in particular at the challenges they have to overcome to have their ideas considered and accepted</p> <p>Children have equal access to all parts of the curriculum. Analysis of the achievement of different cohorts (gender, ethnic minorities etc) is analysed to ensure that all are making equal progress.</p>	<p>Curriculum Policy SEN policy</p>
<p>an understanding of the importance of identifying and combatting discrimination</p> <p>Individual Liberty/Rule of Law/ Mutual Respect and Tolerance for Others</p>	<p>Children learn about the different religions around the world in RS / TPR – they look for similarities between the religions in order to minimise discrimination.</p> <p>Learn about the 5 main faiths – Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism</p> <p>Discussion of the #LoveHasNoLabels campaign.</p> <p>‘It would not be very good poem’ by Benjamin Zephaniah, with the intention of making youngsters see that racism is wrong.</p> <p>Promoting diversity and inclusion.</p> <p>Year 5 Set text: Journey to Jo’ Burg by Beverly Naidoo. The background of the story is South Africa during the apartheid years. Discussion of theme of discrimination.</p>	<p>RS/TPR Curriculum</p> <p>PSHEE Curriculum (Y6)</p> <p>English Curriculum (Y5)</p>