Whole School
(including EYFS)

Spiritual, Moral, Social and Cultural Development

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1 Policy Statement

1.1 Our Vision

Through a positive caring environment, we provide the opportunity to inspire and nurture our pupils to achieve their full potential. We embrace the values of social responsibility, mutual respect, personal integrity and life-long resilience and ensure all pupils are ready for their next steps. This is woven in against the Fundamental British Values of Individual liberty, the Rule of Law, Democracy and Mutual Respect and Tolerance of those with other faiths and beliefs.

SMSC is a broad umbrella term which covers elements which are taught or experienced throughout all sites. PSHE is one of the vehicles through which spiritual, moral, social and cultural development of our pupils is undertaken, together with assemblies, discussion in form time, PRS or RE lessons, or Thinking Skills (Prep) and bespoke days to support our pupils at different stages, whether as part of our RSE preparation, or careers preparation. The learning to appreciate the non-material aspects of life is a key skill in helping our pupils to become valued citizens who can enjoy life in Modern Britain.

Assemblies are held for different groups within the School and are key elements of the Spiritual, Moral, Social and Cultural (SMSC) development of pupils. Weekly school assemblies are a feature of all three sites. House Assemblies and special events such as our Remembrance Assembly, which involved pupils from all three sites, also provide opportunities for our pupils to come together and share ideas. Forest School (Pre-prep and Prep) is also a wonderful opportunity for our pupils to work on leadership opportunities and collaboration in an outdoor setting, in nature.

1.2 Aims and objectives

Ewell Castle School we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of creative, sporting and cultural opportunities that encourages pupils to work collaboratively and use imagination in their learning. Activities are planned to encourage pupils to reflect and empathise with others as well as giving them the confidence to provide their opinions and develop their own viewpoints.

2 Spiritual Development

2.1 Definition: Spiritual development focuses on an individual's own personal beliefs and values and his or her resulting behaviours. Through spiritual development, pupils are able to understand their own feelings and emotions and this enables them to reflect and to learn.

2.2 Our learning environment and curriculum enable pupils to:

- be curious and to express feelings of delight and wonder (scientific investigations, new life, the global landscape, new topics, outdoor learning).
- empathise and consider the viewpoints of others (debates, drama activities, discussing feelings and empathising with characters in familiar stories, playground games, collaborative learning activities).
- consider how a belief can change people's lifestyles (Religious Studies investigating communities and faiths, historical case studies).

- discuss personal achievements and identify what they need to do to be successful in the future (self-assessment, target-setting activities).

3   Moral Development

3.1   Definition:

Moral development means exploring, understanding and recognising shared values, respecting the Civil and Criminal law of England, recognising the difference between what is right and wrong and the readiness to apply this understanding to one's own life.

3.2   **The classroom environment** and curriculum promote moral development through:

- codes of conduct and class rules, agreed with children and displayed in the classroom;
- clear and consistent rewards and sanctions that children understand and believe to be fair;
- class and school assemblies that discuss moral values and cite expectations;
- activities that enable pupils to give opinions, demonstrate their values and consider ethics and moral dilemmas;
- discussing the choices made by the pupils and others and the resulting outcomes, character studies and studies of historical figures;
- the school values of personal integrity, mutual respect, social responsibility and life-long resilience;
- Our RSE policy and delivery of relationship and Sex Education is an important part of helping our pupils to understand the wider world and relationships and wellbeing, including positive mental health. Please refer to our RSE policy for greater detail of how this is delivered.

4   Social Development

4.1   Social Development Definition:

Social development involves our pupils working effectively together and participating successfully in the school community as a whole. During a pupil's social development he or she gains interpersonal skills that allow them to form successful relationships and to become positive team members.

4.2   **Social skills** are developed through:
- modelling of positive social behaviour by all staff;
- opportunities to come together and interact in different ways across the school sites;
- discussing the need for rules and sanctions and following the school values;
- encouraging understanding, empathy and generosity towards others;
- encouraging responsibility and providing opportunities for early leadership roles;
- opportunities to take part in after school clubs;
- the Sixth Form enrichment programme at the Senior School and PSHE lessons and PSHE days;
- school trips and visits;
- sporting activities and opportunities to work in teams for a common goal;
- buddy and team games at play times and lunch times;
- turn taking and team building activities;
- pair and small group work within the classroom;
- working with others across the local community.

5 Cultural Development

5.1 Definition:

Cultural development enables our pupils to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures, valuing cultural diversity whilst embracing the Fundamental British Values.

5.2 Global Perspective

Pupils are introduced to a regional and global perspective in life through:
- links with local and international schools;
- stories from different cultures;
- First-hand experiences through local visits, theatre, art and artists;
- visitors from the local and international community;
- being part of National and International fund-raising events;
- studies of a different lifestyle including different food, dress, festivals and places of worship;
- learning about other cultures when raising money for charity;
- pupils are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school, including respecting those who choose not to have a specific faith.

6 Review and Development

6.1 Procedure
This document, together with the effectiveness of its procedures, will be reviewed annually by the Executive Leadership Team and Governing Body and as events or legislation change requires.

6.2 Links with other Policies
This policy should be read in conjunction with the following documents:

- Behaviour for Learning Policy
- PSHE Policies (Prep) and (Senior) and Schemes of Work
- RSE Policy (Prep) and (Senior)
- Curriculum Policy