



Prep School Spiritual, Moral, Social & Cultural Education

Title of Policy	Prep School Spiritual, Moral, Social & Cultural Education Policy
Applies to	Whole School: staff and volunteers
Endorsed by	Head of the Prep School
Responsibility	Head of the Prep School
Date reviewed	Michaelmas 2023
Next review	Michaelmas 2024



WELLS
CATHEDRAL SCHOOL

Prep School Spiritual, Moral, Social & Cultural Education Policy

Introduction

Spiritual, Moral, Social and Cultural education is embedded in the educational aims of Wells Cathedral Prep School. There are numerous ways in which this can be developed, not least through personal relationships. The high expectation of good behaviour and responsibility coupled with mutual respect between staff and the pupil body encompass a balanced approach to SMSC. We actively promote the fundamental British values of democracy, the rule of law, individual liberty and tolerance of those with different faiths and beliefs.

Wells Cathedral School is a member of the PSHE Association and uses the Programme of Study Key Stages 1-5 and Scheme of Work Planning Toolkits (Key Stages 1-5) to identify the key concepts, skills and attributes that are developed through PSHE education to ensure that it fulfils its responsibility to support pupils' spiritual, moral, cultural, mental and physical development to prepare all pupils for the opportunities, responsibilities and experiences of life, as set out in **Section 78 of the Education Act 2002**, and its statutory safeguarding responsibilities, in line with the statutory guidance that schools *'should ensure that children are taught about safeguarding, including online, through teaching and learning and learning opportunities, as part of a broad and balanced curriculum.'*

Our planning has been reviewed and developed accordingly to effectively meet the Statutory Guidance for RSE, Relationships Education and Health Education requirements. It is based on three core themes within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

Our school motto 'Esto Quod Es' and our Learning Powers Programme is central to each core theme. The core themes are also enriched and enhanced during assemblies, whole school services, events, as well as through a cross-curricular approach.

Spiritual Development

Spiritual development is the development of the non-material element of a human being which animates and sustains us. It is about a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's spirit. Some people may call it the development of a pupil's 'soul'; others as the development of personality or character. (OFSTED).

The school aims to:

- Give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect people's lives
- Support and develop any religious beliefs a pupil already has, in ways that are personal and relevant to them
- Encourage pupils to explore and develop what inspires them and others
- Encourage pupils to reflect and to learn from reflection
- Give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
- Develop a climate and ethos in which all pupils can flourish and grow, respect others and be respected
- Encourage pupils to accommodate differences and respect the integrity of individuals
- Promote teaching styles which:
 - value pupils' questions and give them space for their own thoughts and concerns
 - enable pupils to make connections between aspects of their learning
 - encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how', 'where' as well as 'what'?

Moral Development

Moral development is about the building by pupils of a framework of moral values which regulates their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is a disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reason for the range. It is also about developing an opinion of the different views. (OFSTED).

The school aims to:

- Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation and other criteria
- Give pupils opportunities within the curriculum to explore and develop moral concepts and values, for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Develop an open and safe learning environment in which pupils can express their views and practise moral decision making
- Make an issue of breaches of agreed moral codes where they arise, for example in the press, on television and the internet as well as in School, through, for example assemblies, house/form meetings and subject lessons.
- Provide models through the quality of relationships and interactions between pupils and teachers and between the pupil themselves of the principles that Wells Cathedral Prep School promotes, for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- Encourage pupils to recognise and respect the codes and morals of the different cultures represented in the School and wider community
- Encourage the pupils to take responsibility for their actions, for example respect for property, care of the environment and developing codes of behaviour

- Promote our specific CARE values of Creativity, Aspiration, Responsibility and Endeavour
- Reinforce the school's values through images, posters, classroom displays and exhibitions

Social Development

Social development is about young people working effectively and with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial society. It involves growth of knowledge and an understanding of society in all respects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations and roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of interpersonal skills necessary for successful relationships. (OFSTED).

The school aims to:

- Identify and inform pupil and parents of the key values and principles on which School and community life is based
- Foster a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- Encourage pupils to work cooperatively, for example as members of a group or team, and to provide corporate experiences, through for example, assemblies, team activities, residential experiences and school productions
- Encourage pupils to recognise and respect social differences and similarities
- Help pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect
- Help pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community
- Provide opportunities for engaging in the democratic process and participating in community life
- Provide pupils with the opportunity to exercise leadership and responsibility through various aspects of the taught school curriculum and in the daily life of the school.

Cultural Development

Cultural development is about pupils understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding and feeling comfortable in a variety of cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism (OFSTED).

The school aims to:

- Provide the opportunity for pupils to explore their own cultural assumptions and values
- Encourage pupils to study authentic accounts of the attitudes, values, and traditions of diverse cultures
- Recognise and nurture particular gifts and talents
- Provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encourage pupils to reflect on their significance
- Develop links with outside agencies and individuals to extend cultural awareness, for example through theatre, museum, concert and gallery visits, artists' visits; foreign exchanges
- Reinforce the school's cultural values through displays, posters, exhibitions, productions and events

Monitoring, Evaluating and Developing SMSC

Pupils are knowledgeable about other cultures and these are discussed in RS, MFL and PSHE/Life Skills lessons, and through Understanding the World and topic learning in the EYFS. The British Values curriculum is integral to the curriculum. Subject Coordinators in the Prep School are responsible for the monitoring and evaluating of SMSC in their subject areas, and for its further development where possible. The overall development of SMSC is monitored and reviewed by the Prep School Management Team (PSMT). Furthermore, there is a Chorister Coordinator, who takes additional pastoral responsibility for our choristers. The Chorister Coordinator also attends the whole school Welfare Meetings. Within the Prep School there are also staff trained in mental health first aid and ELSA. Themed staff meetings are timetabled on Monday evenings and staff briefings take place four times a week (early morning) on Monday, Tuesday, Thursday and Friday. In addition to this the EYFS and Key Stage 1 teams meet weekly. PSMT meets weekly and the academic team meets on a regular basis each short term. All meetings are minuted/recorded and safeguarding is always the first agenda item.

Peer Mentors in Years 5 and 6 do an excellent job following a thorough application and training process. There are many other opportunities for leadership/responsibility e.g. School Council, helping at Community Groups (e.g. Sing and Swim), Buddies, Librarians, Digital leaders, House and Sports Captains etc)

The Form and House System

Within the Prep School each pupil is a member of a class/form group and the class/form teacher is responsible for their academic, social and personal welfare. School values and aspects of SMSC are promoted through class/form time and for pupils in Years 3 - 6 through the delivery of the PSHE/Life Skills programme. Reflection time at the end of each day with the Form teacher is also a crucial time for SMSC education to be embedded.

Each child within the Prep School is also part of a House. In years 3 to 6: Drake, Livingstone, Nelson and Scott. The Pre-Prep have a similar house system whereby their houses are called; Blue Bears, Red Rhinos, Green Gorillas and Yellow Yaks. As Year 2 children enter into the Prep they transition into their linked House. Siblings are usually kept in the same house to reinforce family values.

We have two competitions running concurrently throughout the year.

- House Points
- House of the Week

- Each individual can earn house points by a variety of ways; academic work/progress, setting a good example or helping others. These points are then calculated and announced after each week. The winning house, after each week, is announced in assembly and the overall winning team is announced in prize giving at the end of the School year.
- House of the week is a competition whereby we ask the children to line up in their houses at the end of each breaktime. They gain points for being the most efficient and organised house. The winning house, after each week, is announced in assembly and the overall winning team is announced in prize giving at the end of the School year.

In the Prep School (Years 3 to 6) houses meet every third week, (see below).

House meetings and Assemblies.

House meetings are run by the house captains, announced each short term. Teachers are also assigned to a house to help facilitate and guide the older children in running their own assemblies. These can vary from organising indoor/outdoor games or challenges to developing aspects of the house identity ie. a house crest or house chant. The older children start doing this earlier in the year to set the example, based on their previous experiences and once the younger children are more comfortable we encourage them to participate in organising an assembly with the guidance of the captains. This helps the children with giving out instructions, time management and making decisions on the spot. Reinforcing our leadership and learning powers. Near the end of the year, we allow Year 2 to join in to help their transition into the Prep School for the next academic year.

Assemblies are an important time to tell stories, to think about what values and beliefs they share, and to pass on those values and beliefs to the next generation. Assembly is also a space in which we can be quiet, can reflect, can take a moment out of the bustle and drive of every day - a moment that is essential for well-being and happiness.

Prep School Assemblies: Our assemblies make a highly significant contribution to the articulation and demonstration of the values which the school wishes to promote and develop through what they applaud, encourage and disallow. Acceptance and celebration of diversity is often a theme in assemblies.

The Head of Prep School leads school assemblies, which address the pupils on a range of moral, spiritual, cultural and social issues and include a hymn, prayer or time for reflection/mindfulness. Our assemblies aim to provide the opportunity to create memorable learning for the pupils and are primarily well-being themed with **stories with a message i.e. looking after our environment/sustainability, learning powers and values** (e.g. creativity, curiosity, love of learning, open-mindedness, wisdom, enthusiasm, persistence, courage, honesty, fairness, teamwork, leadership, heart, kindness, friendship, gratitude, spirituality, humour, hope, forgiveness, self control, modesty, patience) and **helping children deal with difficult issues** such as friendship, social skills, bullying, health and safety, gender identity and sexuality, violence and anti-social behaviour, anxiety and self-harm, illness and bereavement,

child abuse as well as celebrating effort with awarding effort grade certificates, Sprout Points and Learning Power certificates. Assembly may also have a **mindfulness** section. Specialist Musicians from the Senior School provide high quality music at the start of a Wednesday assembly.

Friday assemblies are primarily celebration assemblies. We celebrate the achievements of children e.g. merits for **effort**, Head's **Commendations** and we also have a House of the Week for good conduct and teamwork and the '**Good Egg Award**' for acts of kindness, courtesy, generosity etc. Our focus **Learning Power** is introduced or reinforced. The children also participate in class and house assemblies and they often lead these themselves (with a rota).

Pre-Prep assemblies contribute significantly towards the personal, spiritual, moral, social and cultural development of our children from as young as two and a half. Our Learning Power for the week is introduced on a Monday, using the A. A. Milne characters to support understanding, children from two and a half attend this assembly. Throughout the week we rota PSHE, singing and RS focuses, including an assembly from the Head of the Prep School. All assemblies are finished with a short and simple prayer. Music is a key part of our assemblies; the children enter to music and are encouraged to listen, reflect and/or sing. Our Pre-Prep assembly song is 'Sing'. On Friday, we carry out our Achievement Assembly where we celebrate the Learning Power of the week, reward a child with The Golden Spoon for good lunchtime manners, and also reveal the weekly winner of the Humphrey Points.

At the beginning of the academic year we hold our own Prep School service in the Cathedral led by our School Chaplain and this includes all children from (EYFS, Key Stages 1 and 2) as well as staff and parents/grandparents/friends.

On St Andrew's Day, Ascension Day, Armistice Day and Harvest Festival: all pupils attend the service held on these days. We encourage the children to contribute e.g. playing the Last Post (bugle) on Armistice Day and also reading poems etc.

Learning Powers

Characteristics of learning are developed across the EYFS, Key Stage 1 and Key Stage 2 with reinforcement through assemblies and PSHE/Life Skills lessons and they are also embedded across all curriculum subjects.

Commitment to Health and Wellbeing

Alongside our PSHE/Life Skills lessons, our curriculum is fully committed to the health and well-being of our pupils.

- Form teachers are a crucial part of each pupil's individual development. Valuable time is given to this in the timetabled morning form time as well as reflection time with the Form Teacher at the end of the school day. In addition to this there are 'Let Me Know Boxes' in each classroom.
- A Well-being group is run by the School Counselling team, (overseen by the Prep School DSL). To meet once a week and open to all pupils who wish to discuss concerns or chat through any wellbeing matters. Form teachers will also signpost this provision if they feel it will be of use.

- There is Prep School representation on the School Welfare Team and Pastoral Team and several staff are qualified in Mental Health First Aid and we have an Emotional Literacy Support Assistant (ELSA) in each key stage.
- Choristers - The Chorister Coordinator liaises with School and Cathedral, parents and Choristers to ensure excellent pastoral care of the Choristers. They are also part of the Whole School Welfare Team. Annual parental engagement has been arranged and meetings also take place termly to discuss chorister life and individual choristers.
- PSHE/Lifeskills programme - health and wellbeing and relationships education
- Therapy dog - Rio visits on a regular basis dependent on availability.
- Counselling - is available on site through our professional team of counsellors and there is a newly appointed mental health nurse too
- A commitment to play spaces as well as quiet areas and a beautiful environment for reflection (Dennis the Menace Den, play areas, outside classroom...)
- Open Door Policy - allocated times for pupils, staff and parents to meet with either The Head or Deputy Head
- Regular staff briefings and the staff duty rota ensure effective communication of the well-being of all pupils
- Regular reinforcement of the pathways of communication children have available both internally and externally. These are supported by our 'Who to Talk to' posters which are placed across the Prep School.

The PSHE/ 'Life Skills' programme

Prep School: The PSHE/ Life Skills programme is delivered through timetabled lessons.

All pupils in Years 3 - 6 are taught by their Form Teacher. There is a clear connection between PSHE/Life skills education and SMSC. The Ofsted PSHE report highlights the relationship between a school's PSHE provision and overall effectiveness.

'PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic well being. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attributes and explore the complex and sometimes conflicting range of values and attributes they encounter now and in the future.' (PSHE Association 2019)

'PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives'. (PSHE Association 2019)

Our PSHE programme develops subject knowledge as well as the overarching concepts, essential skills and attributes. The learning opportunities are used flexibly and teaching takes into account pupils' development, readiness, cultural backgrounds and needs as well as prior learning, experiences and understanding. We promote the needs of all pupils, irrespective of gender, culture, ability or personal circumstance. We recognise the right for all pupils to have access to PSHE education which meets their needs. As far as is appropriate, pupils with special educational needs follow the same programme as all other pupils. Consideration is given concerning the level of differentiation needed, and in some cases the content or delivery is adapted.

We promote diversity and inclusion and expect our pupils to consider others' needs.

Lessons include skills such as:

- Active and reflective learning
- Effective teamwork and communication skills
- Developing social and emotional intelligence
- Target setting and setting personal goals
- Valuing each other and fundamental British values of democracy and law as well as mutual respect and tolerance of those with different faiths and beliefs
- Understanding and dealing with feelings - eg how to develop self awareness, esteem and confidence in themselves and others
- Right and Wrong - understanding the need for rules, code of conduct, respecting right and wrong with the British law (eg choices and consequences)
- Giving reasons for views and questioning those of others. Making judgements and decisions informed by reasons or evidence - democratic process in school and respect for the English law
- Forming strategies to deal with awkward situations/basic techniques for resisting pressure
- Questioning/criticism of others/reasoning
- Tolerance

Pre-Prep: SMSC education is provided by class teachers through specific focuses lending themselves to the planned topics, through focuses developed from feeding forward planning and through incidental observations. PSHE and topic focuses are outlined in long term plans and in the PSHE scheme of work.

Academic Subjects- Schemes of Work

Subject areas of the curriculum provide a forum for moral, spiritual, social and cultural development, including discussion of specific issues related to the subject matter being taught. Examples are given in the schemes of work in individual subjects.

Off-Site Trips and Visits

Wells Cathedral Prep School runs a range of regular off-site trips and activities, as well as residential trips both in the UK. For example: Young Shakespeare Schools' Festival, At Bristol, The Create Centre, Hauser and Wirth, Somerset Rural Life Museum, Wells Festival of

Literature, Skern Lodge outdoor Education (Years 5 & 6), Camping at Priddy (Year 4), Burcott Mill (Year 1), Tyntesfield House (Year 2). In addition to this, regular community visits are carried out across the school such as through the EYFS Welly Wednesday outings and the Year 2 shops and services trip. The rich and varied programme of the Arts programme in the Prep School extends these horizons for each and every pupil. Many of these provide explicit opportunities for the development of aspects of SMSC as part of their aims and objectives.

Extra-Curricular Clubs and Activities

Further opportunities for the promotion of social, cultural, spiritual as well as moral values are provided through the broad range of activities, on the games field and through team sports, in after school clubs, school visits and trips to sites and institutes of educational interest and involvement of pupils in concerts and performances and partnership with the Wells School of Performing Arts.

Responsibility and Leadership

The system of Sports Captains, Buddies, Librarians, and House Captains in the Prep School, provide both formal and informal opportunities for the pupils to exercise leadership, services and responsibility. Pupils are also encouraged to take an active role in the leadership and organisation of the School's clubs and societies and the student voice is highly valued through democratic leadership opportunities in School Council, the Well-being group, Peer Mentors and Digital Leaders.

Pupils are encouraged to take responsibility for organising others in the schemes of work in subjects where group work takes place.

Pupils play a key role in all School events, including Open Days, community groups such as 'Sing and Swim', Induction Days, Taster Days, and provide tours for visitors and guests to the school, including pupils and their parents. Pupils from the other year groups also assist with events when new or potential pupils arrive at the school.

Other relevant resources and school policies:

Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education February 2019

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

PSHE Policy:

[PS PSHE Policy](#)

Relationships Education, Relationships and RSE and Health Education Policy:

[Relationships Education, Relationships and Sex Education \(RSE\)](#)

Child Protection and Safeguarding Policy:

[WS Child Protection and Safeguarding Policy](#)

Code of Conduct policy:

[WS Code of Conduct Staff](#)

Prep School Behaviour Management Policy:

[PS Behaviour Management Policy](#)

The above policy also includes the following:

[Care Manifesto](#), [School Rules](#), [Alcohol and Drugs Misuse Policy](#), [Anti-bullying Policy](#),
[Detentions Policy](#), [Expulsion Policy](#), [Physical Restraints Policy](#), [Search and Confiscation Policy](#)

Prep School Anti-bullying Policy:

[PS Anti-Bullying Policy - Working Document](#)

E-Safety Policy:

[WS eSafety Policy](#)

Social Networking Policy:

[WS Social Networking Policy](#)

Accessibility Plan:

[Accessibility Plan \(final revision\) \(same as on main drive body\)](#)

Equal Opportunities Policy:

[WS Equal Opportunities Policy](#)

Visiting Speaker - policy and procedures:

[WS Visiting Speaker Policy and Procedures](#)