Widford Lodge

PREPARATORY SCHOOL

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Spiritual, Moral, Social and Cultural Development Policy

This policy applies to all pupils at Widford Lodge School including those in the EYFS

Reviewed and Approved by the Proprietor: January 2020

Next Review: January 2021

Introduction

At Widford Lodge we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn, achieve and to prepare for adult life. We follow a broadly Christian ethos but welcome pupils of all faiths. We aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. This is embedded throughout all aspects of school life.

Fundamental British values are actively promoted. These include democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Opinions or behaviour by pupils, staff, parents/carers that contradict these values will be challenged. Religious and political indoctrination are prohibited in all school activities, including extra-curricular activities. Christian values serve to promote understanding and tolerance of all.

Where political issues are brought to the attention of pupils, we strive to ensure that there is a balanced presentation of opposing views. Staff also recognise their responsibility to act professionally, including by not seeking to convince pupils that a particular political position is correct or trying to impose their own views on pupils. They also recognise their responsibility not to discriminate or present extreme views without balance on topics such as age, disability, marriage and civil partnership, sex, race, gender, sexual orientation, religion or belief or lack of these, pregnancy and maternity. Visiting speakers are welcomed, but are vetted and the content of their presentations agreed beforehand and a balance of views is achieved.

Some of the ways in which these values are actively promoted at Widford Lodge	
Democracy	School Council members are elected by the pupils. Pupil voice, as well as parent/carer voice, plays an active part in developing school improvement priorities. In all aspects of school life, pupils are expected to contribute, co-operate and consider the views and needs of others. Opportunities such as general and local elections are used to illustrate how representatives are elected. Pupils take part in mock elections. Pupils consider how democracy works in Britain, in contrast to other forms of government in other countries. In many subjects, pupils are encouraged to formulate and defend points of view.
Rule of law	Staff consistently reinforce high expectations of pupils through reference to our school rules. Children help to devise classroom rules. Pupils are taught that rules exist to protect everyone and to promote fairness. Pupils are taught that there may be consequences when rules are disregarded. Pupils are taught to distinguish right from wrong and to respect the civil and criminal law of England. Pupils acquire a broad general knowledge of and respect for public institutions and services in England.
Individual liberty	Pupils are encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils consider what makes a 'good' choice. Pupils are encouraged to express their views and teaching and learning incorporates their preferences and interests when appropriate.

	Children are encouraged to form and express their own opinions and challenge those of others in a respectful manner. Children are encouraged to show initiative and to develop their sense of self-knowledge, self-esteem and self-confidence.
Mutual respect and tolerance of those with different faiths and beliefs	An ethos of respect and tolerance permeates all areas of school life. A climate within which pupils feel safe, secure and valued is fostered. Staff consistently model and promote the behaviours and attitudes that are the foundation of positive relationships. Pupils appreciate and respect their own cultural traditions as well as those of others. Tolerance and harmony are promoted and any divisive language or behaviour is challenged. Teaching resources from a wide variety of sources are used to help pupils understand a range of faiths and cultures. In all subjects, but particularly RE, MFL, PSHEE and Geography, pupils develop an appreciation of and respect for a wide range of faiths and cultures from around the world. Respect and understanding of others is promoted, particularly with regard to the protected characteristics set out in the 2010 Act.

Widford Lodge strives to develop the whole person by:

- fostering an environment in which all pupils are happy, secure, confident and valued.
- stimulating all pupils to achieve their academic potential.
- encouraging the development in each pupil of spiritual and moral values, self-discipline, responsibility, and respect for others and the environment.
- offering a wide range of enriching extra-curricular activities.
- promoting independent thinking and lifelong learning.
- nurturing a positive relationship with parents and the wider community and encouraging pupils to contribute positively locally and to the wider society.
- supporting and developing enthusiastic, dedicated staff who feel committed to the school.

Definitions (Ofsted School Inspection Handbook December 2017)

Spiritual

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Moral

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England

- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

To ensure pupils' spiritual, moral, social and cultural development, we will aim:

- to ensure education is holistic rather than focussed narrowly on purely academic aspects of learning
- to ensure a consistent approach to the development of SMSC understanding throughout the curriculum and the general life of the school
- to provide a rounded education including learning how to work and play together, understanding and respecting others' points of view, respecting and applying rules and understanding why these exist
- to ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- to prepare pupils to contribute to society and culture throughout their lives, and enable them to participate actively and positively in the life of the school, their local community and wider society
- to use teaching resources from a wide variety of sources to help pupils understand a range of faiths
- to encourage pupils to value themselves and their unique contributions to their own and others' lives, and in turn to celebrate others and their qualities and abilities
- to enable pupils to develop their self knowledge, self esteem and self confidence
- to facilitate group activities that encourage co-operation and initiative

- to give pupils responsibility within the school setting, for example School Council representatives, buddies, Form 6 positions of responsibility for their Houses, sports, charity representatives and Head and Deputy Head Boy and Girl
- to provide opportunities for pupils to interact positively with people of different cultures and faiths

Delivery

Parts of SMSC development may be covered in explicit lessons but will mostly be delivered implicitly through all aspects of school life including;

- School ethos and procedures, positions of responsibility, rules, codes of conduct, behaviour management and strategies
- Assemblies, house Activities and competitions, form periods, School Council, charity fund raising
- Mindfulness activities in weekly form periods
- PSHEE lessons
- Promoting healthy lifestyles through food and physical activity
- Religious Education lessons
- All Curriculum subjects
- Extra-curricular clubs and activities, trips and outings, visitors to the school
- Promoting knowledge about how public institutions and services operate and respecting and understanding their importance in a modern, civilised society
- Musical, artistic and creative performances
- Prep School weekly activities sessions

Links with the wider community

- A strong home-school link is regarded as important, enabling parents and teachers to work in effective partnership to support each pupil
- Visiting speakers and theatre groups are welcomed into the school
- Annual Carol Service at Chelmsford Cathedral, spring concert and infant music festival at Christ Church and Leavers' Service at St Mary's Church
- Regular trips to museums, theatres, places of interest are organised for all pupils
- Pupils are regularly involved in fundraising events for local, national and international charities
- Opportunities to visit other schools for sporting fixtures and music festivals
- Pupils visit and sing to elderly residents at Miami House
- Pupils and staff provide workshops and hold quizzes with Moulsham Junior School
- Purchase of a community defibrillator with donations from local businesses and school parents, located on school drive and details given to neighbours
- Pupils visit Widford Village Hall to see local residents voting
- Invitations to neighbours to school events

SMSC within the EYFS

Spiritual

Pupils' spiritual development is shown by their:

- ✓ ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- ✓ sense of enjoyment and fascination in learning about themselves, others and the world around them
- ✓ use of imagination and creativity in their learning
- ✓ willingness to reflect on their experiences

	Area of Learning	Experiences
Prime Areas	PSED	Within the EYFS we encourage children to build relationships and share their own experiences whilst in the playroom and role play areas. Children bond with their key workers and use them as secure base from which to explore. Children may form special friendships with other children and they learn to initiate conversations and take account of what others say. Children are encouraged to be independent and we use activities to build self-esteem. Children express their own preferences and interests during free play times both inside and out. We use activities such as circle time and show and tell to encourage children to describe themselves in a positive way and talk about their abilities.
	PD	During music and movement sessions, we ensure children use their imagination to move freely, with pleasure and confidence in a range of ways.
	CL	We ask children to listen to others and then help them to ask questions about why things happen. During our activity sessions, we give children the opportunity to learn so they can give their own explanations as to why things happen or how things work. Staff model language and use vocabulary focused on objects and people that are of particular importance to the children. The children then use language to imagine and recreate roles and experiences in play situations.
Specific Areas	L	Children enjoy listening to stories with increasing attention and can recall events that have happened in the story. They are able to describe main story settings, events and principal characters. Children show interest in illustrations and print in books and print in the environment. We find the children's vocabulary is increasingly influenced by their experiences of books. Children learn about faith, feelings and values through books and information in their everyday environment. Children use their knowledge and imagination to give meaning to marks they make as they draw, write and paint.
	M	During activities using construction toys, playdough or natural materials found in the environment, children use familiar objects and common shapes to create and recreate patterns and build models.
	UTW	We celebrate each child's individual abilities and plan activities based on their interests. Children begin to understand the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. Children will ask questions about aspects of their familiar world such as the place where they live or the natural world.

	EAD	During free play sessions children begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces, they join construction pieces together to build and balance. They uses simple tools such as scissors, blunt knives and gardening equipment competently and appropriately. The role play area is used to ensure children can use what they learn with us to recreate roles, based on their own first-hand experiences.
Moral Pupils' moral development is shown by their: ✓ ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England ✓ understanding of the consequences of their behaviour and actions ✓ interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.		
	Area of Learning	Experiences
Prime Areas	PSED	Staff encourage children to listen and respond to what others say. Children have opportunities to explain their own knowledge and understanding, and are encouraged to ask appropriate questions. Staff help the children to take steps to resolve conflict with other children. We read stories about being kind to others and carry out activities that help children learn about their own actions. Staff help the children learn that some actions can hurt or harm others. We aim to help children to inhibit their own actions or behaviours, so they can stop themselves from doing something they should not.
	PD	We talk to the children about how to treat others and we have simple rules we follow to keep each other safe. The children then learn from these rules and begin to recognise danger and seek help and support from significant adults. Hopefully then children will practice some simple appropriate safety measures without direct supervision. People come to visit the preschool to tell us about their occupations, children learn about law from police officers, fire safety from firefighters and health from doctors and other professionals.
	CL	Children's vocabulary will become more complex as they learn. They can then use this language in their play. Children use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
Specific Areas	L	Children listen to stories with increasing attention and recall, they will learn about moral and ethical issues through storybooks and information from iPads. Children can describe the main story settings, events and principal characters.
	M	Children show curiosity about numbers by offering comments or asking questions.
	UTW	We teach the children to look after each other, the toys and books and respect adults and children. The hope is that children will show care and concern for living things and the environment.
	EAD	During music and movement activities, we help the children to initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

Social

Pupils' social development is shown by their:

- ✓ use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- ✓ willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- ✓ acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

	Area of Learning	Experiences
Prime Areas	PSED	We aim to give children the tools to play in a group, encouraging them to extend and elaborate on their ideas. Children will begin to initiate play, offering others cues to join them and take turns and share resources. We explain we have rules in the preschool that help children to know what is expected of them and hopefully they take their own steps to resolve conflict with other children. During free play time children will form good relationships with peers and familiar adults. We allow children to expresses their own preferences and interests. We give children the chance to visit different places in the school, such as the reception class or the main school assembly. This way the children are more comfortable and outgoing towards unfamiliar people and more confident in new social situations. We encourage children to express their own feelings such as sad, happy, cross, scared, or worried.
	PD	Staff explain the need for safety when tackling new challenges. Children will then feel comfortable to take risks or practice some appropriate safety measures without direct supervision.
	CL	Children listen and respond to ideas expressed by others in conversation or discussion.
Specific Areas	L	We aim to teach the children fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, through books, stories, discussions etc.
	M	Children begin to understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.
	UTW	Staff help children to recognise some of the things that make them unique, and can talk about some similarities and differences in relation to friends or family.
	EAD	Children develop preferences for forms of expression. They can use a range of media to capture experiences. Through role play activities children will introduce a storyline or narrative into their play, we encourage them to play cooperatively as part of a group to develop and act out a narrative.

Cultural

Pupils' cultural development is shown by their:

- ✓ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
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- ✓ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
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	Area of Learning	Experiences
Prime Areas	PSED	Staff are role models for the children, we demonstrate friendly behaviour and hope the children learn from this. As children grow and develop with us, we encourage them to explain their own knowledge and understanding, and asks appropriate questions of others. During circle time we help children to feel confident to speak to others about own needs, wants, interests and opinions. We give children the chance to visit different places in the school, such as the reception class or the main school assembly. This way the children can usually adapt behaviour to different events, social situations and changes in routine.
	PD	We give children the opportunity to move freely and with pleasure and confidence in a range of ways both inside and outside.
	CL	Children use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
Specific Areas	L	When reading books children are taught that print carries meaning and, in English, is read from left to right and top to bottom. Children use vocabulary and forms of speech that are increasingly influenced by their experience of books. We aim to teach the children to write their own name and other things such as labels or captions. Children that are more confident will attempt to write short sentences in meaningful contexts.
	M	We encourage children to find numerals in their everyday environment. They begin to recognise patterns and shapes and show an awareness of similarities of shapes in the environment or notices simple shapes and patterns in pictures. We use role-play situations to learn about the world around us, such as going to the shops and children begin to use everyday language related to money.
	UTW	During group discussions children begin to show an interest in the lives of people who are familiar to them and they talk about significant events in their own experience. We celebrate birthdays and children recognise and describe special times or events for family or friends. We have visitors to the school who will teach the children about their occupations and children will show interest in different professions and ways of life. We ask children to bring in photographs that show their family customs and we encourage the children to share these with the other children and staff. Children are taught to use simple technological toys and ICT hardware to interact with age-appropriate computer software.

	EAD	We listen to different types of music and celebrate festivals. Children begin to build a repertoire of songs and dances. Throughout the year children begin to notice what adults do and will imitate what they have observed when the adult is not there.