



## AVONDALE PREPARATORY SCHOOL

### Spiritual, Moral, Social, and Cultural (SMSC) Education Policy

At Avondale Preparatory School, we are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are woven into our curriculum and the ethos of the school, fostering a community where pupils grow as thoughtful, responsible, and well-rounded individuals.

#### **What is Spiritual, Moral, Social, and Cultural Education?**

##### **Spiritual Development**

The spiritual growth of our pupils is demonstrated by their:

- Ability to reflect on their own beliefs, whether religious or otherwise, and how these influence their perspective on life.
- Respect for and interest in other people's feelings, values, and faiths.
- Sense of enjoyment and curiosity in learning about themselves, others, and the world, including the intangible.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their own experiences and learn from them.

##### **Moral Development**

The moral development of our pupils is shown by their:

- Understanding of right and wrong and their readiness to apply this knowledge in their own lives.
- Respect for the laws of England and the values these laws represent.
- Awareness of the consequences of their actions and behaviours.
- Engagement in exploring and forming reasoned opinions on moral and ethical issues while appreciating differing perspectives.

##### **Social Development**

The social growth of our pupils is shown by their:

- Ability to use social skills in diverse contexts, including working and socializing with peers from a range of religious, ethnic, and socioeconomic backgrounds.
- Willingness to participate in various social settings, cooperate effectively, and resolve conflicts amicably.
- Enthusiasm for volunteering and contributing to the school and local community.
- Interest in understanding how communities and societies function at different levels.
- Embracing the British values of democracy, rule of law, individual liberty, mutual respect, and tolerance for others, allowing them to engage fully in life in modern Britain.

##### **Cultural Development**

The cultural development of our pupils is demonstrated by their:

- Understanding and appreciation of the diverse cultural influences that shape their heritage and that of others.
- Active participation in artistic, musical, sporting, mathematical, technological, scientific, and cultural opportunities.
- Awareness and respect for the diverse cultures within the school, locally, and globally, as a key part of preparing for life in modern Britain.

- Celebration and acceptance of cultural diversity, shown through their attitudes towards different religious, ethnic, and socioeconomic groups in local, national, and global contexts.

## Planning and Implementation

At Avondale, we ensure SMSC development is incorporated across the curriculum and through the wider life of the school. Teachers carefully plan opportunities for SMSC development in:

- Cross-curricular activities that encourage broad engagement.
- Dedicated sessions such as PSHE (Personal, Social, Health, and Economic Education), RE (Religious Education), and Circle Time discussions.
- Assemblies, school events, and extra-curricular activities that celebrate diversity and promote shared values.

How we make provision for children's Spiritual, Moral, Social and Cultural Development across the school?

Spiritual Development	
Provision	How it is evidenced
Religious Education Curriculum Assemblies Opportunities for quiet reflection Outdoor education Whole school Values Extended school Activities	RE curriculum plans, include a multi-faith approach based. Visiting places of worship Whole school assemblies Celebrations of Values- #The AvondaleWay Writing Star of the week. Gold Cards Outdoor learning Opportunities Residential visits Charity events- Children in Need, McMillian Coffee mornings and much more. Harvest, Christmas and Easter celebrations Time to reflect upon learning & experiences

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

Moral Development	
Provision	How it is evidenced
School Behaviour Policy and Code of Conduct Religious Education curriculum Pupil Voice Taking part in Charitable projects	Regular reviews of behaviour Celebration of children achieving in rewards assemblies Anti-bullying activities E-Safety teaching Whole school Assemblies Explicit discussion of school values Circle times Peer mediators Reception Buddies Student Council Student run Charity events Performing in church & nursing home

We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values -for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Social Development	
Provision	How it is evidenced
PSHE Curriculum Working together in teams Extra-curricular activities Outdoor Education PE curriculum Cross phase working	During Class Sports Leaders Residential visits Educational visits Afterschool clubs Participation in Music Events Peer mediators Reception Buddies Student Council Participation in Charity support: Children in Need, Red Nose Day, etc Student run events Participation in Sporting events School House sports competitions

We recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour ·Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, and the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based

- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, and school productions
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Cultural Development	
Provision	How it is evidenced
School Visits Arts Curriculum MFL	School visits to museums, galleries, concerts, Meeting authors Opportunities to take part in school productions and performances Opportunities for individual instrumental lessons Visits from people of different cultures MFL teaching Sports Day

Children learn about and experience the diversity of other cultures both within modern Britain and throughout the world. Children who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits where possible.

Revised October 2024

Signed as read:

Signature: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_