

Avenue Pre-Preparatory School and Nursery

SMSC Policy (Social, Moral, Spiritual & Cultural Policy)

Date of Policy: September 2021

Date of review: September 2022

Authorised by: Mary Fysh, Principal and Martin Ayres, Chair of Advisory Board

At Avenue Nursery and Pre-Preparatory school high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

AIMS

At Avenue Nursery Pre-Preparatory School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the children to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will aim to be honest with themselves and with others.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross curricular activities as well as during our weekly assemblies and in specific PSHE, RE and weekly Circle Times.

Spiritual Development

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

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. The school has arrangements in place whereby independent counselling and mindfulness services are available to children in order to promote their individual wellbeing. Such provision will only be commissioned with the full consent of parents or guardians.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral Development

At The Avenue Pre-Preparatory School, we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- 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 reassess 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, gender, 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, respecting one another (please see Child Protection policy and references to sexualized behaviours);
- 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.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school and the Golden Rules. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

Social Development

At The Avenue 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, gender, religious and other forms of equality.
 - Encouraging pupils to work cooperatively.
 - 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, off site visits and school productions.
- Helping pupils develop personal qualities which are valued in a civilised society, for honesty, respecting differences, moral principles, independence, interdependence, self-respect and an 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.
- Monitoring in simple, pragmatic ways, the success of what is provided.

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. Pupils 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 pupils' 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, etc, as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.
 - Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.