



## SMSCD Policy

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**Version 1.2**

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At Daffodil Preparatory School, we believe that every child should be given the opportunity to develop to the highest standard academically, with good morals, social skills and cultural awareness to become a well-rounded individual. Through our Vision, Ethos and Aims, at Daffodil Preparatory School we provide this opportunity for our children and are pleased to do so within our school environment.

We anticipate all applicants to give their commitment, respect and wholehearted support to uphold and maintain our school ethos and values. In line with our values, we do not tolerate extreme religious or political views in any capacity. This includes any views which are prohibited under the law as well as those views that contravene our ethos and stance or equality, tolerance and respect for all, regardless of race, gender, faith (or none) or sexual orientation or gender preference.

## 1 AVAILABILITY OF THE POLICY (REG 33(B))

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This policy is available to all parents and carers:

- On the school website: [www.daffodilprepschool.org.uk](http://www.daffodilprepschool.org.uk)
- In printed form upon request from the school office

## 2 INTRODUCTION

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At Daffodil Preparatory School, we are committed to the spiritual, moral, social, and cultural development of every pupil as an integral part of their education. We recognise that SMSC development underpins both academic achievement and personal growth, preparing pupils to become confident, respectful, and responsible members of society.

This policy outlines how we embed SMSC across the curriculum and wider school life, ensuring that pupils are encouraged to reflect on their beliefs and values, develop a strong moral framework, build positive relationships, and appreciate cultural diversity.

Our approach is aligned with the **Independent School Standards Regulations (ISSRs)** and the expectations of **Ofsted**, which require schools to actively promote SMSC and the **fundamental British Values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

By fostering pupils' SMSC development, we aim to nurture well-rounded individuals who are prepared not only for the next stage of their education, but also for life in modern Britain and an increasingly interconnected world.

### 3 AIM

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At Daffodil Preparatory School the promotion of pupils' Spiritual, Moral, Social and Cultural education is related to the whole life of the school.

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values. Our aim is to develop our children into confident, well-mannered, law-abiding, British citizens who demonstrate academic skills, knowledge and mutual respect.

Of particular importance in promoting SMSCD is the example set by adults in the school, the quality of relationships which enforces our ethos. We hope that this is reflective of the examples set at home and in the community.

The connection between good results in the curriculum and high standards in SMSCD is widely acknowledged and is evident in a significant number of OFSTED reports.

The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years in general.

### 4 DEFINING SMSCD

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At Daffodil Preparatory School we believe that:

**Spiritual Development** is an understanding and reflection of one's own faith and an interest and tolerance for those of other faiths or none. Spiritual development is therefore, about the wonderment of creation and development of a person, and using this reflection to gain a strong sense of identity, self-worth, meaning and purpose. All areas of the curriculum should contribute to pupils' spiritual development, through use of imagination and reflecting on all experiences.

**Moral Development** is acquiring a knowledge and understanding of what is right and wrong, aligned with the law of the land, and will develop their personal behaviour. It is the basis upon which pupils may develop the ability to make judgements about how to behave and recognise consequences of the behaviour of themselves and others. It is learning that society has some shared and agreed values and that these may change and there are issues where there may be disagreement. Moral development is understanding the range of views, and developing an informed opinion on these views.

**Social Development** refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in the school community and wider society. It is about functioning effectively in a multi-racial, multi-cultural and multi-faith society and developing into a tolerant and helpful individual with the inter-personal skills required for successful relationships. This also includes understanding people, institutions, structures, political principles, roles and responsibilities and life as a member of a family, a workplace or a citizen in general.

**Cultural Development** refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. This is to include the British culture in which they live, the history and values that have been inherited and continue to grow, which shape our way of life, and also include the heritage of their families and other people around them which would invariably be of different religious and ethnic groups. It is about understanding and feeling comfortable with a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by art, media, sport, travel and the internet. Ultimately about acceptance and celebration of our diversity in the human race.

## 5 OUR AIMS ARE TO DEVELOP OUR CHILDREN IN ALL AREAS AS OUTLINED:

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To enable pupils to develop their self-knowledge, self-esteem and self-confidence

Promote teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns.

Teachers to act as role models of the desired values in pupils.

- Ensure an environment is created where every child may reach their potential regardless of gender, race or disability.
- Help pupils be aware of their potential and support them to achieve it.
- Support and encourage a child's religious beliefs in ways which are personal to them.
- Provide opportunities for spiritual development through learning outside the classroom, art, drama, museums, historic buildings, etc
- Encourage exploration and analysis of their own interest and what interests and inspires others.
- Encourage pupils to reflect and learn from reflection.
- Encourage individual endeavour and celebrate achievement and success, both within and outside the classroom.
- Encourage pupils to work and cooperate as part of a team.
- Provide opportunities for pupils to develop leadership skills and challenge so they can take care of themselves and others.

To enable pupils to distinguish right from wrong and to respect the law.

- Teach pupils how today's legal system has evolved and why it is important, and help them to understand the law and the importance of abiding by it.
- Provide a clear framework of values and behaviours which are promoted consistently through all aspects of the school, with teachers as role models.
- Inform parents of school ethos and procedures so that what is learnt at school can be supported at home.
- Give opportunities across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities.
- Reward good insight and behaviour.
- Teach the importance of being a good citizen and what citizenship is.
- Discuss in an informed and balanced way breaches of agreed moral codes where they arise, and their impact on society and themselves.
- Provide models of virtue through literature, humanities, sciences, arts, assemblies, relevant role models, and acts of worship.
- Reinforce the importance of a cohesive, harmonious, law abiding society through visual displays, exhibitions.
- Address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote racial equality.

To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life.

- Create a sense of community, with common and inclusive values which ensure that everyone regardless of ethnicity, nationality, gender, ability or beliefs can flourish.
- Encourage pupils to work cooperatively.
- Provide positive group activities, such as assemblies, team activities, outings.
- Encourage responsibility for behaviour, respect for property, care of the environment and codes of behaviour.
- School linking to give pupils the chance to mix with other pupils from different areas, cultures and faiths.
- Help pupils to develop personal qualities which are valued in society, like thoughtfulness, honesty, respect and sound morals.
- Provide opportunities to participate in different communities.
- Provide opportunities to exercise leadership and responsibility.
- Ensure that through lessons and other settings, opportunities are provided for pupils to demonstrate initiative, develop interests and organise activities for themselves and others.

To provide pupils with a broad general knowledge of public institutions and services in England.

- Teach pupils about democracy and citizenship, and the importance of being a good citizen.
- Ensure all pupils have a voice that is listened to.
- Ensure that pupils are aware of their rights and the rights of others as human beings.
- Teach pupils about what public institutions and services are available, what they are for and how they are funded.
- Provide positive and effective links with the world of work and the wider community.

- Provide opportunities for pupils to learn about and engage in local and national democratic processes, including democratic processes within school, such as the school council.

To assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

- Provide opportunities for pupils to explore their own cultural assumptions and values.
- Provide opportunities for pupils to participate in literature, drama, art, crafts and other cultural events and encourage reflection on their significance.
- Provide opportunities for children to mix with children from other cultures.
- Give opportunity to explore different values, beliefs and cultures through a variety of approaches, including discussion and debate, in order to gain understanding.
- Present authentic accounts of attitudes, values and traditions of diverse cultures.
- Develop partnerships with outside agencies and individuals to extend pupils cultural awareness; museums, gallery visits, artists, etc
- Expand the quality and nature of opportunities for pupils to extend their cultural development across the curriculum, particularly developing an understanding of cultures in the UK.

## **6 ROLE OF SMSCD LEAD**

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The named lead has responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development. The lead will keep in touch with national developments and will act in an advisory capacity, supporting colleagues. Staff meetings may be used for discussion and the update of information. They will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.

## **7 ROLE OF HEADTEACHER**

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Lead, manage and monitor the implementation of the SMSCD policy, including monitoring teaching plans and the quality of teaching in classrooms.

Keep the governing body informed about the progress made.

Ensure that SMSCD remains a high profile in the school's development work.

Deploy support staff to maximise support.