



Notting Hill Preparatory School

2.2 Policy for Spiritual, Moral, Social and Cultural Development

(EYFS & KS1-3)

Reviewer responsible: **Deputy Head Pastoral**
Reviewed by: **HF**

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SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

At NHP, we aim to nurture happy, well-rounded children who are motivated to explore and discover. At NHP, they will learn to appreciate not only their own selves, abilities, liberties and rights, but also those of others.

Central to our philosophy is the belief that the educational process is not only about gaining knowledge and acquiring essential skills, but also about the personal development of each child in the fullest sense: spiritual, moral, social and cultural development.

The school ethos, with its emphasis on the day-to-day quality of relationships and the fundamental tenet of respect, together with the expectations and priorities of our code of behaviour, provide a framework which supports the personal development of each child in the fullest sense (**See Appendix 1: *To Think To Thrive***).

Through our use of creative thinking skills, a spirit of reflection permeates the school from Reception to Year 8, allowing children to reflect on their performance and behaviour and the impact these can have on their own learning and happiness, and that of others. School policies which provide the framework for our school ethos include: **Safeguarding and Child Protection, Dealing with Bullying, Pastoral Care and Managing Behaviour**.

That ethos infuses the day-to-day life of NHP.

Aims of the school and this policy

- To help pupils build their self-knowledge, self-esteem and self-confidence
- To enable pupils to distinguish right from wrong and to respect the laws of England
- To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- To promote in pupils a participatory attitude to (school) life and democracy and an understanding of why it is so important to participate in democratic processes and affect decision making
- To give pupils a wider knowledge and appreciation of the world around them
- To encourage in our pupils respect for other people and to reject discrimination on the grounds of race, colour, religion, gender and background
- 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
- To give our children the knowledge and skills to be able to enjoy a broad and challenging curriculum, and build self-esteem

These aims are addressed through four strands of development: spiritual, moral, social and cultural.

Spiritual development

Notting Hill Prep is a non-denominational school. We recognise and appreciate the beliefs, customs and traditions that children of all religions and backgrounds bring into the school. Spiritual development depends on children being encouraged to think, explore and discuss. We help children to develop awareness of, and insight into, the faiths, values, attitudes, experiences and reflections that give direction and meaning to people's lives. Significant festivals and feast days of the major religions are brought to the attention of all children either in assembly or in class presentations. Children who practise their faith are allowed to be absent from school for days of religious observance.

Religious Education is a timetabled subject throughout the school (except in Reception where it is included in Topic lessons under Knowledge and Understanding of the World), and cross-curricular links are made wherever possible.

Aims

- To actively promote in the children an understanding and appreciation of religious belief and tolerance of other faiths, cultures and traditions
- To help children to recognise the right of others to hold different views and to show respect for other customs and traditions
- To promote in the children a sense of awe and wonder in response to the universe
- To aid children in the expression of feelings and emotions and the knowledge of when and how it is appropriate to express them
- To recognise the importance of intellectual curiosity
- To promote an appreciation of music, art and literature, in relation to different religions and traditions

Moral development

Moral development is concerned with a pupil's knowledge and understanding of what is 'right' and 'wrong' and how this is reflected through intentions, attitudes and behaviour. It is our aim to help pupils develop a set of moral beliefs and values. We expect high moral standards from all members of the school community and children need to understand that the harmony of a social group depends on acceptance of rules and codes of behaviour.

Aims

- To help our pupils discriminate between right and wrong and make ethical choices
- To develop a sense of self discipline
- To develop a sense of responsibility in pupils for their own actions and a sense of responsibility towards others
- To stress the importance of honesty and truthfulness
- To develop sensitivity to the feelings, needs and rights of others
- To appreciate the importance of being kind to others
- To reject unkindness, cruelty or bullying
- To reject all forms of prejudiced behaviour towards others based on class, race, sex, gender identity, religion or nationality
- To develop generosity of spirit and a willingness to help others
- To develop a sense of pride in unique gifts and talents and build up self-confidence and self-worth while maintaining natural modesty and lack of arrogance

Social development

Social development concerns the acquisition of skills and qualities necessary for contributing positively to the well-being and harmony of the school society and, in addition, the wider community. School should help to complement and extend the social values of home and society in general. Children should develop a sense of their own identity within the 'school family' to which they belong. Social and moral development are closely related.

Aims

- To provide opportunities for pupils to work in groups and in pairs
- To provide opportunities for boys and girls to experience working cooperatively together
- To provide opportunities for pupils to take on responsibilities and roles of leadership
- To help pupils to learn to respond to ideas and suggestions of others – to work towards a common goal
- To provide opportunities for pupils to be involved in decision-making processes and understand why participation is so important
- To help pupils develop the habits and attitudes to life and learning that will enable them to thrive in later life

Cultural development

This area of development is principally concerned with pupils' understanding and appreciation of the music, art, literature, drama, poetry, science and technology of the society in which they live. Not only is there a need to develop and strengthen the cultural interests which pupils already possess, but also to introduce them to a range of skills and ideas which will allow them to develop new interests. Cultures change and it is important for children to learn about the past and how it influences and changes the future. We need to ensure that children are conversant with their own cultural traditions while recognising the richness and diversity of others.

Aims

- To provide pupils with knowledge of their own historical, social, religious and aesthetic traditions and practices
- To introduce pupils to the key features of other major cultural groups within our society and help develop understanding of the diversity of religious, social and ethnic traditions
- To promote an appreciation of the great cultural heritage of our own and other civilisations
- To encourage personal involvement and achievement within a range of cultural fields such as literature, music, art and design, technology and sport.

Assembly

Assemblies at NHP are an important time for children and staff to join together in reflection. They help to develop the children's spiritual, moral, social and cultural awareness and understanding, as well as applauding achievements and celebrating beliefs and customs. Special visitors and guest speakers are invited from time to time to talk on a wide range of topics and themes, passions and experiences from far and wide, giving pupils the opportunity to appreciate the lives and endeavours of others and to gain a sense of the rich diversity of their world.

Assemblies will often relate to a Habit of the Week, a local, world or religious event or some aspect of courtesy and community spirit. Assemblies also provide an opportunity to recognise and applaud endeavour and achievement, both individual and collaborative: House Points, Students of the Week and Laudatio Certificates are awarded; running House Point totals are announced by the House Captains. Children may also be invited to play, sing, perform, recite or contribute in an active way to these morning gatherings.

Lower School, Middle School and Upper School assemblies are held every week in either the OB, JCB or PGB Halls. Class assemblies from Reception - Year 8 are timetabled during the course of the year. These may focus on an area of interest within the curriculum, an NHP Habit, or a general topic relating perhaps to an ethical question or some world event or item of news. Parents and siblings of the children that are performing are invited to attend, as well as other classes in the school on a rota basis (the Halls being too small to hold parents and all pupils in the school at one time).

Leadership assemblies take place in the Upper School, giving pupils a platform to present their knowledge, experiences and areas of interest, through the NHP Leadership Scheme. Our young people develop a range of skills and attributes such as resilience, confidence, organisation, commitment, drive, self-awareness, empathy, team work and problem solving, which support them to develop into well-rounded young people.

Weekly music assemblies are occasions for reinforcing a sense of unity and shared identity in the school as well as enjoying an uplifting start to the week through song (hymns or school songs) and solo or group performances by pupil musicians, the school choirs or the Director of Music.

We believe that an effective assembly will:

- reflect an awareness of shared values and beliefs whilst promoting greater understanding of differing viewpoints
- include everyone in its scope
- help the children to develop a sense of their own identity and worth
- be thought-provoking
- promote a sense of occasion

- provide opportunities for everyone to contribute
- promote an awareness of human achievement, celebration and joy
- have a clear sense of purpose
- contribute to the educational experiences of the children
- enhance the children's understanding of the ethos of the school

PSHE, Fundamental British Values and SMSC Log

Our varied curriculum and extra-curricular activities focus on keeping children safe by promoting the Fundamental British Values of Democracy, The Rule of Law, Individual Liberty and Mutual Respect and Tolerance. Please see **Curriculum Policy** for examples of how British Values are promoted both in the curriculum and in the wider school community.

In order to ensure that all NHP pupils understand these values, the School aims to:

- give its children access to careers guidance which is impartial, and enables them to make decisions about a broad range of career options
- provide an effective preparation of its pupils for the opportunities, responsibilities and experiences of life in British society
- promote tolerance and harmony between different cultural traditions by enabling its pupils to acquire an appreciation of, and respect for, their own and other cultures
- actively promote the Fundamental British Values of Democracy, The Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of those with Different Faiths and Beliefs
- enable pupils to distinguish right from wrong and to respect the criminal and civil law of England and Wales
- give pupils a broad general knowledge of, and respect for, public institutions and services in Britain
- encourage in its pupils a respect for democracy and support for participation in the democratic process, including respect for the way law is made and applied in England
- actively encourage among its pupils respect for other people, with particular reference to protected characteristics under 2010 Equality Act

In order to account for the how we are promoting these values, NHP keeps a rolling log of evidence, showing how and when we discuss these important aims with the children in our care. Our **SMSC log** identifies which strands of SMSC, PSHE or the Fundamental British Values are covered within each event.

Achieving the aims

The spiritual, moral, social, cultural (SMSC) aspects of a pupil's development do not form part of any separate curriculum scheme of work but are an integral part of the life of the school, including its Thinking School ideas and practices. We see them as part of an ongoing process of becoming a rounded and sensitive human being, and an effective way of developing in our pupils the values, skills and behaviours they need to get on in life.

In addition to the areas outlined above, there are a number of strategies and areas which contribute to this holistic process:

The Curriculum

All subjects, but particularly RE, PSHE, P4C, English, Drama, History, Geography, PE and Science have a contribution to make in giving the pupils a wider knowledge and appreciation of the world around them and their responsibilities within it (see **Curriculum Policy**).

Extra-Curricular Activities

There are a wide range of before-school, after-school and lunch clubs offered (including choirs, orchestra and bands) which offer opportunities for personal development across year groups (see **Extra-Curricular Activities Policy**).

School Outings and Residential Trips

Diverse cultural visits are arranged for all year groups to museums, art galleries, theatres and concerts. Outward bound residential trips for Years 4-8 provide opportunities for experiencing a wide range of physical activities and challenges not available in the normal curriculum, as well as opportunities to develop team building and leadership qualities (See **Educational Visits Policy**).

Pupil Voice and Positions of Responsibility

There are a number of positions of responsibility within the school that children may apply for, or fulfil, at different stages during their time at NHP. Below are some examples:

Year 8: Head & Deputy Head Pupils and Prefects/Pupil Leadership Team (PLT)

Year 6: House and Deputy House Captains; Ambassadors; Sports Captains

Years 4-6: Chicken monitors

Reception - Year 8: School Council Representatives

Years 3-8: Form Captains

Years 3-5: Kindness Monitors

Year 2 & Year 5: Playground Buddies

Reception - Year 8: Each form has different helpers/monitors for various rotated classroom roles (book/plant monitors, line leaders etc)

Fundraising and Community Activities

Fundraising and community activities give children a wider sense of the world and their place of responsibility within it.

This policy should also be read in conjunction with policies for:

Pastoral Care Policy

Curriculum Policy (including individual subject policies)

Extra-Curricular Activities Policy

Ethnic Diversity Policy

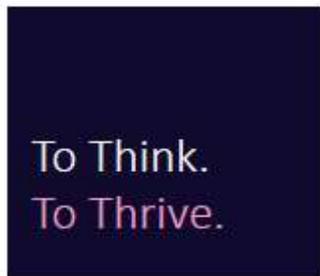
PSHE Policy

Inclusion and Equal Opportunities Policy

School Accessibility Plan and Policy

Lower, Middle and Upper School Handbooks

APPENDIX 1

**For the joy of childhood**

We believe that children should be children and revel in all that childhood has to bring.

NHP is a 'no-fear' environment where children will feel safe and happy and be given the time, freedom and self-confidence to grow into themselves.

For the creative mind

We believe life should be full of adventure, that children should rejoice in taking risks, making mistakes and following their passions.

NHP aims to instil creative rigour in its pupils, enabling them to become independent thinkers and problem solvers.

For learning how to learn

We believe we can best prepare our children for the world by staying at the cutting edge of education.

NHP is a Thinking School. Our dynamic teachers will lead by example, constantly challenging themselves and their pupils by their willingness to embrace new ideas.

For all we can be

We believe in being a real 'preparatory' school, finding the right senior school for our children, and maximising the skills and knowledge they acquire at NHP.

Children will leave NHP with the habits and attitudes to equip them for life at their next school and beyond.

For community

We believe that the close relationship between our parents, school and local community is a fundamental principle of our structure.

Our future development plans will safeguard the founding principle of being a local school at the heart of a local community.

An NHP Education: academic rigour + the joy of childhood