



Keble Prep Spiritual, Moral, Social and Cultural Development Policy

At Keble Prep School we recognise that the personal development of pupils, spiritually, morally and culturally, plays a significant part in their ability to learn and achieve. We aim to actively promote self knowledge, self esteem and self confidence; enable pupils to distinguish right from wrong and to respect the civil and criminal law of England; encourage pupils to accept responsibility for their behaviour and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely; enable pupils to acquire a broad, general knowledge of and respect for public institutions and services in England.; further tolerance and harmony between different cultural traditions by embling pupils to acquire an appreciation of and respect for their own and other cultures; encourage respect for democracy and support for the participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Whilst the boys are in attendance at Keble Prep and whilst they are taking part in extracurricular activities (provided or on behalf of the school) or in the promotion at the school (including distributional material of extra-curricular activities taking place at the school or elsewhere) the boys are offered a balanced, presentation of opposing views.

Keble Prep aims to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

1. Values

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

We value the way in which all of the boys are unique, and our curriculum promotes respect for the views of each individual boy, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each boy in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

We value the rights enjoyed by each person in our society. We respect each boy in our school for who they are, and we treat them with fairness and honesty.

We aim to enable each boy to be successful, and we provide equal opportunities for all the boys in our school.

We value our environment, and we aim through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

British Values



The DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to 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.”*

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated every year since. At Keble Prep these British Values are actively promoted reinforced regularly and in the following ways:

Democracy:

Democracy is rife within the school. Boys have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The elections of House Captains and Vice House Captains, are based on pupil votes. Our school behaviour for learning policy involves rewards which the pupils vote on as a class group.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Boys are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; are regular parts of our school calendar and help reinforce this message

Individual Liberty:

Within school, boys are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for the boys to make choices safely, through provision of a safe environment and empowering education. Boys are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety/IT and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, boys are given the freedom to make choices.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around specific values such as 'Respect', and boys have been part of discussions and assemblies related to what this means and how it is shown. Our Keble Principles of behaviour throughout the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour for learning policy.

Tolerance of those with Different Faiths and Beliefs:

This is achieved through enhancing boys' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Some Assemblies, PSHE lessons and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE. Members of different faiths or religions are encouraged to



share their knowledge to enhance learning within classes, lessons and the school. Visits and visitors from other religions are welcomed and encouraged.

Spiritual Development

As a school we aim to provide principles which actively promote:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

As a school we aim to provide principles which actively promote:

- Gain the confidence to cope with setbacks and learn from mistakes.
- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong and making choices.
- Show respect for the environment, in and around the school community and beyond.
- Make informed and independent judgements.
- Acquire and practice those skills needed to form and sustain good relationships including respect for privacy and property, loyalty, trust and confidence.

Social Development

As a school we aim to provide principles which actively promote:

- Self knowledge, self esteem and self confidence.
- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Value others and work co-operatively and collaboratively with each other in the pursuit of shared goals.
- Develop specific speaking and listening skills of speaking aloud with confidence on a variety of subjects and issues and listening to others with respect.



- Develop empathy with individuals through specific circle time activities, worship and PSHE lessons.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Experience personal enrichment from an understanding and appreciation of different traditions from children's own and other cultures and communities.
- Develop an appreciation of and sensitivity towards other cultural traditions.

Implementation

The implementation of this policy is intrinsically linked to the Anglican ethos of our school. This ethos pervades and embeds the responses and actions of all staff with all stakeholders and their spiritual, moral, social and cultural development.

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

This will be achieved through:

- Identifying in medium term planning opportunities for SMSC across the school curriculum.
- Class discussions and specific circle time opportunities will give pupils valuable time to:
 - Talk about personal experiences and feelings.
 - Express and clarify their own ideas and beliefs.
 - Speak about difficult events, e.g. bullying, death etc.
 - Share thoughts and feelings with other people.
 - Explore relationships with friends/family/others.
 - Consider others needs and behaviour.
 - Show empathy.



- o Develop self-esteem and respect for others.
 - o Develop a sense of belonging.
 - o Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity and critical awareness. Although this list is not exhaustive.
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- Taking time for reflection and encouraging a sense of awe and wonder when opportunities arise:
 - Taking opportunities in the curriculum and extra-curricular activities to reflect and praise examples of children’s work or good deeds;
 - A planned programme of assemblies which includes festivals from a range of cultures and opportunities to listen to a range of music;
 - The examples set for pupils by adults in the school;
 - The development of the School Council and opportunities for pupils to take responsibility for aspects of school life;

Monitoring

The policy will be monitored by the Governors through a termly report from the Head teacher which will highlight activities across the curriculum and give details of assembly themes.

Evaluation

The successful implementation of this policy will be evaluated through discussions with the School Council and feedback from staff at staff meetings within an academic year.