



TAUNTON
— SCHOOL —
PREPARATORY

TPS.007.

Spiritual, Moral, Social and Cultural (SMSC) Policy – including the PSHEE scheme of work

Policy Lead	TPS Deputy Head Pastoral and DDSL
Committee	
Adopted by Governors	Autumn 2023
Last Amended	August 2023
Last Review	August 2023
Review schedule	Annual

Policy Statement

This policy covers Taunton Preparatory School's (TPS) approach to spiritual, moral, social and cultural development (SMSC). At TPS we seek to provide pupils with an education which reflects the aims and ethos of our school and which encourages respect for other people, paying particular reference to the protected characteristics set out in the 2010 Equality Act. We seek to ensure all pupils have an effective preparation for the opportunities, responsibilities and experiences of life in British society.

In writing this policy, we have paid regard to:

- The Equalities Act 2010
- KCSIE 2023
- Careers guidance and inspiration in schools, April 2017
- DFE advice for 'Improving the SMSC development of pupils' November 2013
- DFE advice for 'SMSC Development of Pupils in Independent Schools' 2019
- Ofsted Review 2021 , "Sexual violence in schools and colleges"

School Vision

At TPS, we strive to ensure that through our whole school approach to SMSC, we enable all pupils to eventually play a confident, informed role in society and have a fully developed values system. We aim for them to be able to interact with others in a positive way.

We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of others with different faiths and beliefs.

SMSC's delivery through PSHEE and a broad spectrum of other forums is underpinned by the following aims:

- Encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation).
- Enabling pupils to develop self-knowledge, self-esteem and self-confidence.
- Enabling pupils to distinguish right and wrong and to respect the civil and criminal law of England.
- Encouraging pupils to accept responsibility for their behaviour, show initiative 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.
- Encouraging pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Encouraging respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- Precluding the promotion of partisan political views in the teaching of any subject in the school,
- Taking steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

- Encouraging an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Encouraging an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Developing the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Having a good knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Having a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Developing an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

SMSC Development

In addition to PSHE lessons, SMSC is developed throughout the school year in the following ways.

- Half termly SMSC theme, with resources, designed to promote discussion within tutor groups.
- Strong pastoral care system, including Pastoral Heads of Year, Form and Assistant Tutors.
- Weekly assemblies and chapel services promoting and celebrating the school's values and achievements.
- House System
- Form periods
- A clear, consistent framework of values, linked to the TPS Way and the TPS Mission
- Humanities subjects, including biographies of famous role models and learning about different religions
- Saturday Enrichment sessions
- Weekly Celebration of achievement through rewards system, including the Mission Points System
- School Council and mock elections
- Form Captains in Years 3 – 8.
- Year 8 leadership programme
- Playground Ambassadors (Y8) , Playground Leaders (Y7) and Playground Champions (Y6)
- Peer mentoring
- Positive self-assessment
- Positive marking, with oral or written comments
- Active participation in the community served by the school.
- Pastoral care procedures
- A classroom climate that encourages a high level of interest, with opportunities for collaborative group work, discussion and role-play as well as a range of problem solving activities.
- Staff as excellent role models
- Local and global community support (Harvest gifts and local community events)

- Extensive co-curricular programme, including numerous opportunities to achieve in sport and/or performing arts and a wide-ranging clubs and activities programme which provide opportunities for personal growth outside the classroom
- Charitable initiatives and fund-raising e.g. cake sales and mufti days
- Educational trips and visiting speakers (e.g. police, health workers)
- PRE lessons (Philosophy, Religion and Ethics)

In addition to the above, pupils are helped to form their own attitudes and values through our general routines, in and out of the classroom, and the way in which individuals relate to each other. By building positive working relationships between pupils and staff, all members of our school family are valued as individuals. Pupils learn the need for good manners, self-discipline and appropriate behaviour, in whatever situation they find themselves. All staff promote positive approaches to behaviour and our Rewards and Sanctions Policy reflects this. It sets clear guidelines for staff, pupils and parents.

We maintain an up to date curriculum audit of SMSC activities across the Prep School which records and tracks all activities which contribute to the SMSC development of our pupils.

Essential to the development of SMSC within children is the need to give children a voice. Pupils are given a voice within the school community by the following means:

- The children learn about, and practise, democracy through having their own voices heard, and voting for what happens in their school through a School Council.
- Student voice; regular whole school surveys on wellbeing, language, relationships and child on child abuse to gauge pupil feeling within the school. Results and action points are shared with all pupils via assemblies and tutorials. Y8 leaders meet half termly with the SMT to discuss issues and the Heads of School meet fortnightly with the Deputy Head Pastoral, where concerns and issues can be discussed and suggestions for improvements put forward.
- Pupils learn about the importance of laws in the class, the school and the wider community, through the exercise of our Behaviour, Sanctions and Pastoral Care Policy and opportunities for discussion in PSHEE and assemblies.
- Pupils decide on and agree form group rules at the start of the year.
- Pupils are encouraged to make choices, knowing that they are in a safe and supportive environment, and this way develop their understanding of individual liberty. They learn about rights and personal freedoms and the responsibilities that come with choice.
- Our Behaviour, Sanctions and Pastoral Care Policy is built around the need for all members of the community to show respect to each other.
- Our PSHEE and PRE curriculum seek to enhance pupils' understanding of their place in a culturally diverse society, along with discussions, visits, visitors and the modelling of a tolerant and accepting attitude.

Through SMSC development the School will promote the needs and interests of all students irrespective of gender, culture, ability or aptitude by ensuring that the school's values and expectations are upheld both in the classroom, boarding house and staff room between students and staff, between staff and between students themselves.

We promote social learning and expect our pupils to show a high regard for the needs of others by putting into practice in their everyday lives the lessons learnt in the classroom.

Equality & diversity

Through SMSC the School will promote the needs and interests of all students irrespective of gender, culture, ability or aptitude by ensuring the values and expectations of the school are upheld in the classroom, boarding house and staff room between students, between students and staff and between staff.

Teaching and everyday activities will take into account the ability, age, readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our SMSC provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by putting into practice in their everyday lives the lessons learnt in the classroom.

SMSC is used as a vehicle to address diversity issues and to ensure equality for all by both the students and the staff, as well as a means to promote and develop students' SMSC understanding. Pupils will be encouraged to show respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation). Bearing in mind the range of nationalities amongst the student body at TPS, extreme care will be taken to ensure students own sexual orientation, gender identity and faith or culture are respected by all.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.

In doing so they learn to:

- Recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning

PSHEE Scheme of Work

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.

Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 2:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 1:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
Summer 2:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society