Kew Green Preparatory School

SMSC Policy

1. Rationale

At Kew Green, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

Social development relates to the development of knowledge and understanding and the acquisition of skills in relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live is also developed.

Moral development relates particularly to developing knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through developing knowledge of boundaries and understanding of consequences. They learn by example and by practising through role-play, story and group activities.

Spiritual development is concerned with the exploration and development of feelings and emotions; personality, individuality and uniqueness; and knowledge and understanding of their own and different beliefs and cultures.

Cultural development is concerned with encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.

2. Strategies

SMSC development is taught through and reflected in all areas of the curriculum and through all aspects of school life. Pupils are provided with the opportunities to gain in knowledge and understanding and to develop the skills they need to participate in the life of the diverse community in which they live. For example:

Social

- Understanding Fundamental British Values and how they relate to our interactions with others.
- There is a high level of expectations at mealtimes and on the playground to promote appropriate social interaction. Pupils play together in group games and imaginative play on their own and with adults.
- Circle time or reflection time features in all classes promoting turn taking and social interaction.
- The PSHEE scheme of work contains units on Health and Wellbeing, Relationships and Living in the Wider World.
- Children learn to be effective communicators through the school's approach to empowered education where the children have time to listen, question and consider
- Educational visits within the community and residential trips from year 3 onwards.

Moral

- There is an agreed reward system in place – The Kew Green Charter - so that all children have clear expectations of rewards and sanctions for levels of behavior
- Merit Assembly each week celebrates a myriad of success for good behavior, effort, achievement, sports, art, language, citizenship and community awards. Everyone shares in the success.
- Regular meetings are held to discuss difficult behaviour to ensure that all staff are supported and that ideas are shared.
- If appropriate, behaviour plans are agreed and implemented in discussion with parents and relevant staff. Overseen by the head of section.
- The PSHEE scheme of work has units dealing with issues to do with rules, negotiating difficult situations, emotions, understanding consent, caring for one another, making and keeping friends, living in a community, online safety.

Spiritual

- The RE scheme of work contains units on celebrations, festivals and worship from Christianity, Sikhism, Islam, Hinduism and Judaism.
- Children are encouraged to take part in periods of reflection at different times throughout the school week.
- Through PSHEE and circle time/ reflection time activities, children are helped to gain an understanding of their feelings and emotions and their likely impact on themselves and others.
- We have promoted Mindfulness as an approach to learning and preparing for learning (Teachers and Children)
- Pupils are encouraged to appreciate the awe and wonder of the world around them whenever appropriate occasions arise e.g. The wonder of nature, scenery, beautiful objects, music, art, drama etc.

Cultural

- There are regular celebrations of religious festivals over the year including harvest, Diwali, Christmas, Easter, Eid, Chinese New Year.
- Geography and RE have units on other cultures and religions and enjoy regular field trips.
- English includes units on stories from other cultures.
- All pupils are accepted equally and play an active part in the school community regardless of their colour, religion or gender.
- Children celebrate famous or influential LGBTQ+ individuals
- Children participate in a range of artistic, sporting and other cultural opportunities provided by the school.

3. Where you can find SMSC at Kew Green Primary School

- The curriculum as a whole
- The Religious Education Curriculum
- The PSHEE Curriculum
- Circle Time / Reflection time
- Assemblies
- Behaviour policy
- Extra-curricular activities
- Educational visits and Residential trips
- Pupil Voice (School Council)

- Special days (fundraising, Local / National charities, cultural experiences and theme and enrichment days)

4. British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

'British Values' have been identified as:

Democracy
The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate.
We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each other and by listening and responding to that voice we demonstrate that we support democracy and liberty. We have an active School Council where the representatives are voted for by the others in the class

Rule of Law
We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.
Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help many pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty
Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Many of our pupils will be able to take responsibility for particular roles and to understand that with certain rights comes certain responsibilities. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in numerous charitable events that are nationally recognised such as Red Nose Day / Jeans for genes day and charitable activity generated by the children as well as our own school affiliations with local charities. We believe that engendering a caring and helpful environment and being independent can boost and nurture a healthy self-esteem.

Mutual Respect
We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted. This may include working with external coaches, theatre groups etc. The curriculum is personalised and planned for pupils and includes on and off-site activities and visits using a range of resources and places including going into the community to meet with a range of

people in a variety of situations including community events and shared participation with other schools/colleges.
We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs
We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.
Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our Assemblies lead by teachers, visitors or parent assemblies by children help all pupils to find out about themselves and others linking their lives to the communities in which they belong.
Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local places. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

We are aware that some children may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil, staff are confident to approach the child. We pride ourselves on the strength of relationships and as such children are also happy to come and speak to staff about their feelings and worries. Our Child Protection /safeguarding Policy entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Kew Green are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Reviewed by: Mark Reed (Director of Studies) and James Doughty (PSHEE Leader) Sept 2025
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