



# Lancing Prep Worthing

A Lancing College Preparatory School

## Spiritual, Moral, Social and Cultural (SMSC) Development Policy

**This policy applies to the whole school, including the EYFS.**

Written by HJ Beeby January 2017

**Reviewed in September 2025 by Emily Brown**

**Next review due: September 2026**

### **Introduction**

As a Woodard School, Lancing Prep at Worthing takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of all its pupils seriously, including the duty to promote British Values.

Woodard Schools have a distinctive identity and ethos and believe that education should:

- help young people develop character – people with largeness of soul, personal dignity and integrity.
- encourage young people to become active, compassionate, inquiring and life-long learners in search of truth.
- nurture creativity and a capacity for independent and critical thought.
- help young people to recognise the importance of the spiritual, moral and cultural dimensions of life.
- help young people to become confident individuals, who understand how to be happy and to develop and maintain their own spiritual, emotional, physical and mental wellbeing.
- help young people to live life to the full. Important lessons are learned on the games field, in the theatre, in debate and competitions, and in the shared life of a school community. Help young people develop a positive self-awareness and self-confidence.

- help young people to become active and responsible citizens who make a positive contribution to society and who are encouraged to participate, care for others and show leadership wherever that is possible.
- equip young people with the confidence, aptitude and skills they need for life and for work.
- develop internationally minded young people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world through intercultural understanding and respect.

**In addition, at Lancing Prep at Worthing we actively encourage all our pupils to adhere to our school aims:**

- *Love learning*
- *Be kind*
- *Go out into the World and do good*

### **Defining spiritual, moral, social and cultural development**

**The spiritual development of pupils is shown by their:**

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

**The moral development of pupils is shown by their:**

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions, regarding themselves and others
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand, respect and appreciate the viewpoints of others on these issues

**The social development of pupils is shown by their:**

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious and ethnic backgrounds

- Willingness to participate in a variety of communities and social settings, including by volunteering, collaborating well with others and being able to compromise and resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**The cultural development of pupils is shown by their:**

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and the future
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

**Principles**

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and important for society as a whole. It is the heart of what education is all about – helping pupils grow and develop as people and effective participants in modern Britain.

Spiritual, Moral, Social and Cultural Development is cross-curricular and promotes the aims and principles of our school as reflected in the Code of Conduct. It is an expectation that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time and also through their own conduct.

The importance of relationships between all school staff, parents and governors is vital. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

## General Aims for Spiritual, Moral, Social and Cultural Development

### **We aim to:**

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law is essential for wellbeing and safety
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Britain and to respect and support participation in the democratic process
- Promote respect and consideration for differences in gender, race, religion, sexual orientation
- Help each pupil achieve their full potential across all areas of the curriculum
- Develop the individual strengths of all pupils and to help and provide support in areas for development
- Inspire and stimulate the pupils in order to foster a love of learning and curiosity, to reason rationally and to apply themselves to tasks and physical skills
- Help our pupils step towards learning independently and equip them with life skills so that they can take their place in a rapidly changing society
- Ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- Develop respect for religious and moral values and understanding of other races, religions and ways of life while challenging opinions or behaviours in school that are disrespectful and contrary to British values
- Help the pupils understand the world in which they live
- Develop a sense of responsibility, consideration for others, self-respect and self-confidence
- Promote good relationships between home, school and the local and wider communities

### **Spiritual Development**

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and questions
- Awe and wonder

- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, wellbeing, worth and purposefulness

Our school supports children's spiritual development by:

- Giving children the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives, especially through our REP provision
- Encouraging children to explore and develop what animates themselves and others
- Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful through the Zones of Regulation, assemblies, form times and PSHEE
- Developing a climate or ethos within which all children can grow and flourish, enjoying individual liberty and mutual respect
- Accommodating difference and respecting the integrity of individuals, including tolerance of those with different faiths and beliefs
- Promoting learning opportunities which value children's questions, encourage deeper questions and give them space for their own thoughts, ideas and concerns
- Attending our weekly Eucharist Service in the Prep School
- Our annual Christmas and end of year services at Lancing College
- Inviting visiting speakers into the school who are chosen to present a balance of views (the content of presentations agreed beforehand)

## **Moral Development**

Children are encouraged to understand the need for a common code based on our vision that they are kind and make an effort to go out into the World and do good. At LPW we develop their understanding of what is right and wrong. From this basis they develop the ability to make judgements and to become increasingly responsible for their own actions, communications and behaviour.

Our school supports children's moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious, gender, disability, age and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong

- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts, PSHEE and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways the success of what is provided
- Offering the opportunities to explore ethical questions and allow pupils to develop their own self-awareness of rights and wrongs during lesson time, form time and in some clubs. Developing their right to ask questions in such subjects as Philosophy and PSHEE and encouraging them to explore life's big questions
- Inviting visiting speakers into the school who are chosen to present a balance of views (the content of presentations agreed beforehand)

## **Social Development**

This enables pupils to become conscientious participants in their family, class, school, and the local and wider community, and to make a positive contribution to the lives of others. There should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Our school develops pupil social development by:

- Through our Code of Conduct, identifying and fostering key values and principles on which school and community life is based
- Promoting racial, religious, gender, disability, age and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, school council, team building activities, residential experiences, school productions and sport
- Helping pupils develop personal qualities, which are valued in a civilised society, for example, kindness, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility

- Providing positive and effective links with the world of work and the wider community
- Inviting visiting speakers into the school who are chosen to present a balance of views (the content of presentations agreed beforehand and following our visiting speakers' protocol)

## **Cultural Development**

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Our school develops cultural development by:

- Encouraging children to share their experiences with others
- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, design, and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc.
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Inviting visiting speakers into the school who are chosen to present a balance of views (the content of presentations agreed beforehand and following our visiting speakers' protocol)