SMSC stands for **spiritual**, **moral**, **social** and **cultural** development. All schools in England must show how well all pupils, regardless of ability and age develop in SMSC.

**Preamble for a staff inset on SMSC, October 2014:**

“We are very clear at what academic and social outcomes we want for our pupils when they leave the school: good work habits, working to potential, an appetite for learning and independent work habits; and an appropriate set of behaviours and values.

We do not, however, have such a clear picture about what we expect from our pupils in terms of the moral development and their spirituality.

We need to find an answer to the question, what should we have given our children in the way of spirituality and values by the time they leave our school?”

**What We Do:**

**a. Spiritual**
Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

"We have a responsibility to open doors and to allow pupils to feel awe and wonder and to explore the idea and reality of faith. Should we be looking at retreats, prayer or meditation corners, visits from other faiths, allowing all children to visit the Abbey and explore our Christian foundations?” Question posed at the staff seminar.

Through its RE and PSHEE curricula, the School actively teaches the importance of understanding and respecting different beliefs and religions. The School is aligned to the Church of England although its assemblies are inter-denominational. At present the assembly programme is fixed as follows: Monday, HM Assembly; Tuesday, Congregational Assembly; Wednesday Year group assemblies; Thursday FULL school assembly (Reception –
Year 8) with the Reverend Becky Ayres-Harris; and Friday, Form assemblies, usually relating to the half-term value. Weekend services led by staff and overseas’ boarders, often on a cultural theme. Through all of the above, we endeavour to teach tolerance through understanding (i.e. boarders’ assemblies on their own countries, faiths, cultures etc.) and by looking at commonality amongst religions.

The School has six core values: honesty, generosity, awareness, perseverance, independence and kindness that change every half-term.

The school is outward looking and holds to its motto ‘Non Nobis Solum’ (not for ourselves alone’ through its teaching of languages and the humanities

Apart from our values we talk about our core aim: “Work hard and be kind.”

b. Moral
Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

The school encourages children to think about the world and issues. In the senior school, the history curriculum in particular, focuses on Britain in the world and its relationships with other countries. The School has a debating club and children are trained in public speaking.

Our children have a strong sense of self-worth – this is evidenced through responsibilities that we give them, for example the kudos of the Prefect system, the House system, other responsibilities such as being part of the librarian team. Heads of Sport deliver the match reports to the whole school at assembly.

Our pupils have the opportunity to express themselves in a range of different formal and informal circumstances, which gives them great confidence. Strong, easily accessible complaints/concerns system

The School does extensive work for local, national and international charities and attempts to develop a sense of charity amongst the children, encouraging individual or group charitable ideas. Mufti days regularly raise money for local, national and international charities while aid sent to school in Africa through staff member who is trustee of Zimbabwean school. The Pre-Prep has links with Mataka Charity in Kenya.

c. Social Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

The School encourages the childrens’ voice through a variety of forums including the Student Council, prefects’ meetings and smaller committees including the Eco Committee and boarding Committee.

Many fundraising ideas are based on children’s own initiative, discussed at School Council meetings
The school held the Green Flag Eco Award to April 2013. It has now entered on a more ambitious programme that involves improving efficiencies, managing resources and involving the pupils more directly in sustainability.

The School regularly puts out a Book of Ideas which gathers up ideas and encourages participation and responsibility

The new Personal Development scheme of work is interlinked in a number of ways with the academic curriculum and wider school life

Special link with Educaid, an educational charity based in Sierra Leone, which involves fund raising and regular visits/lectures from their organisation talking about their work.

Working with Local Schools: For the past two years, the School has hosted an athletics meeting with the Year 3 and 4 pupils from Abbey Primary and County Primary. It has involved over 100 children and a further 100 visiting parents and staff on site.

As well, he school runs a football and a netball tournament for local primary schools. Last year, the School hosted a local primary school art exhibition for 6 – 8 local primary schools, a venture we are repeating this year.

**Cultural**

Appreciate cultural influences; appreciate the role of Britain’s parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

*School’s Response: Cultural and Global connections. Through its five languages and boarders from six or more countries, we are developing a global awareness. But how do we take this to the next stage? We do we teach cultural difference (and how?)*

We play matches against the International College which complements The Prep team which itself has many overseas’ boarders. So far, the matches have been closely competed and very enjoyable.

*Joint Schools’ Gifted and talented Project with The Gryphon and Sherborne Girls’ School*

The Powys Lectures expose children to a range of talks on local initiatives/topics of interest/future occupation information from visiting speakers

*Special programme of cultural events for our Overseas Students including Pack Monday Fair and other UK indigenous events.*

*Annual links with the German Realschule who come to the school every Easter*

*Close links with Sherborne Douzelage – a local charity that is linked to a number of countries (residential stays in the school)*
Involvement in hosting children from Chernobyl on their annual visits.

Teaching the British political system in PSHEE and History.

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**Appendix I  What are British Values?**

“ALL state schools in England must promote “fundamental” British values, in line with guidance issued by the department for education. The values that must be protected are:

Democracy  +  The rule of law  +  Individual liberty

Mutual respect and tolerance for those with different faiths and beliefs.

Teachers should challenge opinions or behaviour that contradict these values, according to DfE guidance. Stated examples of actions schools can take include: examining the strengths and weakness of democracy compared with other forms of government; promoting democratic processes such as school councils; holding mock elections; and helping children pupils to understand a range of faiths.“

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**Appendix 2**

*The Standard on the Spiritual, moral, social and cultural development of pupils.*

5. The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor ensures that principles are promoted which—
(a) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
(b) enable pupils to distinguish right from wrong and to respect the law;
(c) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
(d) provide pupils with a broad general knowledge of public institutions and services in England; and
(e) 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.

Appendix 3

SMSC definitions

The Ofsted inspection framework 2012 makes it clear that SMSC is a key area when considering a school’s overall effectiveness. Evidence of impact is gathered from all areas of the inspection: the achievements of pupils, the quality of teaching, behaviour and safety and the quality of leadership and management.

Ofsted provides the following definitions of each aspect:

--SPIRITUAL--

Pupils’ spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feeling and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.
**What it looks like for pupils:** A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour

Awareness of and understanding of their own and others’ beliefs

Respect for themselves and for others

A sense of empathy with others, concern and compassion

An increasing ability to reflect and learn from this reflection

An ability to show courage and persistence in defence of their aims, values, principles and beliefs

Readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination

Appreciation of the intangible - for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity
Respect for insight as well as for knowledge and reason

An expressive and/or creative impulse

An ability to think in terms of the “whole” – for example, concepts such as harmony, interdependence, scale, perspective

An understanding of feelings and emotions, and their likely impact

**What it looks like for schools:**

Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples’ lives

Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them

Encouraging pupils to explore and develop what animates themselves and others

Encouraging pupils to reflect and learn from reflection

Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful

Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected

Accommodating difference and respecting the integrity of individuals

Promoting teaching styles which:

- Value pupils’ questions and give them space for their own thoughts, ideas and concerns

- Enable pupils to make connections between aspects of their learning

- Encourage pupils to relate their learning to a wider frame of reference – for example, asking “why?”, “how?” and “where?” as well as “what?”

  **--MORAL--** Pupils’ moral development in shown by their:

  - Ability to **recognise** the difference between **right** and **wrong** and their readiness to **apply** this understanding **in their own lives**
  - Understanding of the **consequences of their actions**
  - **Interest in investigating**, and offered reasoned views about, **moral** and **ethical issues**
What it looks like for pupils: An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and others cultures

Confidence to act consistently in accordance with their own principles

An ability to think through the consequences of their own and others actions

Willingness to express their views on ethical issues and personal values

An ability to make responsible and reasoned judgements on moral dilemmas

Commitment to personal values in areas which are considered right by some and wrong by others

A considerate style of life

Respect for others’ needs, interests and feelings, as well as their own

Desire to explore their own and others’ views

An understanding of the need to review and reassess their values, codes and principles in the light of experience.

What it looks like for schools:

Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria

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

Making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school

Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people pupils’ welfare, respect for minority interests, resolution of conflict, keeping promises and contracts

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, assemblies and acts of worship

Reinforcing the school’s values through images, posters, classroom displays, screensavers, exhibitions

--SOCIAL--
Pupils’ **social development** is shown by their:

- **Use** of a range of **social skills** in **different contexts**, including **working and socialising** with pupils from **different religious, ethnic and socio-economic backgrounds**
- **Willingness to participate** in a **variety of social settings**, cooperating **will with others** and being able to **resolve conflicts** effectively
- **Interest in** and understanding of, the way **communities** and societies **function** at a variety of levels.

*What it looks like for pupils:*

- An ability to adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people’s social skills and personal qualities
- Work, successfully, as a member of a group or team
- Challenge, when necessary and in appropriate ways, the values of a group or wider community
- Share views and opinions with others, and work towards consensus
- Resolve conflicts and counter forces which militate against inclusion and unity
- Reflect on their own contribution to society and to the world of work
Show respect for people, living things, property and the environment

Benefit from advice offered by those in authority or counselling roles

Exercise responsibility

Appreciate the rights and responsibilities of individuals within the wider social setting

Understand how societies function and are organised in structures such as the family, the school and local and wider communities

Participate in activities relevant to the community

Understand the notion of interdependence in an increasingly complex society

**What it looks like for schools:**

Identifying key values and principles on which school and community life is based

Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish

Encouraging pupils to work co-operatively

Encouraging pupils to recognise and respect social differences and similarities

Providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions

Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect

Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community

Helping pupils resolve tensions between their own aspirations and those of the group or wider society

Providing a conceptual and linguistic framework within which to understand and debate social issues

Providing opportunities for engaging in the democratic process and participating in community life

Providing positive and effective link with the world of work and the wider community
--CULTURAL--

Pupils’ cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

What it looks like for pupils:

An ability to recognise and understand their own cultural assumptions and values

An understanding of the influences which have shaped their own cultural heritage

An understanding of the dynamic, evolutionary nature of cultures
An ability to appreciate cultural diversity and accord dignity and respect to other people’s values and beliefs, thereby challenging racism and valuing race equality

Openness to new ideas and a willingness to modify cultural values in the light of experience

An ability to use language and understand images/icons – for example, in music, art, literature – which have significant meaning in a culture

Willingness to participate in, and respond to, artistic and cultural enterprises

A sense of personal enrichment through encounter with a cultural media and traditions from a range of cultures

Regard for the heights of human achievement in all cultures and societies

An appreciation of the diversity and interdependence of cultures

**What it looks like for schools:**

Providing opportunities for pupils to explore their own cultural assumptions and values

Presenting authentic accounts of the attitudes, values and traditions of diverse cultures

Addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality

Extending pupils’ knowledge and use of cultural imagery and language

Recognising and nurturing particular gifts and talents

Providing opportunities for pupils to participate in literature, Drama, music, arts, crafts and other cultural events and encouraging pupils to reflect on their significance

Developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for examples, theatre, museum, concert and gallery visits, resident artists, and foreign exchanges

Reinforcing the school’s cultural values through displays, posters, exhibitions, etc

Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum