WINDERMERE SCHOOL

Statement concerning Spiritual, Moral, Social and Cultural (SMSC) Development

Review Date: September 2026

Reviewed by: Deputy Head and Heads of Section

Review Period: 12 months

Staff Responsibility: Deputy Head and Heads of Section

Introduction

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. Windermere School places SMSC 'at the heart' of everything we do, and it links into our membership of the Round Square programme (and the RS Ideals of Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service) and the IB philosophy of creating pupils who have a broad range of characteristics: inquirers, knowledgeable, thinkers, communicators, principled, openminded, caring, risk-takers, balanced and reflective.

All of this helps Windermere pupils become the best they can be, and Windermere School is committed to making excellent provision for the spiritual, moral, social and cultural development of all pupils.

We aim to ensure that all pupils are able to:

- Develop spiritually, morally, socially and culturally.
- Access a well-developed personal, social and health education programme (for example via Life Skills (PSHE) and Religious Knowledge lessons, reflections, and the Service, Physical Education, Adventure and CAS programmes.
- Understand the importance of fundamental British values (FBV).

Key Principles

- SMSC is central to the development of each individual pupil's identity.
- SMSC development works best when used in purposeful contexts across the entire curriculum and wider school programme.
- All staff should be aware of SMSC and FBV when planning their schemes of work and should be embedded in their schemes of work.
- Teachers have a crucial role in modelling SMSC and FBV.
- Throughout each pupil's day, SMSC and FBV are interlaced, including breaktimes, especially in the lower year groups of the school.

Spiritual development includes:	• Pupils have the ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. • Pupils have knowledge of, and respect for, different people's faiths, feelings and values • Pupils have a sense of enjoyment and fascination in learning about themselves, others and the world around them • Pupils can use imagination and creativity in their learning • Pupils are willing to reflect on their experiences

Moral development includes:	• Pupils have the 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 • Pupils understand the consequences of their behaviour and actions. • Pupils are encouraged to develop an interest in investigating and offering reasoned views about moral and ethical issues, and have the ability to understand and appreciate the viewpoints of others on these issues.

Social development includes:	• Pupils are encouraged to use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • Pupils are willing to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • Pupils 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.
Cultural development includes:	• Pupils understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others • Pupils understand and appreciate the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • Pupils show the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • Pupils show knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • Pupils are willing to participate in and respond positively to artistic, musical, sporting and cultural opportunities • Pupils show 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.

Teaching and Learning Strategies.

- Teaching staff should use a variety of support strategies to ensure curriculum access to SMSC and information on FBV. All schemes of work include a table summarising this and an overview can be found using this link.
- All pupils in Years 7-11 have specific Life Skills lessons within their curriculum.
- At The Junior School pupils have one structured Life Skills lesson per week. In EYFS lessons are also referred to as PSE development, as well as being covered through Understanding the World, Expressive Arts and Design
- Religious education is taught via Life Skills lessons in Years 8 and 9.
- All pupils up to Year 11 have compulsory Physical Education lessons.
- All pupils in Years 3-9 have compulsory Adventure lessons.
- All pupils in Year 10-11 have compulsory Service lessons.
- Pupils in Year 12-13 have a mixed programme for PSHE using Sixth Form Assemblies, tutor time and CORE time on a Wednesday afternoon. They also need to complete the CAS / Community Engagement programme which include activity and service. Reflection is a fundamental part of this provision.
- Senior School runs daily whole school assemblies called reflections where many SMSC and FBV topics are covered in short 10-minute sessions. These are then followed up and discussed within tutor time.
- "In The News" lessons are topical, 15 minute lessons used in form time, Reflections or during curriculum time. They are great for student engagement and we love hearing your recommendations for news topics.
- LifeTalk is used to facilitate group discussions between pupils in a controlled and fun way. Questions are designed to develop empathy and respect between pupils.
- The Prep School has whole school and Year Group Assemblies as well as Charity activities. Form Time is used as follow-up sessions to address topics covered and to allow for discussion time.
- Use of self-reflection is embedded into pupils' academic experiences (e.g. work evaluation sheets as well as

self-evaluation embedded into tutoring and Adventure).

- Opportunities abound for pupils to access extracurricular artistic, musical, sporting and cultural opportunities e.g. Performing Arts Week, the school production, city trips, etc.
- All of Year 10 as well as the Year 12 CP pupils complete work experience.
- Ethical issues are discussed and considered within the CP Reflective Projects, the IBDP Theory of Knowledge lessons and all IB group 4 experimentation.
- Year 12 and 13 TOK / PPS classes particularly lend themselves to a consideration of ethical and moral considerations.
- We host Nationality social evenings in the boarding houses, with national food, drink and discussion of cultural differences.
- Pupils are encouraged to take part in local and national elections (where age permits) and boarders who wish to vote are accompanied so they can do this.
- We also have democratic voting within the school, for example when deciding upon Head Pupils and School Council.

Access for SEND, AGT and EAL Pupils

- Access to all of the above is ensured for all pupils regardless of their background, age, ability or gender.
- Staff are trained to support SEND, AGT and EAL pupils through careful development of schemes of work, support in and outside of the classroom and through the extracurricular programme.

Planning, Monitoring and Evaluation

- Heads of Faculty (Senior School) and Heads of Key Stages / Subject Leads (The Prep School) oversee schemes of work and quality assurance of these schemes of work.
- Concerns relating to SMSC and FBV (e.g. behaviour issues) are monitored via tutors, subject staff and Heads of Section, with individual support plans in place for individuals of concern.
- The reflection programme is monitored by the Deputy Head, and covers culture (Arts reflections), activity (sports reflections) alongside an eclectic variety of subjects ranging from current events to moral issues. The Assembly programme EYFS, KS1 and KS2 is monitored by the Head of The Prep.

Updated: Lisa Cooke, Head of Lower School August 2025
Reviewed: F Thompson, Head, September 2025