



UT VOCE ITA VITA

EXETER CATHEDRAL SCHOOL

Nursery | Pre-Prep | Prep

Policy on Social, Moral, Spiritual and Cultural provision

Last reviewed: September 2018

Next review: September 2019

Governor oversight: pastoral

Exeter Cathedral School recognises the central importance of educating the whole child and of the development of character alongside, and as part of, a rigorous and exciting curriculum. We are committed to knowing each of our pupils as an individual, and are proud of our very fine reputation as a school which really nurtures, cares for, and values each individual child, and for our reputation as a school which is welcoming, inclusive, tolerant and loving.

Our vision and values

Our Vision and Values statement – published on our website – makes specific reference to this core part of an ECS education. We are:

- An ancient foundation with traditional values and a modern approach, which recognises and promotes the central importance of the development of character.
- A place where children can be children, where learning – in all its forms – is taken seriously, and where each and every child is known and valued as an individual.
- A happy and purposeful community where *people* matter.

Our aims

Our statement of aims – published on our website – makes clear our belief that the personal development of the whole child is of paramount importance at Exeter Cathedral School:

- We seek to offer a first-rate all-round educational experience to pupils aged 2½ – 13, where the focus is on developing the whole child. Our job is to work with families to help our pupils acquire the right habits for life.
- To do this, we seek to foster a supportive, purposeful, stimulating and gently-Christian environment, in which the following provision to pupils is recognised as being paramount and held in high regard:

- Academic rigour
- Exceptional pastoral care and pupil wellbeing
- Bright and modern facilities
- A broad and exciting range of extra-curricular activities
- A high-calibre sporting and wellbeing education

A world-class musical education
An unparalleled musical heritage and history
A sense of spirituality, timelessness, and wonder, borne out of our ancient foundations as a 12th century choir school

Our people

We are proud to be a school where *people* matter. We aim to work with families to help our pupils acquire the right habits for life.

Our habits

Our School rules – published to all pupils and parents – make specific mention of our School habits: habits we expect each of our pupils and staff to model and promote in their daily interactions and behaviours.

Pre-Prep Golden Rules	Prep School Habits
We are kind and helpful We are gentle We listen We look after property We are honest We work hard	The habit of hard work The habit of honouring your commitments The habit of having a go and keeping going The habit of taking part The habit of listening The habit of being honest, modest and kind The habit of looking after other people The habit of looking after your surroundings The habit of looking after yourself

Our foundation and our history

Exeter Cathedral School was founded in the 12th century as a choir school for the Cathedral. Christian worship, the gentle majesty of the Cathedral, and the centuries-old pattern of Sung Eucharist and Choral Evensong is therefore at the very heart of the School's foundations, and to this day our pupils experience a culturally-rich and historically-significant musical education, and are blessed with the deeply-entrenched spiritual, pastoral and practical relationship that exists between Cathedral, School and the wider community.

Our ancient foundations and our crucial and inextricable links with the Cathedral continue to have a significant bearing on the character of the School through spiritual spaces and opportunities for reflection and mindfulness, through a sense of serving the community, through being part of something greater and more timeless than ourselves, and through daily exposure to the values which underpin our school: an appreciation of the spiritual; a tolerance and acceptance of others; an unwavering sense of gentleness, kindness and compassion; and the firm commitment to nurturing the development of each child as an individual within a supportive, loving, considerate and gently-Christian community.

Our SMSC Provision

Our SMSC provision is delivered formally (through PSHE lessons, form time, our Wellbeing Programme, and outside speakers) and informally (through the curriculum, assemblies, collective worship, Cathedral services, pastoral and disciplinary systems, daily exposure to the people, spaces and spirituality of the Cathedral and its community, and through the day-to-day interactions between staff and pupils).

Our SMSC provision encompasses the following areas:

- To help pupils distinguish right from wrong and to respect civil and criminal law
- To help pupils identify their own moral codes and values and recognise the consequences of their own actions

- To encourage 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
- To develop pupils' social and interpersonal skills to enable them to foster good relationships and recognise negative or abusive ones
- To help pupils to manage their relationships confidently and sensitively
- To learn the values of respect for one another and empathy
- To provide pupils with a broad general knowledge of public institutions and services in England
- To 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
- To help pupils to make choices based on respect and understanding of differences and with the absence of prejudice
- To introduce pupils to the UK political system
- To encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- To prevent radicalisation
- To help pupils engage in charitable fundraising and participation in local, national and international community projects

Throughout our provision we carefully consider different political standpoints without the promotion of partisan political views in the teaching of any subject in the School. We will take steps to ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. The following examples highlight the wide range of material covered at different ages and through a varied medium:

Assemblies: Interfaith Week, International Women's Day, the British Democratic System, Consideration of Others, Courtesy and Kindness, Charitable Giving, Altruism, How to Improve your Sleep, The Royal Family, Birth Order and Personality Types, Encouraging Others out of their Comfort Zones, Language and Minority Groups, Easter, The Christmas Story, Pupil Voice, Saying Thank You, Common Ground, St Piran's Day, the Importance of Contributing, Perseverance, Silent Reflection, Failure.

Form Time: School Council elections, charitable fundraising, participation and engagement, pupil voice, the choices we make, working and playing with others.

Wellbeing Sessions and PSHE Programme: self-knowledge, self-confidence, growth mindset, reflection, asking for help, the importance of law, Pride and LGBTQ+, Healthy Minds, Remembrance.

RS curriculum: Personalities and difference, places of worship and contrasting religions, serving the poor, working with outcasts, reconciliation, marriage/civil partnerships/other relationships, religious festivals, Christianity & Science (for example, Year 7 and 8 pupils will explore the question: 'can the account in Genesis and modern science both be right?').

Upper Years Wellbeing Programme: Emotional Wellbeing – self-esteem, self-knowledge, resilience, growth mindset, reflection; **Digital Wellbeing** – staying safe online, making good decisions, asking for help, screen time; **Health and Wellbeing** – health-related fitness, sports nutrition, sports psychology.

Visiting Speakers: Richard Biggs (Headmaster, King's College Taunton) – the Apartheid; Ben Bradshaw MP (MP for Exeter) – the British Parliamentary System and Life as a Member of Parliament; Andy (local Big Issue seller) – Homelessness: how it happens and how we can help; Emma Haddleton (sports psychologist) – the psychology of sport and leadership; Mrs Nicola Hugget (Head, Blundell's School) –

Making the Transition to Senior School; Rachel Macloughlin (Guide Dogs South West) – Volunteering; Devon Wildlife Trust; Devon Air Ambulance.

Morning Worship Assemblies: Prep School Morning Worship Assemblies take place in the Cathedral Quire and the Chapter House. The calmness and majesty of the building set the tone for the period of reflection and SMSC opportunities which follow, and we are reminded that we are part of something greater and more timeless than ourselves: an institution which for hundreds of years has welcomed, served and met the spiritual needs of a whole county and beyond. These sessions begin with the lighting of a candle and end with a prayer. A hymn is usually sung.

Pre-Prep collective worship takes place in the Nursery building and is led by the Head of Pre-Prep, the Headmaster or another member of staff. The session begins with quiet music and stillness, the lighting of a candle, and a range of SMSC topics are introduced and discussed (perhaps through story-telling or role-play).

The Pre-Prep also has a weekly act of classroom worship which is a more intimate time for the class to gather together for a time of stillness, sharing and reflection.

Hymn Practice: The Prep School meets for hymn practice once a week in the Chapter House of the Cathedral. The Director of Music (or Assistant Director) leads the School in singing a selection of hymns. Technique is discussed, as is the significance of the words, and all pupils are encouraged to sing heartily in collective worship. The sense of community and spirituality that is fostered through this collective singing is considerable, as is the exposure to the music and culture of the Church. On occasions, pupils can request hymns to practise.

The Pre-Prep gathers for a singing practice once a week (led by Director of Music) to learn worship songs and hymns more appropriate to their age and understanding.

School Services: The School meets a few times each term, according to the Christian Calendar, in the Cathedral (Quire or Nave) for a (private) School service – often a Eucharist, to which, usually, parents and the wider school community are invited. This takes place during the normal School day (the timetable is suspended). These services are usually designed through collaboration between the student-led worship group, the School Chaplain and the cathedral's Department of Music and Liturgy.

Services are usually conducted by a member of the Cathedral Clergy, with contributions (readings, prayers, music) from a range of ECS pupils. The Cathedral Director of Music (or one of his team) is also often in attendance to play the organ (or, when they are singing, conduct the Choristers). All pupils attend these services (provision will be made for any pupils whose parents/guardians request special arrangements due to religious beliefs, although we have not known this to be requested) – the School (and the Cathedral's Department of Liturgy and Music) considers it important that the Choristers be able to attend some of these services as members of the congregation/school pupils rather than lead every service through singing. Careful consideration is taken to provide choristers with opportunities for spiritual reflection. Whilst the choristers are invited to sing at key school services (such as Christmas and Easter), for many of the regular acts of worship the choristers are encouraged to partake alongside their peers, thus allowing them the same access and space to spiritual education and reflection. Prayer, reflection, worship, music, silence, and communal stillness are afforded to each pupil through these services. Older pupils have the opportunity to serve (as the Crucifer or an Acolyte) at these services, under the guidance of the School Chaplain, the Priest in charge and the Virger on duty. Communion is offered to those who have been confirmed; a Blessing is offered to others. The School and Cathedral work together to prepare candidates for Confirmation.

For members of the Nursery and Pre-Prep departments, a tailor-made Service of the Word takes place every half-term in the Cathedral. These services are led by either the School Chaplain, a member of Cathedral clergy, or a teacher from the department, and focuses on introducing the children to the key festivals of the Christian calendar and to increase their familiarity with the Cathedral itself.

Choristers

Chorister rehearsals take place each weekday morning other than Wednesdays. Accordingly, it is not usually possible for Choristers to attend each of the morning worship/form time sessions. The School is mindful of the SMSC needs of all of its pupils, including the Choristers, and so the following provision is in place:

- A dedicated Chorister Tutor oversees the pastoral wellbeing of the Choristers
- The Chorister Tutor has daily contact with all of the Choristers and, as required, their parents/guardians
- Notices pertaining to the upcoming day/forthcoming events are given to the Choristers by the Chorister Tutor at the end of the morning rehearsal
- Choristers also have form tutors and are part of a form group along with their peers
- Wednesday morning PSHE/Wellbeing Sessions are attended by all pupils, including Choristers
- Choristers attend all lessons and therefore access the full range of SMSC opportunities provided through the curriculum, PSHE/Wellbeing Sessions, visiting speakers
- Choristers join Headmaster's Assembly (weekly) after their rehearsal to share in the celebrating of success
- On some Wednesday mornings, a Morning Worship Assembly (given by a senior member of staff) will be run in lieu of (as part of) the PSHE/Wellbeing Session: Choristers attend this
- The Cathedral's Director of Music is open to requests from the School for Choristers to attend some assemblies/form times/other opportunities by arrangement
- The Deputy Head (pupils), the Chorister Tutor, the Housemaster, the Cathedral Director of Music and Assistant Director of Music and the Canon Precentor meet weekly to discuss Chorister welfare and logistics
- Volunteer Chaperones (managed by the Cathedral) liaise with the Chorister Tutor
- The Choristers are part of a 900-year-old tradition of worship and music and move in and around the Cathedral, its spaces, its calm, its majesty and its people
- Prayer and reflection are an integral part of a Chorister's existence and routine
- Choristers serve the Cathedral, the School and the local community through the pattern of daily sung services
- The congregation comprises a range of people from a variety of backgrounds; some visiting, some regular. This pattern of serving others and of exposure to peoples and backgrounds other than their own makes up part of the daily life of a Chorister
- They take part in high-profile ceremonies and services to mark significant local and national events (Remembrance Day, installations, Carol Services, Solemn Eucharists, Saints' Days, Masonic service, Lord Mayor's concert, Businessmen's service, parish visits, outreach concerts, Christmas with the Cathedral Choir) often involving collaboration with local or national orchestral players: a Chorister's exposure to, and involvement in, the celebrating and commemorating of national and international institutions and events is therefore considerable
- They experience daily stillness through the prayers and intercessions offered during services: local, national and international events (including current affairs, those in public office, disasters and triumphs) will often be prayed for
- These are gifted musicians whose passion is singing and making music: they immerse themselves in this activity, with their friends, in the awe-inspiring setting of the Cathedral, to the Glory of God, as part of their daily existence
- Choristers range from Year 3 to Year 8 (boys and girls). Vertical integration is an essential part of their existence, and the rigours and rhythms of life as a Chorister provide these pupils with considerable opportunities for developing in key SMSC areas: teamwork, self-reliance, leadership, asking for help, organisation, resilience, self-confidence, high standards, acceptance of others, tolerance, reliability, service
- The Choristers' Prayer: Bless, O Lord, us Thy servants who minister in Thy temple. Grant that what we sing with our lips we may believe in our hearts, and what we believe in our hearts we may show forth in our lives. Through Jesus Christ our Lord. Amen.

Equal Opportunities

ECS POLICY ON SOCIAL, MORAL, SPIRITUAL AND CULTURAL PROVISION
September 2018

Exeter Cathedral School is committed to providing a teaching environment conducive to learning outlined in our Equal Opportunities Policy. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. It will be ensured that equal SMSC opportunities are addressed as followed:

- Pupils with special needs will have equal access to the PSHE curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.
- Specific teaching strategies will be used to maximise access to the curriculum for pupils with EAL.
- Respect for cultural and linguistic diversity is celebrated through the promotion of multi-cultural themes – with “Equality and Diversity” being an important aspect of our SMSC provision.
- Gender equality is promoted by ensuring both boys and girls have access to all aspects of SMSC provision.
- Opportunities to address issues of gender, race etc are provided through discussion, assemblies, and other resources.