



**THE CEDARS  
SCHOOL**

## **SMSC & PSHE Policy**

*This policy should be read in conjunction with both the SMSC Audit and the PSHE Programme of Study.*

### **SMSC at the Cedars**

Personal development is at the heart of the vision which animates The Cedars School. The most distinctive aspect of the school is the tutorial system which is designed to facilitate different aspects of personal development through regular one-to-one conversations. Some of these aspects are enumerated in the aims of the school:

*We aim to help each boy become the best young man that he can.*

*We do this by working in close partnership with parents to promote personal growth in every aspect of a boy's life.*

*In the academic sphere we encourage a deep love of learning and a spirit of intellectual adventure while providing a solid and supportive foundation for success in public examinations.*

*Through our tutorial programme we help each boy to acquire good habits – virtues such as generosity and self-discipline – that will stand him in good stead throughout his life. We seek to appoint teachers who will be excellent role models for pupils and will lead by example.*

*Through the Eudaimonia Programme we seek to ensure that all boys are culturally literate so that they are able to participate fluently in society.*

*We aim to provide excellent pastoral care in a safe and supportive environment and encourage pupils to develop a sense of responsibility, physical and emotional wellbeing and a spirit of generous service.*

*We aim to prepare boys well so that they are able to make a positive contribution to society.*

*All of our aims are underpinned by an understanding that we will not find ourselves except through making a sincere gift of ourselves (cf Vatican II Gaudium et Spes 24).*

In addition to the tutorial programme, many other activities within school contribute to boys' SMSC development. For example, regular assemblies, activities during form time, acts of worship, school trips all make a contribution alongside that made by the taught curriculum and extra-curricular activities.

### **PSHE at The Cedars**

PSHE education is an important part of The Cedars curriculum. Not only does it aim to help pupils to keep safe and healthy but also to develop the personal qualities and attributes that will help them in employment and later life. The tutorial system and enrichment programme are key to the delivery of PSHE education but some aspects are taught within other areas of the curriculum, These areas are identified in the PSHE Programme of Study.

## **Spiritual Development**

While “spiritual” is not synonymous with “religious”, the Catholic dimension of the school ethos plays a significant role in providing opportunities for spiritual development. The “liberal arts” approach that underpins the curriculum coheres with the ethos of the school. In the words of the Curriculum Policy it *“is designed to enable students to join with the great minds of history, rising above their current situation and culture, to appreciate what is deepest in our human condition: the meaning of love, commitment, suffering, sacrifice, death, and generous service to others.*

*A liberal education teaches, among other things, a respect for the proper and responsible use of words, a sincere spirit of enquiry and the recognition and appreciation of the Good, the True, and the Beautiful...The Cedars curriculum is rooted in a perspective that sees the abundant goodness of the world, of all creation, as a fundamental governing principle; a perspective that sees the nobility and heroism of individuals in struggles throughout history.”*

Significant contributions to spiritual development are made by:

- Religious education teaching which allows pupils to discuss, share and explore values and beliefs.
- Explicitly creative subjects, such as Art, Design & Technology and Music.
- Extra-curricular activities such as drama, craft and the ‘Build-a-Computer’ project.
- The study of literature and the enrichment programme.

## **Moral Development**

The Cedars School places great emphasis on moral development through a deeply embedded character programme grounded in Catholic principles. It aims to foster a sense of community, promote personal qualities of honesty, tolerance and respect for others, and develop in the students a sense of moral awareness and an appreciation of the virtues of loyalty, duty and social responsibility.

The all-round development of each pupil is seen as a joint project between the School and that pupil’s parents. A number of ‘key parent functions’ take place during the year with the aim of strengthening the partnership between school and home. Typically, such functions will focus on matters of interest to parents like the right use of technology, striking a positive balance between freedom and responsibility and helping to form good habits in young people. The close working partnership that exists between parents and school has a significant impact on the moral development of pupils as it fosters a more united, harmonious approach to their formation.

The tutor provides the link between home and school and the expectation is that the tutor meets the parents of each of his charges on a termly basis. This is in addition to annual parents’ evenings which focus on academic progress. The tutor meets with each of his tutees individually for a ‘tutorial’ once a fortnight. Tutorials may focus on academic matters, friendship issues or anything else which may be relevant at the time but otherwise follow a character framework with the emphasis shifting to a new virtue each fortnight. This allows the tutor to personalise the approach taken with each boy and ‘unpack’ the virtues in a practical way so that boys can live them in a way that is appropriate to their age and situation.

Significant contributions to moral development are made by:

- The tutorial programme

- The character development programme which underpins tutorials, school assemblies and form time.
- The School's Code of Conduct which has as its aim the promotion of a *“safe and purposeful environment for all members of the school community.”* It emphasises that *“(p)upils should at all times behave in a sensible, orderly and well-mannered way. They should show due respect for other members of the school community and take good care of the school building and property. It follows that any breach of common sense or common courtesy is likely to be a breach of school rules.”*

### **Social Development**

Social development is fostered at The Cedars by activities which seek to help boys to relate to others and reflect on their own participation in, and contribution to, the wider society outside school. Such development is reinforced by the strong sense of community which exists within the school. This is built on the shared values within the school ethos, including a commitment to personal integrity and a recognition of the importance of each human being, regardless of difference.

The positive culture within the school encourages boys to use their gifts for the benefit of others, both within school home and beyond. Through the Eudaimonia Programme, we seek to give all pupils opportunities for service and leadership. Leadership is exercised by prefects, members of the School Council, boys with house responsibilities and boys involved in other aspects of school life, such as extra-curricular clubs. A spirit of joyful service is encouraged as a part of daily life but also through the opportunity to spend time with people who are experiencing hardship such as the homeless. A Charities Committee coordinates fundraising efforts within the school for charitable causes.

The school motto, *IN GAUDIO SERVIAMUS* – let us serve with joy – is emphasised constantly with the aim of leading boys to an appreciation of their responsibility to put their talents at the service of others. This message is communicated via assemblies, personal tutorial meetings and through the example of staff.

### **Cultural Development**

There are two distinct aspects to cultural development at The Cedars.

There is a commitment to ensure that all boys acquire a basic level of cultural literacy through wide reading, musical appreciation, broad general knowledge and acquaintance with the 'big ideas' underpinning modern life. The contribution of co-curricular activities such as music and drama is also important in this regard.

It is also the responsibility of the school to prepare boys well for life by leading them to (i) respect and value other cultures; and (ii) encounter new ideas.

It is expected that each department within the school will make a positive contribution to SMSC education and we are currently working towards the development of subject-specific SMSC statements.

<b>This policy will be reviewed annually</b>	
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