

Reviewed: Summer 2021

Review period: Biannual

Bacup and Rawtenstall Grammar School



Spiritual, Moral, Social and Cultural Policy

Spiritual, Moral, Social and Cultural (SMSC)

The SMSC aspects of education play an important part in the life of Bacup & Rawtenstall Grammar School (BRGS). It is foundational to what we are as an educational institution and we are proud that it is embedded within all that we are and everything that we do. The development of aspects of SMSC within students is essential – it is at the centre of what education is all about – helping students to grow and develop as individuals who can become valued members of our wider society.

It is an expectation at BRGS that all staff, in all subjects, can and should make a contribution to the SMSC development of students through the taught curriculum and through the use of appropriate teaching and learning strategies, e.g. discussion, reflection, student participation, etc.

We want our students to develop positive attitudes and beliefs by being given the opportunities to:

- Develop in their quest for individual identity and their search for meaning and purpose in existence
- Think about the pluralistic nature of society; develop their understanding and respect for those with different belief systems and ways of life
- Value all equally
- Build personal relationships based on trust, mutual respect and self-esteem
- Become active, responsible citizens of our democratic society
- Gain a greater appreciation of the world and of human achievements within it

Within school, opportunities for the development of SMSC will occur within the taught curriculum, and through “the life” of the school, via extra-curricular provision and our programme of whole school and year group assemblies. All staff will seek to model an “SMSC Aware” approach to their interactions with students via lesson planning, the development of schemes of work and their involvement in the extra-curricular aspects of school life.

SMSC consists of five key aspects of student development:

Spiritual Development

This is concerned with how a student develops their own set of beliefs and is not linked to any specific religious or non-religious system. It is personal and unique; about meaning, truth and ultimate values. Inspiration, imagination, creativity, an awareness of self-identity and self-worth are a part of it.

Moral Development

This is concerned with student’s knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practice of society.

Social Development

This is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. It connects to an understanding of oneself in a wider context; of being prepared to live in society by knowing and understanding its institutions, structures, characteristics and political or non-political structures and economic organisation.

Cultural Development

This is concerned with a student's increasing knowledge of the values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. It covers understanding our own and other's cultures and heritage. This incorporates being aware of being British and the history, values, structures and systems within British culture. It also involves an appreciation of culture in terms of the arts.

Further details of the various elements are identified in Appendix A, which shows a shorthand notation for indicating aspects of SMSC – for example, Sp2 “having a sense of enjoyment and fascination in learning about themselves, others and the world around them”.

Key elements of the application of SMSC across the wider school can be seen below, with specific exemplars following. Contributions are identified as CORE (C – applying to all students) and ENRICHMENT (E – accessed by groups of students).

Spiritual

- (C) Our yearly main school assembly programme gives students ample opportunity to reflect on a wide range of issues. Our multi-faith group highlights specific religious festivals as they occur. Each form group has the chance to participate through leading a whole school assembly, many of which are extremely creative.
- School trips and residential take learning out of the classroom. Curriculum trips such as the year 8 maths residential (C) and the year 9 Normandy battlefields visit(E)open student's eyes to learning in new and exciting ways . Other trips enable students to see and experience the world around them, growing as individuals – such as the team building and adventure experiences of year 7 activity day and year 9 camp (C). Overseas trips provide further opportunities for students to have their world view expanded: awe and wonder – China, New York, Egypt (E).
- Our yearly enrichment week (C) allows students to work co-operatively within a non-classroom environment, solving problems related to real world issues. There is great excitement and pleasure each year for our annual art exhibition (C). Throughout the year, the artwork produced by students is widely displayed around school. Students have been thrilled on a number of occasions by the installation of a mobile planetarium within the school hall (E) and year 7 students greatly enjoy their visit to Jodrell bank.
- All students have the opportunity to learn a musical instrument (C) and visits by authors (C) and an “artist in residence” (E) enables students to experience imagination and creativity in their learning. Yearly, our year 7 student design and create “history models” (C), which are displayed for parents.
- Students study Religious Studies from year 7 through to 11 (C) and can take a GCSE in the subject. Students have the opportunity to study A level RS. We have an active multi-faith group and have a prayer room available for students to make use of (E).
- Our rewards system is based on rewarding positives wherever they are seen (C). Teaching staff have a quota of rewards points to use each week and are encouraged to use their entire quota weekly.

Moral

- Assembly themes (C) regularly include reflection on moral issues and challenge students to stand up for what is right. The PSHE curriculum (C) incorporates a focus on a range of moral issues.
- Our charities committee (E) regularly organises events which raise funds for worthy causes. On an individual level, students regularly organise morning break events to raise money for the charities that are close to their own heart – ranging from the RSPCA to supporting motor neurone disease and LEPROA.

- School has a very clearly defined Behaviour for Learning Policy which sets the standard for acceptable behaviour very high. Students rise to these behavioural levels – where there are slips students readily recognise their shortfalls and seek to remedy them. Students are very aware of sanctions and rewards. There is a culture of fitting into the moral norm (C).
- Students have full access to their own form rooms, hall, play areas etc. out of lesson times – before school, during break and lunch time, after school – with a minimum level of supervision. They act and relate within a whole school society with each other and behave well. Food is consumed and waste tidily disposed of. Classrooms are left in a tidy state ready for forthcoming lessons.
- A number of whole school initiatives occur each year: year 10 business challenges – where students design and present a solution to a practical consumer problem; the YPI initiative – where year 9 students research and present on a range of local charities, winning funding bids for their preferred local charity (C).
- Our yearly Holocaust Memorial Day assembly and associated activities, along with our Remembrance Day service, focus student’s minds on the morality of conflict (C). Opportunities to visit Normandy (E) and the impact of trips to dramatic productions such as War Horse (E) further challenge students to think in terms of right and wrong. Our debating group (who regularly compete) tackle a range of challenging moral and ethical issues (E). Similarly, our mooting group (E) take part in mock trials, learning about the British legal system.

Social

- Our open classroom policy enables students to mix and interact throughout school, with the school hall being the hub of our school society. Sixth form students support students in main school through their roles as prefects, as buddies and as learning mentors. Sixth formers also support the work of local primary schools, such as students who assist with maths teaching (E).
- Our school council is a fully elected body, consisting of representatives from all year groups within school. They work for the benefit of fellow students, seeking to represent their views through regular meetings and feedback to the headteacher.
- There are a range of groupings across school which bring together students of different ages, gender, ethnicity and religion – chess club, school newspaper, charities committee, sports clubs, music ensembles, year 11 leaders, anti-bullying group, homework club, et al (E).
- The wide range of activity days and residential offered by school which are accessed by the majority of students give them the chance to mix widely and develop social skills (C and E).
- Students are proactive in seeking to support both local and national charities which are of personal interest to them.
- All students have the opportunity to have a period of work experience within year 10, where they can gain a taste for the wider world of work (C).
- Older students take the opportunity to go abroad with organisations such as World Challenge and Camps International to do practical work within communities (E).
- Students gain an understanding of the British legal system through the PSHE taught curriculum. Our school assembly themes draw on examples of key historical figures or occurrences to promote the importance of being an active citizen within a community. Our behaviour for learning system highlights acceptable community behaviour and encourages students to adopt acceptable views and behaviours. Students are encouraged to question and form their own opinions, while respecting the perspectives of others (C).

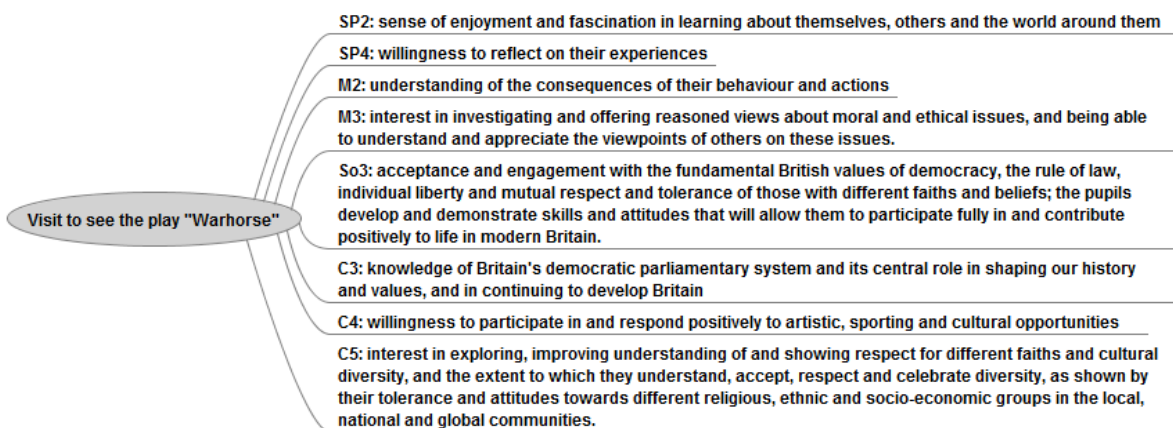
Cultural

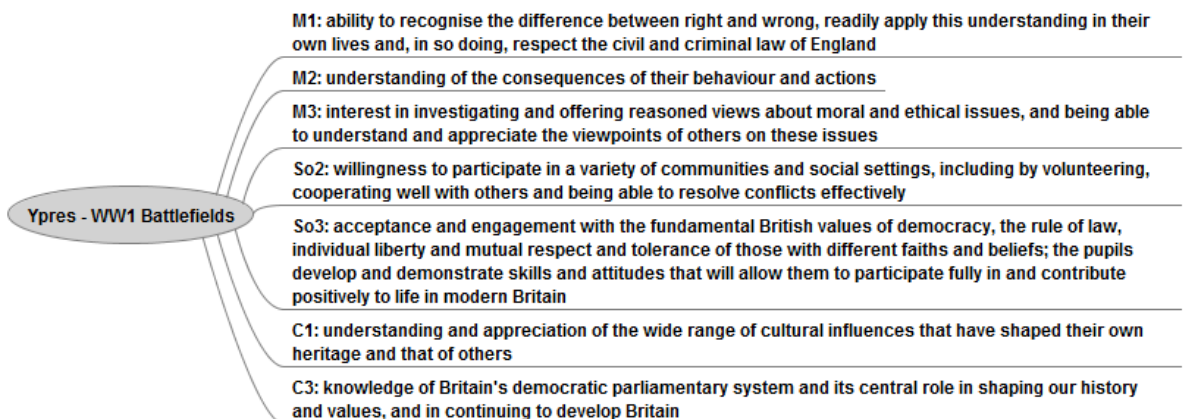
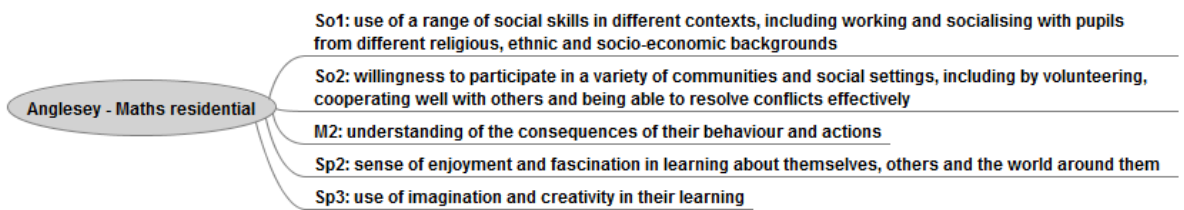
- We are proud of our cultural heritage as a school established on the same site for over 100 years.

- It is with great respect that we formally name and remember the 73 men and one woman from our school who died during the two Great Wars in our annual Remembrance Assembly. Other assemblies, including those led by our multi-faith group, promote understanding, acceptance, respect and the celebration of diversity through tolerant attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities (C).
- The British political system forms part of our teaching scheme within PSHE (C).
- As a school we achieved the Gold Level Cultural Diversity Award in 2012.
- Students experience a wide range of educational activities: in school - artists in residence (E), author visits (C), yearly presentations by holocaust survivors (C); off-site: visits to theatres, galleries and museums (E); field trips and team building residentials (C and E).
- All students have the opportunity to learn a musical instrument and our many ensembles regularly perform in school assemblies and give evening concerts (C). Overseas music tours are popular with ensemble players.
- Students readily involves themselves in sport, and we have very successful competitive teams at county and national level. This includes traditional sports such as football (male and female), badminton and netball, as well as less traditional ones such as orienteering.
- We hold the Guinness World Record for Endurance for the longest ever continuous netball game (E).
- Students have the opportunity to go to football camp in Valencia on a bi-annual basis (E).
- We offer all students the opportunity to take part in the Duke of Edinburgh's award, from bronze to gold level.

Exemplars

Many of the activities that students undertake cover multiple elements of the SMSC agenda, such as is shown in the exemplars below. The SMSC codings used are explained in appendix A.





Appendix A – SMSC Shorthand

Spiritual

- Sp1: 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
- Sp2: sense of enjoyment and fascination in learning about themselves, others and the world around them
- Sp3: use of imagination and creativity in their learning
- Sp4: willingness to reflect on their experiences.

Moral

- M1: ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- M2: understanding of the consequences of their behaviour and actions
- M3: interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social

- So1: use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- So2: willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- So3: 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

- C1: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- C2: 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
- C3: knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- C4: willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- C5: 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.