



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) POLICY

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Reviewed by the LGB Governors

“The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

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1. Definition

At Greenbank High School the promotion of pupils' spiritual, moral, social and cultural education is considered crucial to the development of our pupils'. The development of SMSC is therefore the responsibility of every member of staff.

SMSC is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values.

This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals.

2. Principles

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people.

It is an expectation at our school that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time etc.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

3. Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

4. Aims for Spiritual Development

- The ability to listen and be still
- The ability to reflect
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships

5. Objectives for Spiritual Development

- To develop the skill of being physically still, yet alert
- To develop the skill to use all one's senses
- To develop imagination
- To encourage times for quiet reflection throughout the school day
- To develop individual self confidence

6. Moral Development

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. At **our school** we work towards an understanding of what is right and wrong through academic subjects, PD lessons, assemblies and PD time. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions and behaviour.

7. Aims for Moral Development

- To understand the principles behind decisions and actions
- To be able to distinguish between right and wrong
- To be able to make decisions, accepting and understanding consequences of their actions
- To move gradually through a 'taught morality' to taking responsibility for their own moral decisions

8. Objectives for Moral Development

- To tell the truth
- To respect the rights and property of others
- To help others less fortunate than themselves
- To be considerate to others
- To take responsibility for own actions
- To exercise self-discipline
- To develop high expectations and a positive attitude
- To conform to rules and regulations to promote order for the good of all

9. Social Development

This enables pupils to become conscientious participants in their family, class, school, and the local and wider community. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

10. Aims for Social Development

- To relate positively to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibly
- To understand our place in our family, school and society

11. Objectives for Social Development

- To share emotions such as love, joy, hope, anguish, fear and reverence
- To be sensitive to the needs and feelings of others
- To work as part of a group
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals etc.
- To develop an understanding of citizenship and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual can do something well and have something to offer

12. Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

13. Aims for Cultural Development

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions

- To understand codes of behaviour, fitting to cultural tradition
- To develop a balanced approach to retaining the traditions of our Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present

14. Objectives for Cultural Development

- To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc.
- To develop a love for learning
- To develop an understanding of different cultures and beliefs, including Christianity
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- To develop the ability to value these independently

15. Digital Moral and Social Development

In an increasingly digital world, pupils' moral and social development extends beyond face-to-face interactions and includes their conduct, decision-making and relationships online. At Greenbank High School we recognise the importance of supporting pupils to behave safely, responsibly and respectfully in digital environments.

We aim to ensure pupils:

Understand how to communicate respectfully online

Recognise the impact of their digital actions on others

Develop the ability to evaluate online information critically and identify misinformation

Understand risks associated with online activity, including extremism, grooming and manipulation

Know how to keep themselves and others safe online

These aspects are addressed through the Personal Development curriculum, Computing, assemblies, safeguarding education and wider pastoral support.

16. Equality, Diversity and Protected Characteristics

Greenbank High School is committed to promoting equality, diversity and inclusion, in line with the Equality Act 2010. SMSC development plays a central role in helping pupils understand fairness, dignity and respect for all.

Through SMSC we aim to ensure pupils:

Understand protected characteristics and why they are safeguarded in law

Develop respect for all individuals regardless of background, belief or identity

Challenge prejudice, discrimination and stereotypes

Appreciate the diversity of modern British society

This commitment is reflected across the curriculum, assemblies, Personal Development Time, Religious Education and the ethos and values of the school.

17. RSHE and SMSC

Relationships, Sex and Health Education (RSHE) contributes significantly to pupils' spiritual, moral, social and cultural development. Through RSHE, pupils are supported to develop respect, responsibility and self-awareness.

RSHE supports SMSC by helping pupils to:

Develop moral reasoning and understand the consequences of actions

Build healthy, respectful and safe relationships

Understand consent, boundaries and personal responsibility

Develop emotional literacy and wellbeing

Recognise the importance of mental and physical health

RSHE is delivered in line with statutory guidance and as part of the wider Personal Development curriculum.

18. Character Development within SMSC

At Greenbank High School, character development is an integral part of SMSC. Pupils are encouraged to develop personal qualities that support success in school and life beyond.

We aim to support pupils to:

- Develop resilience and perseverance
- Build confidence and independence
- Take responsibility for their actions and learning
- Demonstrate integrity, honesty and compassion
- Contribute positively to the school and wider community

Character development is promoted through curriculum learning, enrichment opportunities, leadership roles, volunteering and wider school life.

19. Emotional Wellbeing and SMSC

Pupils' emotional wellbeing is central to their spiritual and social development. Greenbank High School aims to create a supportive environment in which pupils feel safe, valued and able to seek help when needed.

Through SMSC we aim to help pupils:

- Recognise and express emotions appropriately
- Develop strategies for managing stress, anxiety and challenge
- Build positive relationships
- Understand the importance of mental health and wellbeing
- Develop empathy and emotional resilience

Support is provided through the pastoral system, Personal Development curriculum, assemblies and whole-school culture.

20. Cultural Capital and SMSC

Cultural capital is fundamental to pupils' understanding of the world beyond their immediate experience. SMSC plays a key role in broadening pupils' horizons and raising aspirations.

We aim to:

- Provide access to cultural, artistic and educational experiences
- Promote engagement with literature, the arts and heritage
- Develop awareness of local, national and global culture
- Support pupils to participate confidently in society

Cultural capital is developed through curriculum subjects, educational visits, enrichment activities, assemblies and whole-school events.

21. General Aims for Spiritual, Moral, Social and Cultural Development

We aim:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To promote respect and consideration for differences in gender, race, religion, sexuality and physical ability.
- To help each pupil achieve their full potential across all areas of the curriculum
- To develop the individual strengths of all pupils and to help and provide support in areas for development

- To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- To develop respect for religious and moral values and understanding of other races, religions and ways of life
- To help the pupils understand the world in which they live and deliver global learning as a British Council International School
- To develop a sense of responsibility, consideration for others, self- respect and self confidence
- To promote good relationships between home, school and the local and wider communities
- To promote the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- To use the framework of the UNICEF Rights Respecting Schools Award to develop SMSC

22. Roles and Responsibilities

- The Headteacher is responsible for monitoring and auditing SMSC in Greenbank High School. In this role she works closely with the Assistant Headteacher with responsibility for Personal Development, the Director of Learning for Personal Development, and the Subject Leader for Religious Education
- All Form Tutors follow the Greenbank High School programme in Personal Development Time to develop SMSC
- All Directors of Learning, Subject Leaders and teaching staff are required to promote SMSC within their planning, teaching and learning
- The Headteacher is responsible for ensuring that parents are reminded on an annual basis of the content of this policy via the Greenbank High School website

23. Dissemination:

This policy is shared with all staff through Greenbank High School website.

1. Appendix 1

The Promotion of Fundamental British Values (FBV) at Greenbank High School

We at Greenbank believe that the following list exemplifies some of the values held dear by British citizens:

- Democracy
- Respect of the rule of law
- Appreciation of the rights of other citizens
- Individual liberty
- The promotion of opportunities for all
- Support for those who cannot, by themselves, sustain a dignified lifestyle
- Religious tolerance and respect for cultural diversity
- Treating others with fairness
- Participation in community life
- The contribution to, as well as the benefit from, cultural and economic resources



Although this list is not exhaustive, we believe it encapsulates the attitudes Greenbank High School values and seeks to engender in its young people.

How does Greenbank High School promote these values?

- At Greenbank High School we believe that our statement of vision and values, found on the school's website, makes explicit our fundamental belief in many of these values. This statement is the foundation of all our work with our students.
- Our school's motto is "Inspire, Care, and Achieve". All pupils are regularly spoken to about the importance of these three attributes for success in school. A particular emphasis is placed on caring and nurturing others to achieve.
- Our house system provides more opportunities for pupils to work with members of other year groups, foster a strong sense of identity/belonging for all pupils in school and raise money for their nominated charities.
- All pupils study Religious Education (RE) from Years 7 -11. All students take the subject as a GCSE and results are excellent which show how girls are able to apply their learning and prepare them to be active citizens.

The RE curriculum at Greenbank contains the following elements which are directly applicable to promoting British values:

- 'What is Religion?' (Year 7)
- 'Rights and Responsibilities' (Year 8)
- 'Remembering the Holocaust' (Year 8)
- 'Crime and Punishment' (Year 9)
- 'Human Rights' (Year 10)

At key stage 4, the course covers many social and topical issues including Islamophobia, the changing role of the Church in Britain today and 21st century relationships. These issues are explored from a Christian, Muslim and Humanist perspective, offering opportunities for inter-faith dialogue.

Year 8 pupils have opportunities for personal reflection and creativity in the 'Remembering' Topic. Across year 7 and 8 pupils study all the 6 major world faiths, in order to gain a broad awareness of our multi-faith society.

The Personal Development Curriculum teaches explicitly and discretely about fundamental British Values. All lesson materials have FBV referenced.

Other areas of our curriculum that contribute to the learning of FBV are:-

- In history, pupils study British Colonial History, the Suffragettes and the importance of the right to vote.
- In Geography, pupils learn about the United Kingdom and their own identity.
- PD Days offer practical and interactive learning about British values through, for example, the whole school day on Disability Prejudice in Year 7 and Politics Day in Year 10.
- Learning outside the Classroom allows pupils to participate in experiences, such as visits to a variety of places of worship, including, but not limited to: museums, The Houses of Parliament, The United Nations in Geneva and the World War I battlefields.
- Assemblies, held once a week led by a senior member of staff or Head of Year, focus on relevant and topic PD themes, for example, Black History Month, Democracy, Messages from the Holocaust, and World Religion Day.
- Working with external partners such as The Anne Frank Trust has allowed pupils to learn about Human Rights and the importance of living in a democracy.
- Personal Development Time focuses on developing pupils' knowledge of local, national and global issues such as British culture and current news events.
- The school's system of organising pupil voice encourages involvement of every pupil in school life, including Form Leaders, regular surveys, and a range of leadership opportunities.
- The Duke of Edinburgh Award scheme ensures all participants volunteer in the community.
- Pupils are given many opportunities to volunteer for both internal activities, such as Open Evening, and external activities, through the wide range of leadership activities.
- The school supports local, national and international charities.
- The House system encourages charity, compassion, and 'giving back.'

