

POLICY DOCUMENT

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



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Hipperholme Grammar School takes an active approach to the Spiritual, Moral, Social and Cultural development of pupils. This policy is reinforced by other policies, including PSHE & Citizenship policy, Relationships and Sex Education policy, Behaviour policy, Fundamental British Values policy and Equal Opportunities policy.

DEFINITIONS

Spiritual Development

Spiritual development relates to the spirit or soul and the intangible. It is not synonymous with religious education - although religious education can be a major vehicle for the delivery of spiritual matters. Spiritual development can contribute to a pupil's sense of self-value, personal identity and insight and can help to give them meaning or purpose. Events which create a sense of awe and wonder can contribute to spiritual development.

Moral Development

Moral development relates to human behaviour, especially the distinction between good and bad or right and wrong. Pupils should understand that there will be some instances where agreement may not be possible and/or there is no right and wrong answer and compromise is necessary. It concerns developing moral values that govern our thoughts and behaviour - together with an understanding/respect for those moral values shared by society and its constituent groups. Pupils should understand that moral values change over time.

Social Development

Social development concerns living effectively in a community, rather than alone. It is about working effectively with others and developing those personal qualities/skills needed to do so.

Social development contributes to an understanding of the structure of society, as well as its characteristics and institutions. It develops both local and global socio- economic and political understanding, along with the rights that citizenship offers and the responsibilities it requires.

Cultural Development

Cultural development concerns the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for society. It is about the pupil learning to understand their own culture and those present in the UK and abroad. Pupils should learn to appreciate and feel comfortable with living in a multicultural country. Through cultural development the school aims to address and prevent racism and other forms of prejudice and discrimination.

Active promotion of values and principles

In our delivery of SMSC we ensure that we:

- actively promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- preclude the promotion of partisan political views in the teaching of any subject in the school;
- take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils in school, through school activities, or in the promotion of the school, that pupils are offered a balanced presentation of opposing views. This is particularly important in relation to visiting speakers, where balance over a period of time should be sought. Staff should not impose their own views on pupils.

More specifically we ensure that principles are actively promoted which:

- enable pupils to develop their self-knowledge, self-esteem and self confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- 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;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Specific Aims

The following aims reflect those of the School and show how SMSC development is delivered within the context of a structured curriculum. By its planned delivery of SMSC issues and values we aim to:

1. Endow the pupils with positive proactive attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills, and thereby enhance their personal and social development, e.g. we hope our pupils will be able to:
 - make informed decisions and evaluate socio-economic/cultural influences on their own behaviour and that of others;
 - appreciate their own culture and those of others and the diversity and richness that they bring to our society;
 - exhibit commitment and trust in human relationships;
 - develop an understanding of citizenship in its broader sense;

- understand that we all have a contribution to make to SMSC matters;
 - reflect on their own experiences so as to develop their own spiritual awareness and self knowledge;
 - demonstrate self-esteem, self-awareness and a sense of moral and social responsibility.
2. Give pupils appropriate knowledge and understanding of SMSC issues, particularly values and beliefs, in order for them to make informed choices and opinions about:
 - the social, moral and cultural aspects of an individual's development, personal relationships; responsible attitudes and appropriate behaviour;
 - the distinction between good and bad (or right and wrong) behaviour.
 3. Allow pupils to experience events which can only be interpreted as spiritual, e.g. the 'tingling of the spine' when viewing pictures of the solar system or the sigh of amazement when first looking down a microscope.
 4. Contribute to a comprehensive curriculum by collaborative planning which has a coherent structure, breadth, balance, relevance, continuity, progression and a global dimension.
 5. Deliver SMSC issues by a variety of teaching/learning styles (both passive and active) and to provide a motivating context in which an holistic and relevant approach to learning will reinforce and generalise concepts, skills and attitudes across the Curriculum.
 - passive activities include assemblies, watching videos or other such presentations of ideas.
 - active and creative activities include projects, discussions, role-play, case studies - observation and analysis are central to this process.
 6. Present the School to the pupils as a community and to allow them to contribute to that community.
 7. Show that mankind has a global dimension and to allow pupils to understand their own responsibilities and those of groups and organisations for the health and welfare of individuals and the community.

Opportunities for developing SMSC

All departments contribute to the whole school approach to the delivery of SMSC:

1. Timetable suspension for special activities, e.g.
 - a. at Harvest pupils bring in food and pack up parcels for delivery to the elderly.
 - b. at various times there are organised visits into the School by local community groups, e.g. members of the British Legion attend assemblies on Remembrance Day and the NSPCC.
2. Planned opportunities which permeate the whole curriculum, e.g.
 - a. large group events such as assemblies. Assemblies can be used to address all areas of SMSC, e.g. themes may be concerned with moral issues or right and wrong, or fundamental British values such as democracy and the rule of law. See for example the assembly log.
 - b. class events which may be part of a department's schemes of work.

3. Additional opportunities arising from other initiatives/activities, e.g. trips to performances, places of worship, zoos, and charity days.
4. Using visiting speakers within lessons to illuminate and reinforce learning.
5. The PSHE curriculum, and citizenship elements in particular, contain numerous opportunities to develop SMSC.
6. Opportunities for SMSC development also exist in a range of other curriculum areas including RS, Science and History.