



# Spiritual, Moral, Social & Cultural (SMSC) Policy

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| Last Reviewed               | July 2021 |
| Next Review Date            | July 2027 |
| Ratified by the Headteacher | July 2024 |

# HORSFORTH SCHOOL

## Spiritual, Moral, Social & Cultural (SMSC) Policy

### I Aims

At Horsforth School we recognise that personal development is an essential driver for educating the 'whole child'. Exposing our students to aspects of education which develop them spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve, but be successful, well rounded citizens today and tomorrow. SMSC education compliments and sits alongside our Character Programme and underpins the PSHCE curriculum and Personal Development Programme.

It is hoped that our work around SMSC will develop and prepare our students for their future and as young adults. Through SMSC we help our students develop their own moral codes and informed views. It will help them to develop an inner discipline, self -confidence and help our young people be both respectful and responsible.

The extensive audit for SMSC shows that we aim to provide a full curriculum whereby SMSC is promoted across all subjects, to all key stages, both in and out of the classroom and through a wealth of experiences and activities. The curriculum is intended to help students be prepared for life in modern day Britain but also provide opportunities for learning about the 'self' through reflection, imagination and learning 'from' their education. Students have opportunities to develop their own values, beliefs and ideas. Key qualities we promote are through SMSC education are respect, tolerance, responsibility and kindness. Students will understand other cultures around them and have an appreciation of diversity, and who know the difference between right and wrong.

Through the schools SMSC provision, students will be exposed to the Fundamental British Values: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and tolerance of those of different faiths and beliefs. Fundamental British Values are embedded into our curriculum, but we also use bespoke sessions to promote diversity and what it means to be British.

### What is SMSC and FBV?

SMSC stands for spiritual, moral, social and cultural development. All schools must show how well their students develop in SMSC.

As part of work in this area, it meets Article 2 for the Rights of the Child where they apply to every child without discrimination.

**Spiritual:** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

**Moral:** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

**Social:** Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

**Cultural:** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

**FBV (Fundamental British Values):** are themes that schools should explore and with all students to teach respect and tolerance and to help them contribute to wider society and life in Britain as effective and safe citizens.

Essentially students should understand how as British citizens they can influence decision-making; that the freedom to choose and hold a faith is protected in law and the importance of identifying and combating discrimination.

## **2 Context**

The school regards the promotion of British Values and SMSC education as an entitlement for all students. British Values and SMSC permeates the ethos of school and are provided in both formal and informal settings. In providing opportunities for this development, we aim to:

- develop students' self-knowledge and spiritual awareness.
- promote an understanding of and respect for other people's feelings, values and beliefs.
- enable students to understand and fulfil the responsibilities of living in a community.
- develop student's appreciation of their own cultural traditions and those of other people.
- develop in students an understanding of right from wrong, an understanding of justice, democracy, liberty and how British law works.

## **3 Evaluation**

This policy/procedure will be evaluated every three years by the Headteacher to ensure it is still fit for purpose. Circumstances may require more frequent modifications. On 8<sup>th</sup> May 2019, the Trustee Board delegated responsibility to evaluate and ratify this policy/procedure to the Headteacher.

## **4 Authors**

This policy has been updated by SAN June in June 2024

## **5 Procedures**

Procedures to support this policy are appended as follows:

Appendix 1- Curriculum Audit

Appendix 2 – Wider Curriculum Audit

Appendix 3 – Evidence Of Impact

Appendix 4 – Examples of how this is Promoted

Appendix 5 – Definitions of SMSC

Appendix 6 – Definitions of Fundamental British Values

## **Appendix I**

### **The Curriculum Audit**

The Curriculum audit shows where we have full coverage of all aspects of SMSC and FBV within the classroom and informs of gaps which will be promoted beyond the classroom or via specialist drop down sessions.

Each curriculum area will provide a range of different learning situations and opportunities to promote SMSC and FBV. All subjects contributed to the SMSC and FBV audit (May 21 which was reviewed May 2024).

# Appendix I SMSC & FBV: CURRICULUM AUDIT

|           |    | RE | PSH<br>CE | ART |  | DRA | SCI | ENG | MA | HI | GG | ICT | PE | DES | ML | BS | HS | MD |
|-----------|----|----|-----------|-----|--|-----|-----|-----|----|----|----|-----|----|-----|----|----|----|----|
| SPIRITUAL | 1  |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 2  |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 3  |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 4  |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 5  |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
| MORAL     | 6  |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 7  |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 8  |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 9  |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 10 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
| SOCIAL    | 11 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 12 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 13 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 14 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 15 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
| CULTURAL  | 16 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 17 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 18 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 19 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 20 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
| FBV       | 21 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 22 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 23 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |
|           | 24 |    |           |     |  |     |     |     |    |    |    |     |    |     |    |    |    |    |

**Summary:** All 4 aspects of SMSC are clearly embedded throughout the curriculum for Years 7-13. Gaps are addressed through the promotion of SMSC in the wider Curriculum and through the promotion of specific Fundamental British Values via bespoke drop-down sessions.

## Appendix 2: SMSC and FBV beyond the classroom – Audit

A separate whole school audit has been completed for this. As this is a whole school approach we promote many aspects of SMSC and FBV beyond the classroom through:

- Trips, visits, residential and fieldwork
- Guest speakers (police, nurse, youth workers, religious leaders, authors, Holocaust survivor, MP's, etc)
- Extra- Curricular activities and lunch time clubs
- Mandarin excellence programme
- Cadet Programme
- Duke of Edinburgh
- Character Education and programme
- Mapped Assemblies and specialist assemblies
- Targeted 'Drop down' days or 'Drop down' sessions
- Health week
- Safety Week
- Mental Health Week
- Anti- Bullying Week
- Natre (RE) Competition
- Charity and fundraising events
- Community Work
- Concerts and Productions
- Work with the Police
- Student Parliament and whole school election process
- Through our CEAIG and our work on the Gatsby Benchmarks
- Student leadership opportunities and ambassador roles
- Sports events, subject competitions and Inter-form
- Peer mentoring and restorative justice
- Through our sanctions and rewards system and the PB system as a whole

## Appendix 3: Evidence of Impact

To monitor and evaluate the success of SMSC education and the promotion of FBV we will use:

- PSHCE ATL tracking and any impact evidence (parent /student voice) from our PSHCE/RSE work relevant at the time.
- Av ATL scores (whole school above 4.5) – collation of annual data
- Analysis of bullying, racism and derogatory language data (consistent reduction of incidents) - collation of termly and annually data
- School Sanction data (number of sanctions to remain low, and no increase. Exclusions rare and lower than national average) – collation of termly and annually data
- Data for unwanted behaviour or misdemeanour shows improvement-collation of termly and annually data
- Attendance at Extra Curricular is high is shows disadvantaged students are taking part
- Relevant Student and parent voice / surveys on learner experience, behaviour, safety, equality, general attitudes, drop down sessions etc.
- NEET Data, destination data
- Super Curricular Registers

## Appendix 4: Examples of the variety of ways British Values and spiritual, moral, social and cultural development are promoted in Horsforth School

Development in SMSC will take place across all curriculum areas. Each curriculum area will provide a range of different learning situations and opportunities to promote SMSC. All subjects have contributed to the SMSC audit and we have a well-balanced SMSC curriculum. RE and PSHCE and the Character programme have a clear role to play and these programmes will be regularly reviewed.

The school's Single Equality Policy promotes all forms of equality. The teaching of Citizenship within PSHCE gives students the opportunities to explore moral concepts and British values e.g. personal rights and responsibilities, truth, justice, liberty, tolerance, equality of opportunity and the difference between right and wrong. The whole school elections for Student Parliament allow students to experience democracy in action.

Fundamental British Values and SMSC education is delivered in a variety of ways across the school curriculum including:

- critical thinking i.e. skills of analysis, evaluation and reflection
- promoting teaching styles which value students' questions and gives them space for their own thoughts, ideas and concerns
- discussion and debate e.g. about distinguishing right from wrong in moral codes
- participation e.g. approaches which encourages students to express their views on ethical issues and personal issues, and which enable students to make connections between aspects of their learning
- developing appropriate values, qualities and attitudes through the exploration of different views, needs, interests and feelings of people
- the use of visiting speakers and conferences, trips, visits and drop-down days.

The School provides a range of enrichment activities which also promote Fundamental British Values including:

- Art Sculpture Park, Holocaust Survivor Visit, Synagogue Trip Author Day, Cadets, Duke of Edinburgh, Police assemblies
- Music and drama events, productions and choir
- Character Programme
- Health Week
- Mental Health Week
- Safeguarding Week
- Student Parliament and ambassador role

Through fundraising and charity activities students are taught to understand the care which they must take of others e.g. Horsforth Live at Home Scheme.

Through providing the opportunities for students to take on responsibility in school: Making responsibilities available to students is an important element of developing appropriate values, qualities and attitudes, e.g. Open Evening, and Form Representatives.

Through the school's aims and mission statement, through form time, Student Review lessons, classroom and corridor codes, assemblies, through the school's positive behaviour policy and consistent application of it by staff which provides an excellent way of recognising everyone's efforts and achievements.





### **Spiritual Development**

Spiritual development is about students becoming aware of the spiritual dimension which is within, having time to reflect and to know that there is something deeper and more enduring than the outward and material world which surrounds them.

Spiritual development will be assessed by the extent to which opportunities are provided throughout the entire curriculum and life of the school in order to:

- develop personal beliefs and values
- develop a sense of mystery, wonder fascination and joy
- enjoy and respond to times of silence, stillness and reflection
- understand differing beliefs from a range of faiths and cultures
- develop the use of imagination and creativity.

### **Moral Development**

Moral development enables students to take a thoughtful view of what is right and wrong, to recognise the interests of others as well as themselves and develop characteristics such as unselfishness, kindness, truthfulness and commitments to justice and integrity, so that they can co-exist in ways that respect the well-being and rights of others, both in school and in the community.

Moral development will be assessed by the extent to which opportunities are provided throughout the whole curriculum and the life of Horsforth School to:

- understand the importance of belonging to a community and understand too that rights should be balanced with responsibilities
- investigate moral and ethical issues
- understand how to make moral judgements and learn the consequences of making incorrect judgements
- develop self-esteem and learn to extend and receive forgiveness.

### **Social Development**

Social development enables students to relate to others successfully by developing social skills and characteristics such as tolerance, respectfulness and a willingness to participate, so that students can play a full and fulfilling part in the community and society as family members, citizens, workers and learners.

Students should understand the importance of co-existing in a peaceful way and should recognise that negotiation is a powerful tool to be used in problem resolution.

Social development will be assessed by the extent to which opportunities are provided throughout the whole curriculum and life of Horsforth School to:

- develop skills such as co-operation, leadership, collaboration, responsibility, teamwork and initiative
- develop, experience and understand social relationships and the rights and responsibilities of individuals within a social setting
- investigate and gain understanding of the ways in which societies function in order for students to become good citizens
- respect social differences and similarities.

## **Cultural Development**

Cultural development is about developing the students' sense of their own identity in society. It enables students to appreciate and participate in their own culture and the cultures of others, by developing their appreciation of, for example, the arts, sport and music. Students are able to participate in the cultural life of their communities and society for their own and others' enrichment.

Cultural development will be assessed by the extent to which opportunities are provided throughout the curriculum and life of Horsforth School to:

- develop understanding and respect for cultural diversity
- value and encourage students' own cultural roots, interests and achievements and enrich, broaden and deepen these experiences
- enable students to demonstrate knowledge about their own cultural traditions and practices whilst also recognising and appreciating cultural diversity
- comprehend the global community and develop meaningful links where appropriate.

## Appendix 6: Definition of British Values

The Government set out their definition of British Values in the 2011 Prevent Strategy. These were reinforced in September 2014. These new regulations will sit alongside the Equalities Act, which applies to all schools.

The 5 British Values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

Students will encounter these principles through our curriculum, Spiritual, Moral, Social & Cultural (SMSC) provision, Behaviour and Rewards system, assemblies, trips and visits and extra-curricular activities.

**Democracy:** the principle of democracy is consistently being reinforced at Horsforth School, with democracy processes being used for important decisions within the school community, for instance, elections for the chair and vice chair of the student council, as well as for the Student Leadership Team. The principle of democracy is also explored in the History and Religious Studies curriculum as well as in form time and assemblies.

**The Rule of Law:** The importance of laws is consistently reinforced at Horsforth. Whether they be those that govern the class, the School, or the country. Students are taught the 12 expectations of the School which are within the planner. Students are also taught the value of and the reasons behind laws that govern and protect us, or keep us safe. We have regular input from the Safer School Police Liaison Officer where students learn about their responsibilities and consequences if laws are broken.

**Individual Liberty:** students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. We provide boundaries for students to make informed choices and work independently. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through e-safety.

**Mutual Respect:** through our Positive Behaviour system, students learn that their behaviour has an effect on their own rights and those of others. Our expectations encourage respect and we ask that all members of the School community treat each other with respect. Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment.

**Tolerance of those of different faiths and beliefs:** this is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the School community. Students benefit from a number of visitors, including students and adults from other religions and cultures as well as visits to religious buildings. The Religious Studies curriculum, which is compulsory for all students until the end of Year 11, provides a broad and balanced education covering a range of faiths, religions and cultures. We have a mapped curriculum for SMSC which ensures all subjects promote an aspect of spiritual education, through creative or reflective learning.