

Greenford High School

Policy Document



SMSC Policy

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Governing Committee	Students
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Approved by	Students Committee
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Spiritual, Moral, Social and Cultural (SMSC) Policy

At Greenford High School we recognise that for students to develop into mature, independent adults ready to take their place in society, we must ensure that each student receives the best possible learning experiences, pastoral care and guidance experienced within the school's spiritual, moral, social and cultural framework.

We actively promote the development of all students' spiritual, moral, social and cultural development by providing positive experiences through planned and coherent opportunities in the formal and informal curriculum and through interactions with teachers, other adults and the local community.

The aim of this policy is to outline our whole school approach and opportunities for students' SMSC development, so that the values inherent in our school ethos become a reality for the students.

The school has a carefully planned, comprehensive programme of PSHCE, together with a coherent assembly, tutor and extra-curricular programme; we endeavour to offer an inspiring and holistic experience to enable our young people to be good citizens, ready for the outside world, with a strong awareness of British values.

School Mission Statement and our core values

Greenford High School's Mission statement reads:

Learning to succeed is what Greenford High School is about: a love of learning; the motivation to succeed. Our aim is for students to fulfil their limitless potential – through perseverance and effort. Excellence, in the words of Aristotle, is not an act but a habit. We don't select our students, but we do select our staff. Each highly trained teacher is here to support, guide, inspire our students so that whatever their starting point when they arrive, they leave with the world at their feet – equipped and ready to continue their learning, at university and throughout their careers. We aim to provide the best opportunities – academic, cultural and sporting – and a sense of moral and

social responsibility so that each child realises that humanity is their business and the common good their aim.

In addition to our Mission Statement, we also have 3 very simple core values:

Ready – Respectful Respect – Safe

The school also has **5 Character Strengths:**

Compassion - Community - Courage - Respect - Resilience

Everything we do in terms of our SMSC provision both across the curriculum and across the school are underpinned by both our mission statement, the 3 values and our 5 Character Strengths.

Process and Practice – the different elements of SMSC

Spiritual, Moral, Social and Cultural Development (SMSC) is an important element of life at Greenford High, appearing in our daily interactions, our assemblies and trips, our curriculum and extra-curricular activities. We aim to teach religious tolerance and respect, to develop our students' moral, spiritual and social awareness, and to help them enjoy culture in all its forms, from the cinema to visual arts, drama to sport.

Spiritual Development

Although we are not a faith school, we recognise the importance of spiritual development for our students and that religious belief is a vital part of life for many in our multi-faith community. Every single student in the school studies RE at Key Stage 3, taking it as their "Gateway" GCSE at the end of Year 9. We do this to promote an understanding of spiritual matters and to promote respect for the religious views of others in our diverse community. Every assembly finishes with an Act of Worship where we ask students to pray or reflect, according to their individual beliefs, on the theme that has been covered. Tutor time is used during the week to reflect on the theme of the assembly and look at the subject in more depth.

Our students demonstrate their development in this area in their success at RE, in the respect and understanding that they show for the range of spiritual beliefs, in their curiosity for learning and in their imaginative and reflective attitudes.

Moral Development

Our key school rule is a simple one: *Ready, Respectful, Safe*.

We repeatedly teach our students the importance of being *Ready for Learning*, of *being showing Respectful through Politeness*, and in *Making Choices that Help them to be Safe*. We also promote 5 Key GHS Values to underpin their actions:

- We are *Learning to Succeed* – so we will be in the right place, at the right time, doing the right thing.
- At Greenford High School we do not answer back or challenge staff.
- Respect is important to us – so we treat others as we want to be treated.
- We will look after OUR community because the reputation of Greenford High School is in the hands of each of us.
- Success or failure, good or bad, the outcome is our own.

All of the above is underpinned by our **5 Character Strengths**.

Our students demonstrate their understanding of this area through their ability to recognise the difference between right and wrong and to apply this in the choices they make. Through our restorative work with students, we help them to understand the consequences of their behaviour and actions. An extensive PSHCE programme prompts moral development through a variety of topics, alongside our assembly programme, and we also have a variety of drop-down days that cover a variety of topics too; **Your Life You Choose**; **Diversity Programme**; **Chelsea's Story Choice**; **Safe Drive**; **Stay Alive**, and visits from the St Giles Trust are examples of some of these days.

Social Development

The social development of our pupils is demonstrated by their use of a range of social skills in different contexts, socialising with a range of other students from different religious and cultural backgrounds. We teach them about the fundamental British values of democracy, respect for society and the law, and tolerance of those with different faiths and cultures, and again, this is augmented by the PSHCE programme and the assemblies that are delivered throughout the year.

Examples of activities that help our students develop their social awareness include fundraising events, with over £85,000 raised since 2010 for a range of

charities including **Comic Relief, Sport Relief, Children in Need, Marie Curie, Water Aid** and many more. They have had visits from the Chief Executive of Amnesty International, talks to P16 students from Lord Baker and Lord Young about politics, lectures on the power of the media from key advertising executives and visits to law courts and the Houses of Parliament. ~~Our Cyber mentoring scheme extends out to primary schools where our mentors go and train up younger students in feeder primaries, and~~ We also operate various a mentoring schemes in school, training up our Post-16 students **and Key Stage 4 students** to work with **younger years** ~~Year 11s~~.

Cultural Development

At GHS, we develop the cultural life of our students both in our curriculum and through the range of activities and trips that we run each year – between 150-200 annually **now that we are able to after Covid**. We raise our students' awareness of the riches on offer in London with trips to art galleries, cinemas, the theatre, universities, great sporting venues, museums and libraries. Special events, such as **World Book Day**, our **Spelling Bee, Enrichment Days** ~~Week~~, **Living Library** and our **Media Awards Evening** help to create a vibrant cultural life.

Our students demonstrate their development in this area through the enthusiasm they show, and the work they produce, in subjects such as Art, Drama, Music, English and PE. Two thirds of our students achieve one or more GCSEs in Modern Languages and many of them speak a variety of different languages at home. Over the last **few** years, **pre-Covid**, we have taken students to Boulogne and Seville, to Tokyo and Berlin. Their cultural understanding is shown in their enthusiasm for school productions and concerts, the wonderful Art on display throughout the school and in the way they embrace the huge amount of trips, visits and clubs that we run. Their understanding is demonstrated in the tolerance, respect and appreciation they show for our diverse community whilst understanding the core values that must lie at the heart of modern-day life in Britain.

Process and Practice – the different elements of SMSC

In addition to the above discrete areas, SMSC is also covered across a range of different areas, overseen by both the Head of PSHCE and the **Deputy Headteacher for Inclusion, Child Protection and Student Development** ~~Associate AHT for SMSC~~:

- Provide a coherent assembly, tutor and PSHCE programme which enables all four aspects to be delivered at different and appropriate times.
- Provide opportunities for daily Acts of Collective Worship.
- Opportunities will also take place in extracurricular activities. Those with responsibility for running clubs, societies, trips and other events will develop their awareness of SMSC opportunities their activities have, and maximise the benefits they bring.
- At departmental level, Heads of Department/Faculty will regularly audit with their teams the opportunities for covering relevant SMSC criteria in their Schemes of Work.
- Promote student voice and the power of democracy via the Junior Leadership Team **and Tutor Group Representatives**.
- Those with responsibility for publicising the School or liaising with other schools and organisations should consider the SMSC aspects of their public relations. In addition to being representatives of the School, they should report SMSC matters arising from their links to the School at appropriate occasions.
- At pastoral level, the Pastoral Team and groups of tutors will regularly discuss SMSC issues and appropriate thought will be given about how aspects of these issues may be best communicated to members of staff, to pupils and parents, and to other interested individuals.
- ~~The Associate Assistant Headteacher with responsibility for SMSC, along with the Associate~~ Deputy Headteacher will be responsible for overall delivery ensure that individual and whole staff SMSC needs are mapped and delivered as part of the wider school curriculum and day to day life of the school.
- All members of staff should be aware of the importance of SMSC development and the enhancement it brings to the life of the School. They should feel free to voice related concerns and interests within the normal pattern of departmental, tutorial and staff meetings.

Process and Practice – Delivery Across All Subjects of the Curriculum

The knowledge and understanding essential to both spiritual and moral development, and the ability to make responsible and reasoned judgements should be developed through all subjects of the curriculum.

Within the curriculum pupils will encounter questions about the origins of the

universe, the meaning and purpose of life, the nature of proof and certainty, and the nature of humanity. Religious studies will have an important part to play in addressing questions of creation, meaning and purpose through the study of the major world religions.

Pupils will also be presented with opportunities to encounter and discuss moral issues. For example such opportunities will occur in:

- Science (issues of life and death-abortion, IV fertilisation, smoking and drugs; energy and environmental issues;
- Humanities (environmental issues, issues of justice and equality-distribution of wealth, racial inequality, war and peace);
- English (moral and spiritual issues occur throughout literature);
- Technology (issues of wealth and distribution, alternative technology, the use of world resources);
- Drama (issues of equality, moral dilemmas, trust and responsibility);
- PSHCE (issues of equality, gambling, smoking and drugs, justice and freedom);
- RS and Citizenship (questions about right and wrong, differing religious perspectives).

Opportunities for the promotion of SMSC across the curriculum has been audited and mapped out and can be found in our SMSC Curriculum Map.

Monitoring and Evaluation

Responsibility for SMSC policy review and implementation:

Governor with Responsibility for SMSC	Mr S Manro
Associate Deputy Headteacher	Ms L Grimley
Associate Assistant Headteacher and Head of KS3 and SMSC	Mr D Patel
Head of PSHCE	Ms R Bharadva Ms K Juster

The policy will be reviewed every three years led by the Associate Deputy Headteacher and Students Committee following consultation with stakeholders.

Information and data will be collected at regular points throughout the year relating to its delivery and practice using a variety of ways including:

- Lesson observations and learning walks
- Curriculum content
- Student interviews
- Student and parent survey
- JLT feedback
- Regular auditing of departmental schemes of work by members of the Senior Leaderships team
- Monitoring of Assemblies and Tutor Time activities
- Monitoring of the school's extra-curricular activities programme including student uptake
- Monitoring of trips and visits including student attendance
- Wider departmental, pastoral and whole school self-evaluation
- Feedback from visitors and members of the local community
- Day to day interactions in lessons at playtime and around the school site

*This policy should be read in conjunction with the **PSHCE Policy** and the policies on **RSE SRE** and **Drugs Education**.*

Appendix 1

What is SMSC?

The school, incorporating the Ofsted definitions below from the Ofsted School inspection handbook November 2019, links a meaningful and coherent programme of delivery underpinned by its ethos.

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The moral development of pupils is shown by their:

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

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- 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
- 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; they develop and

demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Spiritual Development

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'. As children develop physically they do so emotionally and psychologically. In studying at school to gain knowledge and skills their personal beliefs and identities are shaped.

Moral Development

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour. It is also about the

development of pupils' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views. Children enter secondary school with degrees of moral understanding defined by their families and friends and by their previous schooling. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemmas they may face.

Social Development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter personal skills necessary for successful relationships.

Cultural Development

Cultural development is about pupils' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.