



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

**Date Policy due to be reviewed:** September 2024

**Committee Responsible for Policy:** Full Academy Trust

## Section 1 - Our vision for 'Spiritual, Moral, Social and Cultural Development'

Our vision is to provide a personalised education in a safe environment promoting self-discipline, motivation and excellence in learning, through which we will develop together as life-long learners and socially responsible citizens and to 'promote fundamental British values.'

We recognise that the spiritual, moral, social and cultural, ('SMSC') element of students' education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens, including their relationships and interactions online.

'SMSC' is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. Through 'SMSC' we seek to develop attitudes and values that will enable students to become responsible and active members of society, including online citizens.

We are committed to the 'SMSC' development of all students at Hillcrest School. Our aim is to impact on our students':

- **Spiritual** development so that they are creative in the way they approach challenges and are critical and reflective of their outcomes; are inquisitive and enjoy their learning and are accepting of others and embrace the wide range of cultures within the local, national and global communities.
- **Moral** development so that they can recognise the difference between right and wrong; are respectful of each other; are willing to debate and are able to discuss moral and ethical issues openly.
- **Social** development so that they can develop highly effective social skills including collaboration and resilience; are happy to work and socialise with students from different religious, ethnic, and socio-economic background and take an active part in running the school. Student voice is central to the process of self-evaluation and school improvement.
- **Cultural** development so as they are excited to investigate their own and others' heritage; participate in a wide range of extracurricular activities and understand, accept and respect diversity.

The Character Education curriculum plays a key role in SMSC development of all students through its focus on moral, civic, performance and intellectual virtues. This curriculum underpins our themes of the week, form programme activities and assembly programme (see appendix 1).

The implementation of this policy is the responsibility of all staff at Hillcrest School. This policy aims to ensure that everyone connected with the school is aware of our values and principles and that there is a consistent approach to the delivery of 'SMSC' through the curriculum, teaching and learning and the wider school community. Our core beliefs are underpinned by the fundamental British Values and we seek to promote them throughout the curriculum, particularly through our Life Skills and Character Education provision in school.

## Section 2 - Defining 'Spiritual, Moral, Social and Cultural' development

The **spiritual** development of students is shown by their:

- 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;

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

The **moral** development of students is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, including their behaviour online;
- recognition of legal boundaries and, in so doing, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions, including their conduct online; and
- 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 students 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 students is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others;
- 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;
- 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; and
- 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, global and online communities.

### **Section 3 - Promoting 'Spiritual, Moral, Social and Cultural Development'**

The promotion of 'SMSC' helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect.

We seek to teach these qualities across the curriculum and throughout school life and link them closely to our school values and ethos. These qualities are also embedded and reinforced through our whole school curriculum, Life Skills curriculum, values-based assemblies and the Character Education curriculum delivered during form time programme. (see appendix 1) This provision is actively supported by the range of external visitors who deliver assemblies, workshops and training courses to our students.

Departments complete an annual curriculum audit to demonstrate the nature, extent and coverage of SMSC provision throughout the school curriculum.

At Hillcrest School 'SMSC' is effectively promoted through:

- our whole school ethos;
- outstanding pastoral care, guidance and support;
- Pastoral Curriculum (incorporating national, international, school events and celebrations);
- our Behaviour for Learning Policy, and Code of Conduct;
- online safety is embedded in the pastoral and wider curriculum;
- the effective analysis of behaviour, including bullying and discriminatory behaviour;
- a College System promoting a sense of identity and community;
- a broad and balanced curriculum;
- lessons planned to explicitly promote SMSC;
- values-based assemblies linked to the weekly SMSC Theme of the Week;
- student Leadership, consultation and volunteering, i.e. – College Prefects, Student Parliament, Sports Champions, Peer Mentors, Anti-Bullying Ambassadors;
- all students attend daily tutor sessions with their form tutor. The sessions allow students to reflect, discuss and explore issues which affect school, community, country as well as world issues;
- daily character education form period activities;
- reward and recognition events, including achievement assemblies held every term;
- involvement in fundraising and support for a variety of charities;
- planning of and participation in Christmas Market and Summer Fair;
- enrichment activities and school clubs;
- careers education programme;
- school performing arts productions;
- a Personal, Social, Health Education (Life Skills) curriculum;
- annual British Values Week;
- a programme of social and academic mentoring for all pupils;
- established links with community partners, including local churches and mosques
- maintaining positive relationships with the wider community, (e.g. LRG, Lighthouse, West Midlands Police);
- local, national and international visits and visitors to school;
- effective induction and transition arrangements for students;
- RE lessons, including those focusing on philosophy and ethics;
- effective parental engagement, (e.g. parent forums, regular communication); and
- an ethos of 'Growth Mindset' whereby all students should put learning, and developing in learning, at the forefront of all they do. The emphasis is on: learning at all costs; confronting mistakes; hard work and effort as keys to success.

'SMSC' is also developed through the school's approach to 'Worship'. Students, of many different faiths, access our Prayer Room on a daily basis. It provides a safe space for students to meet together in order to consider and reflect on common concerns, issues and interests, as well as praying.

#### **Section 4 - The leadership and monitoring of 'Spiritual, Moral, Social and Cultural Development'**

The provision and impact of 'SMSC' education at Hillcrest School will be monitored and evaluated in the following ways:

- SMSC provision map: opportunities for SMSC education will be mapped across the school, taking into account the broad nature of these opportunities. Lesson planning, tutorials,

assemblies/collective worship, visits, charity, sporting and other whole school events and all other relevant opportunities will be included.

- SMSC training: the whole staff are to receive input into the significance and specifics of SMSC provision, delivery and impact. This will be linked in with whole-school ethos and vision.
- SMSC Documentation: Steven Connor-Hemming, (Deputy Headteacher – Pastoral) will take responsibility for the collation of and regular review of the SMSC policy, map and tracking procedures.

### ***The impact of SMSC provision***

*Whole school indicators* - The following will be monitored with reference to 'SMSC' impact:

- The number of internal and external suspensions;
- The number of incidents of reported child-on-child abuse, i.e. - racism, sexism, sexual harassment and violence, homophobia, bullying (including cyber-bullying);
- The number of concerns about radicalisation and extremist behaviour, including online;
- The number of Community Awards issued to celebrate contribution to the school community;
- The number of pupils participating in extra-curricular activities and events;
- The role of college prefects, peer mentors and anti-bullying ambassadors in supporting whole school initiatives and decision-making processes;
- The number and SEN/Pupil Premium/EAL status of pupils who have attended visits and who access school clubs;
- The number and SEN/Pupil Premium/EAL status of pupils who take positions of responsibility in school;
- Attendance figures; and
- The number of reported Smoothwall violations (online).

### *Teaching and Learning:*

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of 'SMSC' needs and promote British Values. The observation of lessons will include a comment on the 'SMSC' content. In addition, the development of 'SMSC' through Life Skills, Character Education and the SMSC programme of study will be quality assured by the Deputy Headteacher – Pastoral).

### *Student voice:*

Student voice data, including regular surveys, will continue to be collected and analysed, and linked back to 'SMSC' priorities, taking in to account:

- Attitudes towards school and whole-school experience;
- Questions of safety and bullying (including online);
- Questions on whole-school behaviour, both in and out of lessons, and online, and the impact of this on learning; and
- Specific questions on occurrences of child-on-child abuse, i.e. - racism, sexism, sexual harassment and violence, homophobia and bullying (including cyber-bullying)

### *Internal and External review:*

The impact of 'SMSC' is to be analysed and evaluated annually, in conjunction with SLT and the lead governor for 'SMSC', with input from external assessors where appropriate. 'SMSC' development will be included within the school's strategic development plan and department development plans.

'SMSC' has a significant role in our overall school provision to safeguard and promote the welfare of all children in line with our statutory duties set out at S157 of the Education Act 2002. As such 'SMSC' contributes significantly to our work to prevent extremism and radicalisation.

## **Section 5 - Promoting fundamental British Values through 'Spiritual, Moral, Social and Cultural' development**

In the document "Promoting fundamental British values as part of 'SMSC' in schools": Departmental advice for maintained schools - November 2014" the DfE state:

- "Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.
- Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC.
- The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values."

Through our 'SMSC' Policy, Hillcrest School demonstrates its commitment to ensuring that all students:

- develop their self-knowledge, self-esteem and self-confidence;
- distinguish right from wrong, including online behaviour, and to respect the civil and criminal law of England;
- accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- acquire a broad general knowledge of and respect for public institutions and services in England;
- acquire an appreciation of and respect for their own and other cultures; and
- encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Through our 'SMSC' Policy, Hillcrest School demonstrates its commitment to ensuring that all students know and understand:

- how citizens can influence decision-making through the democratic process;
- that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- that the freedom to choose and hold other faiths and beliefs is protected in law and that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- the importance of identifying and combatting all forms of discrimination.

## **Section 6 – Monitoring**

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply. We will review this policy annually.

This policy should be read in conjunction with the following policies:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Positive Mental Health Policy
- Preventing Extremism Policy
- Anti-Bullying Policy

SMSC Policy Reviewed: September 2023

SMSC Policy Review: September 2024

## Appendix 1: Hillcrest School form programme and assembly themes 2023-24

The programme will be based around the key elements of our 'Character Education' curriculum

Moral Virtue		Civic Virtue		Performance Virtue		Intellectual Virtue	
Week	Virtue	Characteristic	Theme		Who?		
4 Sept	Moral	Courage	Hillcrest Values and Expectations 2023-24		JAD		
11 Sept	Moral	Compassion	International Day of Charity / World Afro Day		CLL		
18 Sept	Moral	Justice	International Day of Peace		SBA		
25 Sept	Moral	Self-Discipline	National Fitness Day		CLL		
2 OCT	Moral	Gratitude	Black History Month		SCH		
9 OCT	Moral	Resilience	World Mental Health Day		SP		
16 OCT	Moral	Honesty	World Values Day		CLL		
23 OCT	Moral	Respect	Diwali		CLL		
6 Nov	Civic	Service	Remembrance Day		JAD		
13 Nov	Civic	Responsibility	Anti-Bullying Week		SCH		
20 Nov	Civic	Social Justice	World Television Day		CLL		
27 Nov	Civic	Citizenship	International Day for Disabled Persons		CLL		
4 Dec	Civic	Volunteering	International Volunteer Day		SP		
11 Dec	Civic	Self-awareness	Human Rights Day		CLL		
18 Dec	Civic	Identity	Christmas / Hanukkah		SBA		
8 Jan	Performance	Motivation	Hillcrest Values and Expectations 2023-24		JAD		
15 Jan	Performance	Leadership	Martin Luther King Day		CLL		
22 Jan	Performance	Determination	Holocaust Memorial Day		SBA		
29 Jan	Performance	Confidence	LGBTQ History Month		SCH		
5 Feb	Performance	Problem-Solving	Safer Internet Day		SP		
19 Feb	Intellectual	Curiosity	World Day of Social Justice / World Thinking Day		CLL		
26 Feb	Intellectual	Reflection	Eating Disorder Awareness Week		CLL		
4 Mar	Intellectual	Resourcefulness	National Careers Week / International Women's Day		JAD		
11 Mar	Intellectual	Critical Thinking	British Science Week		SBA		
18 Mar	Intellectual	Communication	Easter / World Theatre Day		SCH		
8 Apr	Moral	Kindness	Eid-Al-Fitr / Revisit Hillcrest Values		CLL		
15 Apr	Performance	Ambition	World Creativity and Innovation Day		SP		
22 Apr	Moral	Understanding	Allergy Awareness Week		CLL		
29 Apr	Moral	Integrity	World Press Freedom Day		SCH		
6 May	Civic	Community	World Red Cross Day		CLL		
13 May	Moral	Trustworthiness	International Day of Families		JAD		
20 May	Intellectual	Open mindedness	World Day for Cultural Diversity		SBA		
3 June	Moral	Tolerance	Pride Month		SCH		
10 June	Performance	Perseverance	Healthy Eating Week		CLL		
17 June	Intellectual	Collaboration	World Music Day		SP		
24 June	Performance	Team Work	Armed Forces Day		CLL		
1 July	Moral	Fairness	Celebrating School Diversity Month		JAD		
8 July	Civic	Global Awareness	World Population Day		SBA		
15 July	Moral	Humility	International Day of Friendship		CLL		