



The High School  
Leckhampton

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

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### 1. Definition

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum

### 2. Vision and Values

At The High School Leckhampton, we want our pupils to be successful, confident learners and responsible citizens. Guided by our vision and values, we are fully committed to creating an exceptional school with a culture of high expectations and academic excellence, where all pupils are inspired to become curious, confident, socially attuned, independent thinkers who go on to be happy and successful in 21st century society.

Our ethos and values are underpinned by a belief that every child should enjoy school and make superb progress, regardless of their starting point. We are committed to ensuring that pupils' experience of school is happy and safe, that they develop healthy and positive relationships with their peers and go on to achieve fulfilment in later life.

As such, we take our responsibility to develop the Social, Moral, Spiritual and Cultural (SMSC) development of our pupils seriously and expect all our colleagues to actively afford the highest standards of pastoral care.

### 3. Our Approach: *Prorsum Semper (Always Forward)*

**In our provision of SMSC development, we are committed to ensuring that:**

- Our staff uphold and instil in our pupils the school values outlined below
- We develop the whole child by providing enriching opportunities in areas such as sport, music and drama
- We nurture a community spirit of friendliness and understanding
- School is a safe, happy environment with a calm, purposeful atmosphere, where all pupils thrive
- We look after our environment and build a sustainable future for all
- We listen to and support parents and carers with their child's journey through school

**Our provision of SMSC development will be underpinned by the School Values, where everyone associated with the school will:**

- Strive for excellence and encourage resilience
- Participate, work together, and contribute positively to the community
- Expand our horizons

**Our provision of SMSC development will be sensitive to and take into account the local context of our school, for example:**

The limited representation of different religious and ethnic groups in the school population

Our relatively low numbers of EAL pupils

The wide variety of cultural opportunities available in Cheltenham, including the Literature, Science, Jazz and Performing Arts Festivals

#### **4. Curriculum Aims**

Our curriculum will be transformational, equipping our students, regardless of their starting point, with a wide range of knowledge and skills, enabling them to fulfil their potential and realise their ambitions.

Our curriculum aims to:

- be broad, balanced and relevant, developing all the essential knowledge, understanding and skills, regardless of gender, ability, ethnicity or social background
- ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- encourage students to enjoy their learning and get a sense of success through their achievements
- foster scientific, technical, cultural and sporting achievement
- support pupils' spiritual, moral, social and cultural development
- support pupils' physical development and responsibility for their own health, and enable them to be active
- generate a wealth of cross-curricular activities including events, clubs, performances and trips which will be open to all
- equip pupils with the knowledge and cultural capital they need to contribute positively to their community
- promote British values, including the rule of law, democracy and individual liberty. We will instil in students the importance of tolerance, fair play and a generosity of spirit
- prepare students for the next stage in their lives by encouraging resilience, self-reliance and an understanding of their responsibility to take ownership of their own learning

#### **5. Spiritual, Moral, Social and Cultural development (SMSC)**

(NB whilst each dimension is outlined separately there is a great deal of overlap between the four areas).

##### **5.1 Spiritual development**

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on

life may be rooted in a religion, but equally may not. Pupils will explore the fundamental British Value of exploring and respecting the values and beliefs of others.

The Spiritual Development of pupils will be evidenced 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

## **5.2 Moral Development**

Moral development involves knowing what is right and wrong and acting on it accordingly.

Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Pupils will develop the fundamental British Value of investigating moral values and ethical issues and recognising and applying right and wrong.

The Moral Development of pupils will be evidenced 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 doing so, 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.

## **5.3 The Social Development**

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The Spiritual 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 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

## **5.4 The Cultural Development**

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities. Pupils will develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

The cultural development of pupils is shown by their:

- 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

In the light of this we will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school, primarily through:

- PSHE and RSE education
- The Tutor Programme
- The Academic (subject) curriculum e.g in History, RE and English
- Visiting Speakers
- Extra-curricular Sport, Music and Drama provision
- The House System (including House Council)
- The Eco Committee
- The Assembly programme
- Displays around the school

**See *Appendix One SMSC Curriculum Map***

## **6. Roles and Responsibilities**

The Assistant Head (Pastoral) is responsible for co-ordinating and monitoring the quality of our SMSC provision.

All teachers have a responsibility to find opportunities to promote SMSC, including British Values.

## **7. Staff Development and Training**

The Assistant Head (Pastoral) will ensure all staff have relevant and timely training to ensure they are confident and up-to-date in their delivery of SMSC development.

The Assistant Head (Pastoral) will regularly sign-post resources and information for all staff.

## 8. Monitoring and Review

The Assistant Head (Pastoral) is responsible for monitoring the effectiveness of our SMSC provision. This will involve:

- Seeking feedback from pupils, parents and staff
- Learning Walks and Lesson observations
- Independent evaluation by Gloucestershire Healthy Living and Learning (GHLL)

This policy will be reviewed annually.

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### ***Rights Respecting School Statement***

*The contents of this policy have been reviewed taking into account The High School Leckhampton's responsibilities as a Rights Respecting School. In particular, our commitment to the following articles of the Convention of The Rights of The Child:*

**Article 28: (Right to Education):** *The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.*

**Article 29: (Goals of Education):** *Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to love peacefully, protect the environment and respect other people.*

## Appendix 1: SMSC Curriculum Y7 Mapping 2022-23

SMSC Spiritual, Moral, Social, Cultural Development:	PSHE/RSE Curriculum/Tutor Programme	Subject Curriculum	Extra-Curricular/Enrichment	Assembly Theme
<p><b>Spiritual</b> – Being reflective about their own beliefs through Religious Education (plus other subjects in the curriculum), PSHE, Assemblies, Display, Tutor Period</p>	<ul style="list-style-type: none"> <li>✓ Tutor Booklet – What sort of learner are you?</li> <li>✓ PM Reg – EC Publishing – Understanding Identity</li> <li>✓ PM Reg - PSHE Association – Healthy Relationships</li> <li>✓ PM Reg - EC Publishing – Different Families</li> <li>✓ PM Reg -PSHE Association – Attitudes to mental health</li> <li>✓ PM Reg - PSHE Association – Promoting emotional wellbeing and resilience.</li> <li>✓ PM Reg - Rise Above Resource – The Worry Tree</li> <li>✓ PM Reg - EC Publishing – Discrimination and The Equality Act 2010</li> <li>✓ PSHE Day – HSL Secondary School Quiz</li> <li>✓ PSHE Day – Bullying</li> </ul>	<ul style="list-style-type: none"> <li>✓ Religious Education (Religion in Action unit)</li> <li>✓ English – ‘The World Today Unit’</li> <li>✓ English – An Introduction to Identity Poetry Unit</li> <li>✓ Art (Throughout Yr 7)</li> <li>✓ Drama – Expressing one’s self</li> <li>✓ Philosophy Fortnight (within Religious Education lessons – Moral Dilemmas)</li> <li>✓ Geography – Pole to Pole HSL Travels</li> <li>✓ Geography – Think today; Enjoy tomorrow unit</li> <li>✓ Geography – Treasure Maps skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Philosophy Fortnight Competitions/Debate Threads</li> <li>✓ All House Competitions (Sport, music, drama, languages)</li> <li>✓ STEM Week – a week filled with talks from experienced members of staff, challenges/competitions and promotes a love of learning</li> <li>✓ Cheltenham Science and Literature Festivals</li> <li>✓ School Production</li> <li>✓ Christmas Concert</li> <li>✓ Weekly News PM Reg Activity</li> <li>✓ Silent Reading/Tutor Novel – Promoting a love of literacy</li> <li>✓ Reflecting on learning page in planner</li> <li>✓ School Displays</li> </ul>	<ul style="list-style-type: none"> <li>✓ Respect</li> <li>✓ Belonging</li> <li>✓ Kindness</li> <li>✓ Resilience and Perseverance</li> <li>✓ Teamwork</li> <li>✓ Tolerance and Kindness</li> <li>✓ Expanding our Horizons (School Value)</li> <li>✓ Acceptance</li> <li>✓ Rev. G. Grady St Peter’s Leckhampton Visiting Speaker</li> </ul>

	<ul style="list-style-type: none"> <li>✓ PSHE Online Safety (Including a speaker from the police)</li> <li>✓ PSHE Day – St John’s Ambulance (First Aid)</li> <li>✓ PSHE Day – British Heart Foundation Sponsored Skip</li> </ul>			
<p><b>Moral</b> – The House System, Epraise House Points, Assemblies, PSHE sessions (including British Values) , Religious Education (plus other subjects in the curriculum)</p>	<ul style="list-style-type: none"> <li>✓ British Values Year 7 PSHE Session</li> <li>✓ Multiple PM Reg British Values sessions</li> <li>✓ PM Reg - PSHE Association – Introducing Consent (Yr7)</li> <li>✓ PSHE Day – HSL Secondary School Quiz</li> <li>✓ PM Reg - EC Publishing – Discrimination and The Equality Act 2010</li> <li>✓ PM Reg - Home Office- Coercive Friendships (preventing involvement in crime)</li> <li>✓ PSHE Day – Bullying</li> <li>✓ PSHE Online Safety (Including a speaker from the police)</li> <li>✓ PSHE Day – St John’s Ambulance (First Aid)</li> </ul>	<ul style="list-style-type: none"> <li>✓ All subject areas based on right/wrong (in class as well as within the curriculum)</li> <li>✓ Epraise points awarded for effort in each subject. Subject leader boards</li> <li>✓ Philosophy Fortnight (within Religious Education lessons – Moral Dilemmas)</li> <li>✓ Geography – ‘Help We’re Going Under’ unit</li> </ul>	<ul style="list-style-type: none"> <li>✓ Philosophy Fortnight Competitions/Debate Threads</li> <li>✓ All House Competitions (Sport, music, drama, languages)</li> <li>✓ Pastoral page in school planner</li> <li>✓ Our insistence on high standards of behaviour / respect day in, day out.</li> <li>✓ Rewards and sanctions – celebrating achievements in assemblies, tutorial time, achievement evening. Letters/emails/phone calls home.</li> <li>✓ Prefects acting as role models and support for year 7 students</li> <li>✓ School Displays</li> </ul>	<ul style="list-style-type: none"> <li>✓ Respect</li> <li>✓ Belonging</li> <li>✓ Kindness</li> <li>✓ Resilience and Perseverance</li> <li>✓ Teamwork</li> <li>✓ Rights and Responsibilities</li> <li>✓ Violence and Aggression (causes and consequences)</li> <li>✓ Tolerance and Kindness</li> <li>✓ Tackling prejudice – focus on Racism</li> <li>✓ Acceptance</li> <li>✓ A Charity Assembly based on pupil voice!</li> </ul>

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	<ul style="list-style-type: none"> <li>✓ PSHE Day – British Heart Foundation Sponsored Skip</li> <li>✓ Tutor Period – Planning an assembly on a charity of their choosing</li> </ul>			
<p><b>Social</b> – House Council, Extra-Curricular Activities (including meeting Balcarras students), Tutor Period, Eco Club, Engagement with British Values sessions (PSHE/Assemblies/Curriculum)</p>	<ul style="list-style-type: none"> <li>✓ British Values Year 7 PSHE Session</li> <li>✓ Multiple PM Reg British Values sessions</li> <li>✓ PM Reg Rise Above Resource – Forming positive relationships (friendships).</li> <li>✓ PM Reg EconoME Resource – What influences my decisions?</li> <li>✓ PM Reg - EC Publishing – Discrimination and The Equality Act 2010</li> <li>✓ PSHE Day – HSL Secondary School Quiz</li> <li>✓ PSHE Day – Bullying</li> <li>✓ Tutor Period – Mutual Respect</li> </ul>	<ul style="list-style-type: none"> <li>✓ All subject areas (group work/ class presentations etc.)</li> <li>✓ MFL – Introducing yourself to someone else</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ All Extra-Curricular clubs</li> <li>✓ House Council</li> <li>✓ All House Competitions (Sport, music, drama, languages)</li> <li>✓ School Curriculum Trips (Castles Trip – History, Charlton Kings Visit – Geography)</li> <li>✓ School Production</li> <li>✓ Christmas Concert</li> <li>✓ Year 7 School Disco</li> <li>✓ Prefects acting as role models and support for year 7 students</li> <li>✓ School Displays</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Anti Bullying and Cyber Safety</li> <li>✓ Kindness</li> <li>✓ Resilience and Perseverance</li> <li>✓ Teamwork</li> <li>✓ Tolerance and Kindness</li> <li>✓ Acceptance</li> <li>✓ Promotion of House Council Findings</li> <li>✓ Promotion of House Events</li> </ul>
<p><b>Cultural</b> – The House System (including the ethos/names behind each house – the river names and histories), Epraise House Points, Assemblies, Religious Education (plus other subjects in the curriculum), PSHE Sessions,</p>	<ul style="list-style-type: none"> <li>✓ The Rule of Law Fact Sheet in PSHE Folder</li> <li>✓ British Values Year 7 PSHE Session</li> <li>✓ Multiple Tutor Period British Values sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ History curriculum Explores concepts of empire, civilisation, parliament, migration, political ideologies, religious and cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>✓ Philosophy Fortnight Competitions/Debate Threads</li> <li>✓ House Council</li> <li>✓ All House Competitions (Sport, music, drama, languages)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Democracy</li> <li>✓ Participation (school values)</li> <li>✓ Belonging</li> <li>✓ Kindness</li> <li>✓ Resilience and Perseverance</li> </ul>

House Council Sessions, Mock Elections	<ul style="list-style-type: none"> <li>✓ PM Reg - EC Publishing – Discrimination and The Equality Act 2010</li> <li>✓ PSHE Day – HSL Secondary School Quiz</li> <li>✓ PSHE Online Safety (Including a speaker from the police)</li> <li>✓ Employability Skill of the fortnight</li> <li>✓ Tutor Period – Embracing Diversity</li> <li>✓ Tutor Period – How to Debate (Democracy)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Religion in Cheltenham unit (Year 7)</li> <li>✓ Philosophy Fortnight (within Religious Education lessons – Moral Dilemmas)</li> <li>✓ English – An Introduction to Identity Poetry Unit</li> <li>✓ Geography – ‘The Cities that Never Sleep – Urbanisation’ (Year 7)</li> <li>✓ D&amp;T – ‘Day of the Dead’ Textiles Project</li> </ul>	<ul style="list-style-type: none"> <li>✓ School Production</li> <li>✓ Mock Elections</li> <li>✓ Eco Club</li> <li>✓ Cheltenham Science and Literature Festivals</li> <li>✓ School Production</li> <li>✓ Christmas Concert</li> <li>✓ Weekly News PM Reg Activity</li> <li>✓ Debating Skills in Planner</li> <li>✓ School Displays</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teamwork</li> <li>✓ Remembrance</li> <li>✓ Holocaust Memorial Day</li> <li>✓ House Assemblies</li> <li>✓ Violence and Aggression (causes and consequences)</li> <li>✓ Tolerance and Kindness</li> <li>✓ Expanding our Horizons (School Value)</li> <li>✓ Acceptance</li> <li>✓ Rev G. Grady St Peter’s Leckhampton Visiting Speaker</li> </ul>
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Citizenship – Hayley Davies (The Balcarras Trust) to oversee this. Hayley has met R.E and History leads to see where in the curriculum Citizenship is taught. They will be meeting again to organise a curriculum map for Citizenship. The vast majority is covered in these lessons however, where content isn’t taught, we will review our PSHE curriculum to ensure it is as well as promoting the content and values of Citizenship in assemblies.