



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.

This policy aims:

- To ensure that everyone connected with the school is aware of our values and principles
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- This is in compliance of section 78 of the Education Act 2002

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 vision; 'A flagship school at the heart of its community.' This vision applies to everyone in our school – pupils, staff and governors alike. It is a vision that is lived daily and the fantastic relationships between our pupils and staff, the high standards of behaviour, the mutual respect, the calm, purposeful atmosphere and academic results are all testament to our dedication to that vision.

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.

Our Values

Everyone associated with the school will:

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

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)*

We are committed to ensuring that:

- All pupils make superb progress, regardless of their starting point and achieve outstanding academic outcomes
- The curriculum is interesting, suitably challenging, relevant and delivered by first-class teachers, who go the extra mile to bring out the very best in our pupils
- We are ambitious for all pupils and relentless in our quest for continuous improvement
- 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
- Pupils have access to the best possible facilities and resources to support all aspects of their learning
- 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
- As a UNICEF Rights Respecting School, all adults promote and uphold pupils' rights, as codified in the UN Convention on the Rights of the Child

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

At The High School Leckhampton we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Our curriculum is designed to equip all students with a wide range of knowledge and skills, to enable 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, musical, artistic 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
- allow students to explore their own values, beliefs and spiritual awareness
- 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
- develop an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures
- 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
- encourage high standards of personal behaviour
- develop a positive, caring attitude towards other people

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).

Our aim is to:

- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable pupils to develop an understanding of their individual and group identity
- To enable pupils to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- That pupils have a good understanding of their responsibilities
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

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
- appreciation 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
- 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
- recognition of a sense of identity, self-worth, personal insight, meaning and purpose

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 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
- utilisation of a framework of moral values which regulates their personal behaviour
- understanding of society's shared and agreed values
- understanding that there are issues where there is disagreement and it is also about understanding that society's values change

5.3 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 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 - skills necessary for successful relationships
- 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

- ability to work effectively with each other and participating successfully in the community as a whole
- development of the skills and personal qualities necessary for living and working together
- growth in knowledge and understanding of society in all its aspects
- understanding of people as well as 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

5.4 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 - to value cultural diversity and prevent discrimination and prejudice
- understanding that cultures are always changing and how to cope with change

6. Fundamental British values

The Government requires that schools teach 'British Values', as outlined in the 2011 Prevent Strategy. In line with Ofsted guidance, we aim to 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 is in compliance of section 78 of the Education Act 2002.

The five values are:

a) Democracy

Through pupil voice (House Councils and Elected Bodies) our pupils will learn about and experience democracy in action. The principle of democracy will be explored in the curriculum (in all subjects) as well as in assemblies

b) Mutual Respect

By putting teamwork and community at the heart of our school values, pupils will learn the importance of working together with tolerance and mutual understanding. All members of the community will treat each other with respect, this will be the experience of every classroom and will be reinforced in assemblies.

c) The Rule of Law

Alongside understanding the clear rules and expectations required at school, our pupils will be taught about the values and reasons behind national laws that govern and protect us. As a school we will work closely with authorities such as the police to ensure pupils understand the responsibilities involved and consequences when laws are broken.

d) Tolerance of those with different faiths and beliefs

We believe in expanding the horizons of all members of the school community. We will take every opportunity to teach our pupils about those who have a different culture, faith or religion to their own, so that they can contribute positively to 21st century society.

e) Individual Liberty

We will get to know our pupils as individuals. By creating a safe, supportive environment and an ethos underpinned by respect and tolerance, our pupils will be encouraged to think independently and express their views appropriately and with confidence.

What this means in practice for Teaching & Learning

- Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.
- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teachers' planning and purchasing decisions.
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- Pupils should understand the need for rules and the need to abide by rules for the good of everyone.
- School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievement.
- The school community will be a place where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

In promoting fundamental British Values, we seek to further tolerance and harmony between different cultural traditions, by enabling students to acquire an appreciation of and respect for their own and other cultures. To do this we will:

- challenge opinions or behaviours in school that are contrary to fundamental British values
- enable students to develop their self-knowledge, self-esteem and self-confidence
- distinguish right from wrong and to respect the civil and criminal law of England
- acquire a broad general knowledge of and respect for public institutions and services in England

- encourage students to 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 respect other people
- respect democracy and support for participation in the democratic processes, including
- respect for the basis on which the law is made and applied in England

This is with the aim that pupils develop:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding 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
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance 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
- an understanding of the importance of identifying and combating discrimination

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
- 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

7. Roles and Responsibilities

The Assistant Headteacher in charge of Community, Enrichment and Personal Development is responsible for co-ordinating and monitoring the quality of our SMSC provision. There is a Lead for SMSC. All teachers have a responsibility to find opportunities to promote SMSC, including British Values.

8. Staff Development and Training

The Assistant Head 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.

9. Monitoring and Review

The Assistant Head/ SMSC Lead is responsible for monitoring the effectiveness of our SMSC provision. We have not identified performance indicators, but rather colleagues are asked to provide specific examples of student experiences. Departments and Heads of Year are asked to assess their SMSC provision through their Department Self Evaluation Form

Monitoring and reviewing SMSC is undertaken in a number of ways:

- Seeking feedback from pupils, parents and staff
- Learning Walks and Lesson observations
- Monitoring of teaching and learning and work scrutiny by Curriculum Leaders. / SLT / Headteacher / Governors
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work by Curriculum Leaders.
- Sharing of classroom work and practice
- Audit of Collective Worship/ Time for Reflection policy and practice
- Collation of evidence in pupil's work in school portfolio
- Regular inclusion on SDP and DDP as well as at Department, Governors and Year Team meetings

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*