



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

**Date Policy due to be reviewed:** July 2022

**Committee Responsible for Policy:** Full Governing Body Committee

## 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 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.

## 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, PSD curriculum, values-based assemblies and an SMSC programme of study 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;
- SMSC 'Thought of the Week' from SMSC4Schools delivered weekly by tutors;
- 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;
- reward and recognition events, including achievement assemblies held every term;
- involvement in fundraising and support for a variety of charities;
- enrichment activities and school clubs;
- school performing arts productions;
- a Personal, Social, Health Education (PSHE) curriculum;
- 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 inclusions and exclusions;
- The number of incidents of reported peer-on-peer 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 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. The observation of lessons will include a comment on the 'SMSC' content. In addition the development of 'SMSC' through PSD 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 peer-on-peer 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: July 2021

SMSC Policy Review: July 2022

## Appendix 1

### Assembly and Form Period Focus 2021-22

Date (wb)	Assembly Theme	Staff	Form period focus
6 Sept	Being part of the Hillcrest Community	JAD	What are the Hillcrest values?
13 Sept	International Day of Democracy	CLL	Revisit British Values
20 Sept	International Day of Peace (Focus on gangs, county lines and criminal exploitation)	SCH	Local context – county lines activity in and out of Birmingham
27 Sept	Careers (1) – Employability Skills & European Day of Languages	SBA	Employability skills (local, national and international linked to languages)
4 Oct	Black History Month – Role of women	CLL	Inspirational women of colour– focus on resilience and making a difference
11 Oct	World Mental Health Day	SP	What impact does our online behaviour have on our mental health?
18 Oct	World Values Day (Focus on Hate Crime)	CLL	What are universal human rights? Understanding of ‘unconscious bias’
1 Nov	Diwali – Festival of Lights	CLL	Celebration – Importance of Light/Hope
8 Nov	Remembrance	JAD	How do we want to be remembered by future generations?
15 Nov	Anti-Bullying Week (Focus on cyber-bullying) ‘One Kind Word’	CLL	What is ‘peer-on-peer abuse’? How can we recognise it online?
22 Nov	International Day for elimination of violence against women (Focus on harassment, abuse and exploitation in relationships)	SCH	What is a coercive relationship? How can we recognise the signs? Importance of consent in relationships
29 Nov	Careers (2) – Going to University	SBA	What are the benefits of going to university? What are my options?
6 Dec	On-line safety (Self-image and identity / online reputation)	SP	What is the difference between online and offline identity? What impact do online technologies have on self-image/behaviour?
13 Dec	Celebration – Christmas and Hanukkah	JAD	Celebration – Multi-faith Community
3 Jan	Revisit – Being part of the Hillcrest Community	CLL	Revisit Hillcrest and British Values
10 Jan	Martin Luther King Day (Focus – challenging stereotypes based on sex, gender, race, religion, sexual orientation or disability)	CLL	Case studies – Challenging stereotypes
17 Jan	Careers (3) – Apprenticeships and Traineeships	SCH	What are the advantages and disadvantages of apprenticeships/traineeships?
24 Jan	Holocaust Memorial Day	SBA	What role can we play in eliminating all forms of discrimination?
31 Jan	LGBTQ+ History Month	CLL	Inspirational LGBTQ+ women – focus on resilience and making a difference
7 Feb	Safer Internet Day (Focus – online hoax, fraud, identity theft)	SP	How is advertising online targeted at young people and what risks does this pose?
14 Feb	Valentine’s Day (Focus on rights and responsibilities in relationships)	JAD	Case studies – Forced Marriage
28 Feb	Eating Disorder Awareness Week	CLL	Positive Body Image Benefits/risks of dieting and diet treatments

7 March	Careers (4) – National Careers Week / International Women’s Day	SCH	Case Studies – Female Entrepreneurs
14 March	Careers (5) – British Science and Engineering Week	SBA	Careers in Science and Engineering
21 March	International Day for the elimination of racial inequality	CLL	Aims and progress made by Black Lives Matter movement
28 March	World Health Week (Focus – Risks of cosmetic surgery)	JAD	Revisit Body Image and online pressure (setting unrealistic expectations for body image)
4 April	Celebration - Easter / Ramadan / Vaisakhi / Passover	SP	Celebration – Multi-faith community
25 April	Revisit – Being part of the Hillcrest Community	CLL	Remembering Stephen Lawrence
2 May	World Press Freedom Day (Focus – How can we identify fake news?)	SBA	What is the role of the free press? What are the responsibilities of the media?
9 May	Eid Al-Fitr and Wesak Day	CLL	Celebration – Multi-faith community
16 May	Radicalisation and Extremism	SCH	How are online technologies being used to groom vulnerable young people?
23 May	Online Safety (Focus on privacy, copyright and ownership)	SP	What is the law around privacy, copyright and ownership?
6 June	Pride Month	JAD	Focus on transgender community
13 June	Recycle Awareness Week (Focus on volunteering and community contribution)	CLL	Plastic pollution – our role in causing and addressing the issue.
20 June	International Refugee Week	CLL	Case Studies – problems facing refugees adapting to life in a new country
27 June	Honour-based violence	SP	Revisit UN Declaration of Human Rights How can victims access support?
4 July	Careers (6) – The 4 <sup>th</sup> industrial Revolution	SBA	Local labour markets in the next 5-10 years. Changing labour market in Birmingham.
11 July	Criminal exploitation – Human trafficking	SCH	Links between criminal/sexual exploitation and human trafficking
18 July	Nelson Mandela Day	CLL	Tasks focused on resilience and perseverance