



MANOR HOUSE SCHOOL SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

Date of Issue: **January 2019**

Date of Review: **September 2021**

Responsibility: **Head of Prep School**

This policy applies to the whole school, including the EYFS.

Introduction

Manor House School recognises that the Spiritual, Moral, Social and Cultural (SMSC) element of pupils' education is crucial to their development as an individual, allowing them to take their rightful place in the community as local, national and global citizens.

SMSC is about the values pupils are encouraged to hold and their attitude towards learning, knowledge and society. SMSC is fundamental in preparing students for society, and they are helped to develop positive attitudes and beliefs by being given opportunities to:

- Develop questioning, enquiring minds and learn how to express their ideas appropriately
- Develop spiritual values and reasoned personal and moral values that will enable pupils to become responsible and caring members of society
- Consider the diverse nature of society, developing their understanding and respect for those with different religions, beliefs and ways of life
- Explore the fundamental questions of life, including their own personal existence, journey and purpose
- Value everyone equally
- Develop personal relationships, based on trust, self-esteem and mutual respect
- Become active, responsible citizens in a democratic society
- Develop an appreciation of human achievements and aspirations

- Develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment

At Manor House School, SMSC permeates the work that we do. We are strong believers that education is not just about academic qualifications; it is about developing young women who are confident, resilient, culturally literate and active citizens of a vibrant, ever-changing British society.

As a school we are aware of our collective responsibilities towards SMSC and we ensure that:

- All staff are aware of their role in developing pupils' interpersonal skills, self-esteem and in preparing them for the opportunities, responsibilities and experiences of adult life
- We celebrate pupil achievement, foster a sense of community and involve pupils as active participants
- PSHE lessons provide opportunities for discussion and that there are opportunities for reflection in assemblies
- Pupils have information about all extra-curricular and enrichment activities

Spiritual Development

Spiritual development seeks to improve the spiritual literacy of our pupils. It is concerned with how a pupil develops:

- Personal values and beliefs
- A willingness to reflect
- An ability to communicate these beliefs in discussion and through their behaviour
- An understanding of the value and role of faith and religion in societies
- Tolerance of other people
- Imagination, inspiration and creativity

We promote spiritual development as part of a pupil's personal development through:

- A curriculum which develops self-esteem, self-knowledge and belief in themselves
- A Religious Studies programme which develops an ability to reflect on and develop individuals' own spiritual values and develops pupils who are empathetic of the views and beliefs of others
- A PSHE programme which covers a range of themes where pupils are encouraged to give their perspectives, reflecting their views and beliefs, and assists pupils in coping with the experiences of suffering, which

human life naturally presents (e.g. anxiety, stress, illness, divorce, loss, death)

- Assembly themes to address and promote the school's values, reflecting multi-faith Britain and the spiritual aspect of quiet and reflection. Assemblies are used as moments to celebrate pupil achievement
- Educational trips, creative partnerships and visiting speakers provide enriching experiences, which may promote a sense of awe and fascination about the world
- A reflective and creative approach to learning
- A rewards system developing pupil self-esteem through certificates, badges, privileges and awards at all levels
- Displays of pupils' work, which bring a sense of pride and of expressing the talents of individuals

Moral Development

Moral development is about understanding the principles and social values behind actions and decisions. The quality of relationships that pupils experience, the standards of behaviour in the school, as well as the values promoted by the school's behaviour, form a basis of any judgment on moral development as well as the extent to which pupils show:

- An understanding of the difference between right and wrong
- Respect for people, truth and property
- A concern for how their actions may affect others
- The ability to make responsible judgements on moral issues
- Personal behaviour through principles rather than fear of punishment
- A knowledge of standards of morality

These values provide the framework for pupils to develop their attitudes and develop the self-confidence to hold to this code of values against a variety of pressures.

Moral development is promoted through a range of activities and opportunities both within and outside the classroom such as:

- A PSHE programme which develops knowledge and understanding of the law of the land and the need to respect both civil and criminal law to promote peace, safety, health and harmony of the individual and society as a whole
- Assembly themes on moral issues, developed and reinforced during form time
- Community links with key partners to promote a safe environment for all in the local community
- Discussion of local, national and global incidents, in addition to existing programmes of study, that provide an opportunity for teaching about morality and behaviour, reflecting the flexibility of the curriculum

- Fundraising activities for nominated charities, in addition to national charity events, which give rise to discussion around morality
- Rewards and sanctions
- Welfare and guidance

Social Development

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in a multi-belief, multi-background and vibrant British society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming pupils' attitudes to good social behaviour and self-discipline. We prepare pupils to live in society by providing knowledge and understanding of society, its institutions, structures and characteristics.

The social development of pupils is provided through opportunities such as:

- A curriculum in which all subject areas play an integral part in underpinning our core values and fundamental British Values
- Classroom organisation and management
- Seating plans and opportunities for group work
- The development of skills in speaking and listening
- Enrichment opportunities, such as educational visits and overseas trips, and the Duke of Edinburgh Award
- The use of pupils in teams across the school, for example, School Council, Prefects, Sports, House teams and Supportive Friends
- A PSHE programme which reinforces our core values and fundamental British values
- Participating in the wider community through work experience and volunteering opportunities

Cultural Development

Cultural development refers to increasing pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. We seek for pupils to have a clear understanding and appreciation of the different cultures within the school and further afield as an essential element of their preparation for life in modern Britain.

The cultural development of our pupils is provided by:

- Exploring the contribution of different cultures across the curriculum
- Thriving and successful Art, Music, Drama and Sports departments where pupils are keen to participate in and respond positively to a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media.

- Broadening, developing and enriching pupils' interests and insights through interacting with opportunities the school and the wider community provides
- Learning about the British democratic parliamentary system and its central role in shaping our history and values, through curriculum areas such as History and PSHE
- Preparing pupils for life in modern Britain by improving their understanding of public institutions and services in England, such as the Post Office, Citizens Advice Bureau, civil and criminal courts
- Educational visits to places of interest, for example, libraries, museums, galleries, theatres and places of worship in order to better understand other cultures and ways of life
- Educational visits at abroad to experience other cultures and ways of life
- Collective worship and assemblies – a themed approach gives rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations, along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals

There is no place for prejudice or intolerance in British society and the school seeks to respond to any such incidents quickly and appropriately, and use them to reflect on learning experiences and ensure the matter is addressed within the classroom. The school recognises that local, national and global events may make certain groups or individuals vulnerable to bullying. Through our pastoral system, the school provides pupils with a safe space to discuss these events.

Role of Senior Leaders and Key Staff

- To undertake audits and observations of department developments in SMSC provision
- To promote and facilitate enrichment events in the school
- To organise themes for the weekly assembly programme
- To monitor behaviour data trends
- To promote pupil 'voice' opportunities
- To oversee a database of pupil involvement both inside and outside of the school
- To encourage staff and pupils to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom

Suzanna Lopez: Head of Prep School
Reviewed and Updated: Jan 2019