

**Spring Hill High school**  
**Spiritual, Moral, Social and Cultural Development policy.**

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Spiritual, Moral, Social and Cultural (SMSC)

Spring Hill High School has a strong commitment to the personal and social development of all students. The school vision and values, put together by all the staff, supports spiritual, moral, social and cultural characteristics in all.

What is SMSC?

Here is a summary to explain SMSC - *it is personalised for all our students at Spring Hill High School to meet their needs and be presented in a way in which they can access.*

Spiritual development is when we:

Explore beliefs and experiences; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral development is when we:

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social development is when we:

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural development is when we:

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

At Spring Hill High School SMSC is developed through:

- Personalised curriculum.
- Engaging in a range of social situations.
- Developing an awareness and respect for diversity.
- Developing an understanding of right and wrong.

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- Developing the communication skills to make choices about likes/dislikes in school then in wider community visits.
- Taking part in sporting opportunities.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities; theatre, music and arts.

SMSC is embedded throughout the curriculum. This integrated approach ensures that aspects of SMSC are considered in all subject areas. The SMSC co-ordinator is currently researching systems to use to audit engagement and impact of SMSC upon students.

#### Our Values Statement

We promote 'British Value' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the holistic development of all of our students. We recognise that such development is most successful when those values and attitudes are promoted by all staff in accordance with the school's use of the family social model of teaching. This provides a model of behaviour for all of our students. The curriculum offers broad and balanced opportunities which are differentiated and personalised to meet the needs of each individual.

'British Values' have been identified as:

#### Democracy

The ability to understand and to communicate are key areas of learning. We ensure that students are given a 'voice' to communicate. This 'voice' can be presented in a way that meets the needs of each individual student; verbal communication, writing, photographs, pictures, symbols or body language. We empower our students by providing them with opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty. This is supported by weekly tutorials for each student and the development of an active school council.

#### Rule of Law

We involve students in setting codes of behaviour; helping students to make decisions and choices that are acceptable to the school community and society at large. Students are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We work to support students to understand the connection between actions and consequences. This type of environment enables them to feel safe and secure. When students feel safe and secure we in turn promote ideal conditions for learning to take place.

#### Individual Liberty

Students are encouraged to become good and valued citizens. We do this by supporting each student to become as independent as possible. We endeavour to demonstrate that everyone

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has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Considering this some will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as, Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture self-esteem.

#### Mutual Respect

We promote each student's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, students work a core cohort of staff and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with other students for social skills sessions or attending another school site to gain information. The curriculum is personalised and planned for students and may include going into the community to meet with a range of people in a variety of situations which include: sports events, community events and whole school events. We believe it is important to facilitate opportunities to be part of the community as the students, families and staff have much to offer in the development of community cohesion.

#### Tolerance of different faiths and beliefs

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race. Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all students' experiences and awareness of others. This is completed through awareness weeks with key themes and topics such as black history month, national autism awareness week, faith celebrations and celebrations from a range of faiths and world events.

#### Further information

Students are encouraged to experience British Culture through a range of activities within their personalised curriculums. Through this students have visited many local places. As a school, we have a strong focus upon sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some of our students may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a student they are able to seek advice from site Deputy Headteachers and on call. The staff work closely with parents, carers and other professionals to ensure that the students at Spring Hill High School are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

#### Our School Council



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We have a school council which was established in 2013. Representatives are elected from each school site on a termly basis. The school council representatives contribute towards raising suggestions from their peers on site and also contribute towards the decision making processes in school. Boards are to be established within each school site so that all staff and students are aware of who the terms representatives are. School counsellors are also involved in the development, planning, quality assurance and evaluation CEIAG (Careers Education, Information, Advice and Guidance) services. The development of CEIAG services is informed by feedback from students and their designated counsellor.