



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY (SMSCD)

Reviewing Member of Staff: Mr Ben Freeman

Date Updated: 07/01/2025

Date Approved by Governors: 28/01/2025

Review Date: Spring Term 2026

Committee: Learning, Education & Teaching

SLT Lead: Ben Freeman (Pastoral Deputy Headteacher)
 Link Governor: Reverend Dr Edward Pillar
 Key Subject Lead: Sarah Thomas (Head of PSHRE)

SMSCD Statement

Prince Henry's High School (Prince Henry's) recognises and strongly promotes spiritual, moral, social and cultural development (SMSCD) through a values driven broad and balanced curriculum offer to all students, with specific delivery being taught through GCSE Citizenship and a well-planned and expertly delivered PSHRE (Personal Social Health and Relationship Education) programme of study. We place high regard on our spiritual, moral, social and cultural development and recognise it as a crucial part in helping students to learn, develop and grow. This is evidenced by the school's commitment to the SMSCD Award. The school has held the Gold Award since March 2022.

Scope including statutory requirements

- This policy was developed in response to National guidance - Ofsted Promoting and evaluating students' spiritual, moral, social and cultural development 2004, the Education Reform Act 1988, the Education (Schools) Act 1992 and the School Inspections Act 1996.
- It also refers specifically to the most recent guidance from the Ofsted School inspection handbook. It also takes into consideration the critical role SMSCD has to play in ensuring our young people know how to be safe in an ever-challenging world.
- It should be read in conjunction with other school policies on Equal Opportunities (Equality Policy), SEND, Safeguarding and Child Protection (Safeguarding Policy), Curriculum, Teaching and Learning, Relationship and Sex Education; and the PSHRE and Citizenship schemes of work.
- The statutory requirement that schools should encourage students' SMSC development was first included in the Education Reform Act 1988.

*'The curriculum (must be) a balanced and broadly based curriculum which –
 (a) promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society; and
 (b) prepares such students for the opportunities, responsibilities and experiences of adult life.'*

This was followed by the Education (Schools) Act 1992 which stated that:

'The Chief Inspector for England shall have the general duty of keeping the Secretary of State informed about the spiritual, moral, social and cultural development of students at those schools.'

All of the above guidance emphasises the need to establish the values schools should impart to students. It was clearly recognised that there is more to life than achieving high standards in academic subjects. The task was described as: '...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'.

Prince Henry's aspires to be a school where students are encouraged to strive for academic excellence and a spirit of open and shared enquiry whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

For full definitions of "Spiritual", "Moral", "Social" and "Cultural" as they might apply to a school's delivery please refer to Appendix 1.

Process and Practice

SMSCD at Prince Henry's is overseen by the Senior Deputy Headteacher, Pastoral, who will provide guidance and support for ensuring the below actions take place, working closely with the Head of PSHRE.

In order to realise the above aims we will do the following:

- Provide a coherent assembly, PSHRE and Citizenship programme, which enables all four aspects to be delivered at different and appropriate times. See appropriate policies for more details
- Opportunities will also take place in enrichment activities. Those with responsibility for running clubs, societies, trips and other events will develop their awareness of SMSCD opportunities their activities have, and maximise the benefits they bring
- At departmental level, Heads of Department will regularly audit with their teams the opportunities for covering relevant SMSCD criteria
- Via the House Council and Diversity Council, to encourage student engagement with the power of democracy, the further promotion of the school's universal values, and a focus upon inclusion and diversity
- At pastoral level, the Pastoral Team and groups of tutors will regularly discuss SMSCD issues and appropriate thought will be given about how aspects of these issues may be best communicated to members of staff, to students and parents, and to other interested individuals
- The CPD Co-Ordinator will, with the Deputy Head teacher responsible for overall delivery ensure that individual and whole staff SMSCD needs are met in the CPD Development Plan

Monitoring and Evaluation

The policy will be reviewed regularly through the work of the Academic, Pastoral and Teaching Committee. Information and data will be collected at regular points throughout the year relating to its delivery and practice using a variety of media - interviews; surveys; House and Learning Council and regular auditing via departmental, pastoral and whole school self-evaluation.

Appendix 1

Spiritual Development

Prince Henry's High School, incorporating the Ofsted definitions below, will link a meaningful and coherent programme of delivery, underpinned by British Values and the school's universal values.

Spiritual development is the development 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. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a student's 'spirit'. Some people may call it the development of a student's 'soul'; others as the development of 'personality' or 'character'.

As children develop physically, they do so emotionally and psychologically. In studying at school to gain knowledge and skills, their personal beliefs and identities are shaped. The spiritual development of students at Prince Henry's is shown by their:

- The 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 willingness to reflect on their experiences

Moral Development

Moral development is about the building, by students, of a framework of moral values which regulates their personal behaviour. It is also about the development of students' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement, and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Children enter High School with degrees of moral understanding defined by their families and friends and by their previous schooling. They should be encouraged to take personal responsibility for their words and actions. They should be expected to reject any form of bullying, discrimination or cruelty. They should be helped to deal with any moral dilemma they may face. The moral development of students is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, 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 being able to understand and appreciate the viewpoints of others on these issues

Social Development

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding 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. It also involves the development of the inter-personal skills necessary for successful relationships.

As members of the community at Prince Henry's, students learn social skills and values that will determine their future lives as responsible citizens. To help this growth the following should have positive reinforcement. The social development of students is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with students 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; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural Development

Cultural development is about students' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting students' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

At Prince Henry's, students discover and develop their aesthetic, creative, intellectual and physical skills. Students should develop an awareness of their own cultural roots. They should also be able to appreciate the diversity and evolution of cultural traditions that society has, how conflicts between them occur, and how they can be reconciled. To help meet the needs of individuals and of the school, the following should occur. 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 that 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, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Appendix 2

Evidence

Key strands of SMSCD are found within our school policies and through the daily practices of teaching and learning; behavioural and academic expectations; management and leadership and our working partnerships. We are an academy marked by respectful relationships, high expectations and a spirit of excellence.

All students are aware of our core values and ethos focused upon British Values. Students display their knowledge of right and wrong by making positive contributions in lessons and around school.

Our school is very diverse, with students from all over the world, who often speak multiple languages and represent many different cultures. However, we have a cohesive environment, where respect and acceptance of our cultures is celebrated, as we encourage the consistent demonstration of values in everyday interactions. The school explicitly focuses on the spiritual, moral, social and cultural development of the young people in its care and outlines these key ideas through a comprehensive assembly programme. This provision is complimented by the strong links the school has built with external bodies such as the Parliament Education Service, The Rotary Club, and the Duke of Edinburgh Scheme amongst many.

Areas of school life that demonstrate a focus upon SMSCD:

- Weekly Year Group School Assemblies - covering various SMSCD topics such as making good decisions, consequences of actions, local community issues such as youth crime and cyber-bullying and promoting self-esteem
- Rewards Assemblies - students receive certificates for attendance, achievement, progress and representing the school
- Staff briefings - remind and encourage staff of our school and wider community achievement
- Recognition of staff contribution to the welfare and wellbeing of our students
- Half-termly newsletter to parents/carers - updating staff, students and parents/carers of events and school-wide issues
- Values posters - displayed around the school and in classrooms using reflective and motivational quotes
- Student posters - providing advice and guidance to students on where to turn to for advice and support within school
- Student Ambassador system - Y13 students trained as Student Ambassadors with key roles and responsibilities. This is being extended to ensure that the oldest students are developing their social skills, leadership skills and being role models for the youngest students
- House System - House points, House Structure and competitions displayed throughout the school
- Peer Mentoring Support - students trained in peer mentoring
- Reading Mentor Scheme - Older students trained to mentor younger students including reading support for parents
- Trips and Visits - A range of day/ residential trip, and reward trips
- Providing support for students who enter with low reading ages through the ALF programme
- Transition Year 8 - repeated visits by school staff to Middle Feeder Schools and additional visits for more vulnerable students who required additional support
- Pastoral care comes from the effective use of Student Premium; strong student guidance and support services; partnerships with external agencies; in-house restorative justice practices, CPD for all staff, Designated Safeguarding Leads
- SMSCD is mapped across our taught curriculum. The school SMSCD provision at whole school level is very strong. SMSCD flows naturally through all aspects of our curriculum, and clearly there is excellent provision in each subject area
- We have an SMSCD section for all Departmental SEFs, where staff identify the SMSCD strands running through each subject. This helps them reflect on SMSCD and their delivery of it. Through the school 'Super Curriculum' SMSCD is being further developed
- Anger management workshops, behaviour management support, building self-esteem and confidence, mentoring service, lunch time support/student drop-in

- Events - School musicals, plays and concerts
- Holocaust Educational Trust - Visit to Auschwitz (Yearly) as well as Yearly visits to the Houses of Parliament
- Speech Day to celebrate student successes as well as regular Headteacher Tea Parties, Rewards Assemblies, House Assemblies
- Student displays of work - showcasing student work around the school
- Activities for More Able students
- STEM projects - STEM Days, Robotics Club, Science Magician
- Visits to various universities
- Referrals to external agencies - social services, WEST (Wellbeing & Emotional Support Teams)
- Meetings to resolve breakdown in relationships between individual students
- Sharing Data - Attendance/Punctuality Form Rewards and Form Celebration breakfast
- Student Rewards - House Points with certificates, badges and House Pin Badges
- Termly progress checks
- Work experience - Year 10 and 12 students
- Tutor time and Assemblies, RE, Citizenship, PSHRE
- Lessons - visitors and guest speakers in lessons. Opportunities for students to discuss feelings, values and beliefs
- Anti-bullying - Policy, displays in school, assemblies, tutor times and citizenship lessons
- Enrichment activities throughout school, coordinated between departments
- Parental support - Information evenings regarding study skills, letters home, one-to-one meetings, SEND Parental Conversations
- Fundraising activities - Local charities, Red-Nose Day, Community Projects: Evesham Abbey Trust, Evesham Battlefield Society
- School links with local organisations (Scouts, Army/Sea/Air Cadet Forces) with a focus on Remembrance Day each year. Attendance at the annual town Remembrance Service by the Head Students as well as Headteacher and Pastoral Deputy
- Loss and Bereavement counselling service - Winston's Wish drop in service
- Interact - undertake fundraising work, supported by Rotary Club, to raise money for local, national and international charities