



HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL

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

Member of Staff Responsible

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Spiritual, Moral, Social and Cultural Policy (SMSC)

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1. Introduction

Harrogate Grammar School recognises that the spiritual, moral, social and cultural (SMSC) element of students' education is crucial to their development as an individual, allowing them to take their rightful place in their community as a local, national and global citizen. SMSC is about the values students are encouraged to hold, their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people for society and at Harrogate Grammar School, students are helped to develop positive attitudes and beliefs by being given opportunities to:

- Develop spiritual values and reasoned personal and moral values.
- Consider the pluralistic nature of society; developing their understanding and respect for those with different religions, beliefs and ways of life.
- Value everyone equally.
- Develop personal relationships, based on trust, self-esteem and mutual respect.
- Make 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 Harrogate Grammar School SMSC permeates the life and work of the school. Through SMSC we seek to develop attitudes and values that will enable students to become responsible and caring members of society. We give students the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose. We provide students with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures, particularly those within their own society. We seek to foster an attitude of tolerance and value towards those from a culture and background different from their own. They are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements which reflect universal human principles. Through perception and sensitivity, tolerance and respect for others as individuals and in groups we would also expect students to develop questioning, enquiring minds and learn how to express their ideas appropriately.

2. Aims

As a school we are aware of our collective responsibilities towards spiritual, moral, social and cultural education and we:

- ensure that all staff are aware of their role in developing student morals, interpersonal skills, attitudes, understanding, self-esteem and readiness for the experiences of adult life.
- ensure that staff provide a role model based on courtesy, mutual respect, positive intent and are prepared to listen to student views and encourage them to listen to each other.
- ensure we celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve students as active participants as much as possible.
- ensure students have information about extra-curricular and enrichment activities.
- ensure that the Form Tutor, Personal Development and assembly programme provides opportunities for discussion and reflection.
- build community links into the curriculum wherever possible.
- ensure displays reflect and respect diversity.
- provide opportunities for all students to discuss issues and to take on responsibility.
- Our enhanced provision and support for the teaching of languages also provides a rich variety of additional opportunities for students in terms of developing aspects of SMSC. Our links with other countries, including student exchange programmes, are particularly powerful in developing their sense of being part of a global community

3. Guiding principles

3.1 Spiritual Development

Students' spiritual development 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, feeling and values. They are encouraged to develop a sense of enjoyment and fascination in learning about themselves, others and the world around them demonstrating their use of imagination and creativity and their willingness to reflect on their experiences. Spiritual development is concerned with how a student develops:

- Personal values and beliefs.
- A willingness to reflect on their experiences.
- An ability to communicate these beliefs in discussion and behaviour.
- An understanding of the value and role of faith and religion in societies.
- Tolerance of other people.

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and ultimate values. It includes imagination, inspiration and creativity. It also includes an awareness of self-identify and self-worth. Harrogate Grammar School promotes spiritual development through:

- The School Motto “Excellence for all”.
- The ethos of the school (REACH) – values, attitudes and expectations which encourage imagination, inspiration and contemplation.
- School Rules – the Positive Achievement system.
- The Personal Development Programme.
- Religious Education.
- All subjects of the curriculum.
- Assemblies and presentations.
- Opportunities to develop their understanding of spiritual issues.
- Opportunities for reflection on aspects of their lives.
- Wonder at the natural world and human achievement.

3.2 Moral Development

Moral development is concerned with students’ knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices of society. Their knowledge and awareness of values and attitudes of individuals and society as a whole and a socially acceptable code of behaviour is important. The quality of relationships that students experience, the standards of behaviour in the school as well as the values promoted by the school support students to develop:

- An understanding of the difference between right and wrong and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Respect people, truth and property.
- A concern for how their actions may affect others demonstrating understanding of the consequences of their behaviour and actions.
- An 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.
- Personal conduct so that they take responsibility for their own actions.
- Personal behaviour through principles rather than fear of punishment.
- A knowledge of standards of morality.

Harrogate Grammar School is a social organisation and its functioning depends on the broad acceptance of rules, codes of conduct and a behaviour and discipline policy based on a clear set of moral principles. The school has a clear set of aims, values and expectations which are shared with parents/carers, staff and students including:

- Telling the truth.
- Respecting the rights and property of others.
- Being considerate towards other people.
- Taking responsibility for one’s own actions.
- Self-discipline.

- Respecting the beliefs and practices of others in a multicultural society.

The essence of moral behaviour is to build a framework of values which regulate personal behaviour through principles rather than fear of punishment or reward. These values provide the framework for students to develop their attitudes and understanding on morality and develop the self-confidence to hold to this code of values against a variety of pressures. Moral development is about understanding the principles and social values behind actions and decisions. At Harrogate Grammar School we reject:

- Bullying.
- Cheating.
- Deceit.
- Cruelty.
- Irresponsibility.
- Dishonesty.
- Obscenity.
- Intolerance including racism and any forms of harassment.

At Harrogate Grammar School we promote moral development through a range of activities and opportunities both within and outside the classroom such as:

- Working with teachers and form tutors.
- The school REACH values.
- Assemblies and presentations.
- Positive Achievement Policy.
- Rewards and sanctions.
- Welfare and guidance.
- Core curriculum including Religious Education.
- The Personal Development Programme.
- Foreign exchange programmes and global links with partner schools.

3.3 Social Development

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in 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 students' attitudes to good social behaviour and self-discipline so that they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Spiritual development is therefore concerned with how a student develops their:

- use of a range of social skills in different contexts, including working and socialising with pupils 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 school helps prepare students to live in society by providing knowledge and understanding of society, its institutions, structures, and characteristics, political, non-political and economic organisations. The school systematically plans for social development of students through a range of teaching and learning activities including:

- Classroom organisation and management.
- Student grouping and opportunities for group work.
- The school code of conduct and REACH values.
- School council.
- School productions.
- Residential trips.
- Social trips and activities in school.
- The ASK Programme.
- The Personal Development Programme.
- School-industry links.
- Extra-curricular activities.
- Foreign exchange programmes and global links with partner schools.
- Student leadership opportunities which support students in the school community.

3.4 Cultural Development

A student's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At Harrogate Grammar School we seek to develop in students:

- 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.

The school curriculum provides experiences of all aspects of culture for students including languages, aesthetic, mathematical, literacy, technological, scientific, musical, political, economic and religious education. The Language and Humanities Faculty has a specific role in supporting the teaching and learning for students about

cultural diversity through the curriculum and international links with partner schools. There are also opportunities for cultural visits and exchanges including:

- Creative and performing arts for all students.
- European exchanges.
- Cultural visits abroad.
- Visits to centres of cultural interest.
- Extra-curricular activities.

4. Cross-curriculum teaching and learning

SMSC education takes place across all areas of the curriculum as well as other wider opportunities which take place during the school year. SMSC has particularly strong links to religious education, humanities, languages, pastoral sessions and PSHE education.

All areas of the curriculum are encouraged to draw examples from as wide a range of cultural contexts as possible. In order to develop a strong sense of identity in our students, classroom discussion is used to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g., bullying and death.
- Share thoughts and feelings with other people.
- Explore relationships with friends, family, and others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable them to develop socially, morally, spiritually, and culturally, e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many areas across the curriculum provide opportunities for students to:

- Listen and talk to each other.
- Learn to treat all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

We offer the following methods to help students develop an understanding of how they can influence decision making through the democratic process:

- Electing form representatives for year councils and the school council.
- Hearing student voice through Teaching and Learning student panels.
- Establishing monitoring roles for students.
- Voting on charities to support.
- Writing balanced arguments in English lessons.

- Providing students with opportunities to take part in debates and public speaking activities.

We use the following methods to help pupils develop an understanding of the rule of law:

- Setting high expectations for attendance, punctuality, and behaviour.
- Setting classroom and school rules.
- Teaching students about health and safety laws, including e-safety laws, relevant to the school setting.
- Teaching students about the roles of all those who help us, including staff members, emergency services, friends, and family.
- Teaching students about the role of the monarchy and of previous monarchies.
- Providing students with opportunities to celebrate the lives of people who have influenced the course of history.

We use the following methods to help students develop an understanding of different faiths and beliefs:

- Celebrating differences and similarities through cultural event activities.
- Teaching about different beliefs and cultures.
- Exploring morals through lessons, stories, and assemblies.
- Arranging visitors to school and trips for students to participate in during the year.

Additional practical activities to encourage students' SMSC development include:

- Working together in different groupings and situations.
- Hearing music from different composers, cultures, and genres.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participating in live performances.
- Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.
- Hearing and seeing live performances by professional actors, dancers, and musicians.
 - Learning songs from different cultures and playing a range of instruments such as djembes and samba instruments.
- Making and evaluating food from other countries.
- Studying the contributions to society that certain famous people have made.

Teachers will help students' SMSC development by:

- Encouraging teamwork in PE and games.
- Encouraging an appreciation of, and respect for, the work and performance of other students regardless of ability.
- Using assembly themes to explore important aspects of both British heritage and other cultures.

5. Community links

The school has strong links with the wider community and develops these links by reaching out to the community through these examples of different activities:

- Fundraising activities that support local community organisations and wider national or international organisations.
- Hosting regular school events such as shows, performances, concerts, talks, showcases, careers events and community activities.

6. Promoting British values at HGS

As a modern, multi-cultural school, we promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain. We deliver our SMSC curriculum and discuss the importance of British values through formal subjects as well as the personal development curriculum, trips, assemblies, speakers/representatives who visit the school, extra-curricular activities and special events.

Examples of the understanding and knowledge students learn include:

- an understanding of how citizens can influence decision-making through the democratic process.
- an understanding that the freedom to hold other faiths and beliefs is protected in law.
- an acceptance that 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 combatting discrimination.

Examples of actions we take to promote British values are to:

- include in suitable parts of the curriculum - as appropriate for the age of students - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain in contrast to other forms of government in other countries.
- ensure all students within the school have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the students.
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide students with the opportunity to learn how to argue and defend points of view.
- consider the role of extra-curricular activities, including any run directly by students, in promoting fundamental British values.

SMSC and British values are further promoted through:

- a 'whole student' curriculum throughout every subject.
- a wide variety of extra-curricular activities.

- a wide range of trips across the UK and abroad.
- services for student wellbeing, including quiet, safe and welcoming spaces for students.
- a strong House system, creating a rewarding family culture throughout the school.
- student council and student voice - allowing student opinions to be heard through democracy and providing an opportunity for leadership.
- student support - allowing students to have someone they can talk to about both their schoolwork and wider lives.
- a whole school rewards system focusing on positive behaviour.
- external agency connections, allowing for students to experience the best of life in Harrogate and across the UK.
- charity work across the school supporting local, national and international charities.
- opportunities to lead within our school as ambassadors.
- opportunities to consider the views of others and our school community.
- a wide range of assemblies, external speakers, activities and workshops designed to support and encourage students to further develop their awareness of SMSC and British Values.

7. Monitoring and evaluation

We listen to the views of our students and their parents/carers. We operate an open-door policy for the sharing of views and have a formal system in place including:

- Student questionnaires.
- Student/teacher meetings.
- Parents/carer questionnaires.
- Parent/carer evenings and meetings.

SMSC provision is reviewed on an annual basis in the following ways:

- The monitoring of teaching and learning as part of our general monitoring.
- The sharing of classroom work and practice.
- Discussions at staff and governors' meeting including annual policy audits.
- The development of opportunities through the curriculum and wider activities provided for students to reflect the diversity of both our school and society.
- This policy is reviewed on an annual basis by the Deputy Head and relevant members of staff.