



PRENTON
High School for Girls

Making a Difference

Spiritual, Moral, Social and Cultural (SMSC) Policy

1. Statement of intent

At Prenton High School for Girls, the learning, general well-being and development, both academic and social, of its students are at the heart of all decisions made. Aspects of SMSC are delivered and developed through all parts of the curriculum and extra-curricular activities, although some subjects and activities are likely to be more represented in this than others. Within the school but outside of the classroom, the school's student services team plays a critical role in fostering a feeling of happiness and safety within and ownership of the school by its students. All students are treated as equal, regardless of faith (or lack thereof), ethnicity, sexual orientation or socio-economic situation.

The core purpose of SMSC is to ensure that schools do all they can to help their students develop into self-assured, confident, happy, positive young people.

2. Aims

- The school will provide a safe, caring and happy environment where the skills, attributes and personalities of all students will be cherished, nurtured and developed.
- Students will develop a deep awareness and understanding of a variety of issues relating to SMSC which will be transmitted via all subjects and settings in the school.
- The school recognises and celebrates the diversity of backgrounds and interests amongst the student body and attaches importance to all irrespective of perceived differences.
- Both within and outside of lessons, the school will set and maintain standards of behaviour that are designed to foster a sense of safety, fair play, belonging and ownership.
- The school will make and develop links with outside faith and lifestyle groups.

Signed by

Headteacher:

Date:

Chair of Governors:

Date:

3. Related policies

3.1 Behaviour and learning

3.2 Curriculum policy

3.3 Sex and relationships education policy

4. Definitions of SMSC

4.1 Students' *spiritual* development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

4.2 Students' *moral* development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

4.3 Students' **social** development 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 social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

4.4 Students' **cultural** development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and continuing to develop Britain.
- Understanding, acceptance, respect and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

5. The Key Elements of SMSC at Prenton

5.1 School Ethos – the school's caring ethos acts as a moral compass for the students. This ethos is transmitted through the student services system, assemblies and through the curriculum. The school's student services system plays a critical part in maintaining the school ethos through its constant efforts in developing the students as socially aware and moral individuals. Students receive one assembly per week that encourages them to consider questions on a spiritual, moral, social or cultural theme. At the start of assemblies there is a musical performance by single students or small groups.

5.2 Behaviour for learning - this system underpins the school ethos and supports students in making positive behaviour choices. Students are asked to adhere to a system of behaviour shown in each room. Rewards issued by members of staff can be redeemed against items in an online shop. Bronze, silver and gold stars are also awarded for increasing reward totals. Alongside this, consequences can be issued on a sliding scale, which lead to sanctions of increasing severity. Homework is also closely monitored by AHT. Each week IRIS data collected from all staff is used to formulate two lists, those on compulsory homework detention and those in danger of being so.

5.3 RE –The subject carries a great deal of the SMSC curriculum within it. Great care is taken in the preparation and delivery of material to the students that enhances their understanding of the great moral questions of our time. Issues of society and culture are addressed through learning about different religions and ways of life.

5.4 Healthy Schools – Prenton runs a healthy schools programme. No fizzy drinks are sold in the dining hall and no table salt is available. Posters around the dining hall inform the students of the benefits of a healthy diet and points are awarded leading to prizes for those who make the healthiest choices. To develop students' cultural awareness, a range of world foods are available. The canteen also hold specific theme days when a particular world food group is promoted to raise cultural awareness.

5.5 Citizenship – delivered mostly by the wider Humanities faculty of History, Geography and PSRE. Citizenship is delivered across both key stages by the faculty. Students have the opportunity to be elected by their peers to the school council, attend the UK parliament through Film Club, and attend Wirral Youth Voice and Youth Parliament.

5.6 Curriculum Subjects – each curriculum area delivers aspects of the SMSC curriculum that are most pertinent to them through the prism of their particular subjects. In **Art** and **Music** the students are exposed to different cultures and asked to listen to and examine cultural artefacts / pieces from outside

their normal sphere of experience; in **PE** the students are taught to be resilient and competitive through subject time but also dedicated intra form and extra-curricular sporting activities such as cricket and netball teams; in **ICT** the students are taught about the morality and social utility of the internet; students learn about the horror of war and warfare and moral questions pertaining to it along with the concepts of monarchy, republicanism and civil rights in **History**; global demographic differences and societal inequalities are examined within the **Geography** curriculum; conflicting moralities on the subjects of fertility and genetics are examined in **Science** lessons. Students learn about differing cultural attitudes to food in **Design Technology: Food** lessons.

5.7 Field trips – Field trips are enriching both socially and culturally as students have an opportunity to work closely together for an extended amount of time and also get the opportunity to explore and experience cultures outside of their normal sphere of experience. In year 7, all students are given the opportunity of visiting Chester cathedral and the site of the Roman amphitheatre in Chester. In year 8, all students are to be given the opportunity of visiting a synagogue, mosque and the Liverpool Slavery Museum and therein developing an understanding of the moral and religious questions encapsulated by these sites. In KS4, students studying **History** have the opportunity of visiting Auschwitz, whilst those studying **Geography** can visit the Roman ruins at Pompeii. The **MFL** department runs regular trips to France whilst the PE department lead a regular visit to La Fosca in Spain.

5.8 Self-knowledge, self-esteem and self-confidence Students develop these in a plethora of ways throughout the school day, such as through participation in **PE**, **cooking** or performances in **English**, **Music** and **Performing Arts**.

5.9 Promoting fundamental British Values - The **Humanities** faculty deliver specific lessons during the May election week to all KS3 students on the topics of *civil and criminal law, the democratic process and respect for public institutions*. Students are encouraged to accept responsibility for their behaviour through the embedded use of the IRIS behaviour management system. Students' understanding of, respect and support for and participation in the democratic process is developed through a discreet module in **RE** entitled *Rights and Responsibilities*. Membership of School Council is open to all and provides students with a powerful voice. Each representative is elected by members of their forms as are the officers of the council. Smaller, sub-committees focus on specific areas of interest such as *eco-council* and rewards. Further understanding of the democratic process is developed through access to visits to the Cabinet Office in London and the opportunity to take part in *Wirral Youth Voice* and *Wirral Youth Parliament*.

5.10 Understanding of and tolerance of other faith groups - Students develop their tolerance for different cultural traditions and their own through their **RE** and **Humanities** lessons, KS3 visits to local places of worship (mosque, synagogue, cathedral). Students have the opportunity to contribute positively to the lives of those living and working in the locality of the school and society through events such as charity work, carol concerts and the late November cross-community *Festival of Light*.

5.11 Theme days – students engage in cross curricular theme days on topics such as rights and responsibilities, numeracy and enterprise. The RE department has this year developed three new PSHE days. In year 7 students explore a range of issues including bullying, road safety and self-esteem. In year 8 students learn how to keep safe, including healthy relationships and drugs education. In year 9 students learn about the risks of sex, including teenage pregnancy and STIs.

5.12 Other extra-curricular activities – Prenton delivers a wide variety of extra-curricular activities to the students that serve a spiritual, social, cultural and moral purpose. Cricket, netball, rounders and football teams place an emphasis on social awareness and the morality of fair play. The Samba band, *Big Sing* group and school plays run by the **Music** and **Performing Arts** departments engage and immerse students in cultures similar to and different to their own. Students have the opportunity of listening to a lecture on the 1930s and 40s Nazi Germany by a Rudi Oppenheimer, a survivor of the Holocaust.

6. Roles and responsibilities

6.1 School lead –Teacher i/c SMSC has responsibility for effective delivery of whole school SMSC. Teacher i/c SMSC will re-appraise the audit each year and communicate new developments in so far as SMSC is concerned.

6.2 SLT – Teacher i/c SMSC will periodically appraise SLT of the work in SMSC. SLT will advise teacher i/c SMSC in steering SMSC.

6.3 Subject leaders for RE and History - will work closely with teacher i/c SMSC to ensure quality of provision within the critical Humanities area and across the school.

6.4 Healthy Schools Coordinator – will liaise with teacher i/c SMSC with regards the progress of Healthy Schools and its impact.

6.5 Subject leaders, progress leaders and mentors – All will incorporate SMSC into subject/year/house policies and guidance. SLs/PLs/mentors have responsibility for effective delivery of SMSC within their area of responsibility.

6.6 Class teacher/ Form Tutor – Teachers/form tutors are required to maintain impartiality in questions of religion, faith, politics and sexuality. Teachers must follow guidance of SLs/PLs. All teachers will be committed to upholding the school's ethos through outstanding practice and an impartial, non-partisan approach.

6.7 Monitoring and evaluation

We listen to the views and opinions of students, parents and other stakeholders. We elicit views through student/teacher meetings, parent and stakeholder surveys, parents' evenings and through school council. Teacher i/c SMSC will monitor national and local guidance with regards to SMSC and will update the whole school guidance as and when necessary with support and guidance from SLT. Teacher i/c SMSC will communicate this work to SLT in first instance. Teacher i/c SMSC will re-audit SMSC annually and update SLs/PLs through SL meetings.

7. Links with outside organisations

7.1 MEAS - The school works closely with Wirral's Minority Ethnic Achievement Service (MEAS) and each year uses them in a variety of ways. MEAS have trained our school council representatives in cultural awareness and is currently working with us in developing a religious awareness day focusing on Islam. MEAS have also been kind enough to supply us with a set of Islamic headscarves for our mosque visit.

7.2 Princes Road Synagogue and Al Rahma Mosque – Over the past two years the Humanities faculty have taken students in year 8 on a visit to the aforementioned places of worship to foster their understanding of religious and cultural diversity.

7.3 Slavery exhibit – As the counterpart to mosque and synagogue visit the Humanities faculty also take all year 8 students to the slavery exhibit at the Liverpool Maritime Museum.

7.4 Chester Cathedral – Each year the Humanities faculty take all students in year 7 to visit Chester Cathedral.

7.5 Pax Christi – this organisation has recently begun working with SCL and the RE department and has helped with the delivery of lessons and revision for year 11 students.

Dan Major
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