



**PRENTON HIGH SCHOOL FOR GIRLS**

**SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY**



## 1 STATEMENT OF INTENT

At Prenton High School we strive to make a positive difference today to achieve a better tomorrow by:

- Providing a safe, happy and respectful school community;
- Making students the foundation of our school;
- Celebrating and welcoming diversity and equality;
- Empowering, challenging and inspiring all in the classroom and beyond;
- Creating opportunities where everyone is supported and valued; and
- Promoting courage, ambition and aspiration.

The staff, Governors, students and whole Prenton community will achieve this through our values of:

- Trust;
- Respect;
- Integrity;
- Kindness; and
- Endeavour.

The learning, general well-being and development, both academic and social, of its students is 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 play 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 no faith), 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.

## 3 RELATED POLICIES

1. Behaviour for Learning
2. Curriculum policy
3. Sex and relationships education policy

Owned:	Outcomes & Performance
Reviewed:	Spring 2020
Ratified:	Summer 2020
Next review:	Spring 2021



## 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; and
- 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; and
- interest in investigating, and offering reasoned views about, moral and ethical issues and their ability to understand and appreciate the viewpoints of others on these 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;
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues; and
- acceptance of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully and contribute to life in modern Britain.

### 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; and
- 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 values of trust, respect, integrity, kindness and endeavour. The school's student services system plays a critical part in maintaining the school ethos through its constant efforts

Owned:	Outcomes & Performance
Reviewed:	Spring 2020
Ratified:	Summer 2020
Next review:	Spring 2021



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. Home learning is also closely monitored by the Subject Leaders and Progress Leaders. 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. Posters around the dining hall inform the students of the benefits of a healthy diet. 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 by form Tutors through PSHE sessions using the PiXL LORICs strands.

Citizenship is also enhanced by the wider Humanities faculty of History, Geography, RE and PSHE. Citizenship is delivered across both key stages by the faculty. Students have the opportunity to be elected by their peers to Prenton Parliament, 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; 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 given the opportunity of visiting places of worship representing different

Owned:	Outcomes & Performance
Reviewed:	Spring 2020
Ratified:	Summer 2020
Next review:	Spring 2021



faiths and in doing so, develop an understanding of the moral and religious and cultural questions encapsulated by these sites. In Key Stage 4, students studying History have the opportunity of visiting Auschwitz, whilst those studying Geography can visit the Roman ruins at Pompeii. Students will also have a range of opportunities to visit different countries and experience different cultures.

### 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, cookery or performances in English, Music and Performing Arts.

### 5.9 Promoting fundamental British Values

Students are encouraged to accept responsibility for their behaviour through the embedded use of the IRIS behaviour management system. Students will explore British Values through the new PSHE curriculum. Examples include, Year 8 studying human rights and Year 9 and 10 will explore the importance of democracy, including staging their own mock election. Membership of Prenton Parliament 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 international group. 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. Assemblies are given during May to all years describing the UK's democratic system.

### 5.10 Understanding and tolerance of other faith groups

Students develop their tolerance for different cultural traditions and their own through their RE and Humanities lessons, Key Stage 3 students visit local places of worship. 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 and carol concerts.

### 5.11 PSHE

PSHE is timetabled to run fortnightly and is led by Form Tutors. 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 sexually transmitted infections (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. Prenton Theatre Company provides students with a range of opportunities for performance and we have a hugely successful Duke of Edinburgh scheme offering students bronze and silver entry. Students have the opportunity of listening to a lecture on 1930s and 40s Nazi Germany by survivors of the Holocaust or other experts.

## 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 Senior Leadership Team (SLT)

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

Owned:	Outcomes & Performance
Reviewed:	Spring 2020
Ratified:	Summer 2020
Next review:	Spring 2021



### 6.3 Subject Leaders and Progress Leaders

All will incorporate SMSC into subject/year/house policies and guidance. Subject Leaders and Progress Leaders have responsibility for effective delivery of SMSC within their area of responsibility.

### 6.4 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 Subject Leaders and Progress Leaders. All teachers will be committed to upholding the school's ethos through outstanding practice and an impartial, non-partisan approach.

### 6.5 Monitoring and evaluation

We listen to the views and opinions of students, Parents/Carers and other stakeholders. We elicit views through student/teacher meetings, parent and stakeholder surveys, parents' evenings and through Prenton Parliament. 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 Prenton Parliament representatives in cultural awareness and is currently working with us in developing a religious awareness day focusing on Islam.

### 7.2 Al Rahma Mosque

In recent years the Humanities faculty have taken students in year 8 on a visit to the aforementioned place of worship to foster their understanding of religious and cultural diversity.

### 7.3 Museums

The Humanities faculty also take students to some of the museums in Liverpool.

### 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 the RE department and has helped with the delivery of lessons and revision for year 11 students.

### 7.6 Liverpool Metropolitan Cathedral

The Humanities faculty maintains positive links with the cathedral and takes all Year 8 students there each year.

### 7.7 Holocaust Memorial Trust

The Humanities faculty has developed strong links with the Holocaust Memorial Trust. It now takes thirty Key Stage 4 students each year on a tour of the Auschwitz – Birkenau Concentration Camp Museum.

Owned:	Outcomes & Performance
Reviewed:	Spring 2020
Ratified:	Summer 2020
Next review:	Spring 2021