



Halliford
School
SHEPPERTON

Social, Moral, Spiritual and Cultural Policy

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Introduction

Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Halliford School we seek to teach these qualities across the curriculum and throughout school life.

Definitions

Halliford School uses the following definitions of Spiritual, Moral, Social and Cultural:

Spiritual

Beliefs, religious or otherwise, which inform students' perspective on life and their interest in, and respect of, different people's feelings and values. A 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.

Moral

Ability to recognise the difference between right and wrong and students' 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.

Social

Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socioeconomic 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.

Cultural

Understanding and having an 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 socioeconomic groups in the local, national and global communities.

Aims of SMSC

- Being reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning.
- Ensuring equality and diversity is actively encouraged and a key aspect of the community at Halliford School.
- Developing and applying an understanding of right and wrong in their school life and life outside school.
- Taking part in a range of activities requiring social skills.
- Developing an awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability. Gaining a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training. Overcoming barriers to their learning.
Responding positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including for example developing an appreciation of theatre, music and literature.
- Developing the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain.
- Understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life.

We are also aware of the need to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

How the curriculum contributes to SMSC

The Contribution of English

English contributes to our students' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- Developing student's awareness of harassment and discrimination on the basis of protected characteristics

The Contribution of Mathematics

Mathematics contributes to our students' SMSC development through:

- Spiritual development: through helping students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Moral development: helping students recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Social development: through helping students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Cultural development: through helping students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

The Contribution of Science

Science contributes to our students' SMSC development through:

- Encouraging students to reflect on the wonder of the natural world.
- Awareness of the ways that Science and Technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Practical studies relating to sex education and reproduction, along with ethical and moral considerations.
- Consideration of Ethics, with topics such as IVF, contraception and personal choices

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- Considering safety, such as Alcohol and drug usage
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many.

The Contribution of Modern Foreign Languages

Modern Foreign Languages contributes to our students' SMSC development through:

- Gaining insights into the way of life, cultural traditions, moral and social developments of other people.
- Social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

The Contribution of Art

Art contributes to our students' SMSC development through:

- Art lessons develop students' aesthetic appreciation.
- In turn, Art evokes feelings of 'awe' and 'wonder'.
- Giving students the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings.

The Contribution of Business and Economics

Business and Economics contribute to our students' SMSC development through:

- Study of the role of government in the reduction of poverty in society
- Study of fairness of access to resources and opportunities including education and healthcare as well as commodities within society
- Study of the impact of globalisation on countries, organisations and individuals
- Reflecting upon the role of law and legislation on organisations and consumers in society

The Contribution of Computer Science

Computer Science contributes to our students' SMSC development through:

- Preparing the students for the challenges of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear the guidelines about the ethical use of the internet.
- Acknowledging advances in technology and appreciation for human achievement.
- The study of online safety and appropriate online behaviours

The Contribution of Design and Technology

Design and Technology makes a contribution to students' SMSC development through:

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
- Awareness of the moral dilemmas created by technological advances.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others strengths, sharing equipment.

The Contribution of Drama

Drama contributes to our students' SMSC development through:

- Drama lessons encourage students to look at a wide range of cultures and belief systems for performance
- Drama regularly tackles topics relating to abuse, prejudice, harmful sexual behaviour and harassment
- We encourage students to be creative and empathetic while performing roles which require them to make ethical choices.
- Students will often reflect on the current global situations and look at the cause and effect of historical and current affairs.
- Students work in groups collectively supporting each other's wellbeing and creativity.
- Drama gives the students a platform to express their emotions and interrogate them in a safe and productive environment

The Contribution of Geography

Geography contributes to our students' SMSC development through:

- Opportunities for reflection on the creation of earth and its' origins, future and diversity.
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change.
- A study of people and physical geography gives our students the chance to reflect on the social and cultural characteristics of society.

The Contribution of History

History contributes to our students' SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling students to reflect on issues such as slavery and the holocaust.
- Studying topics related to BLM month and furthering understanding of these issues
- Showing an awareness of the moral implications of the actions of historical figures.

The Contribution of Latin and Classical Civilisation

Latin and Classical Civilisation contributes to our students' SMSC development through:

- Study of classical religion and beliefs.
- Comparison of the classical systems of government with modern British government.
- The exploration of classical cultures.

The Contribution of Music

Music contributes to our students' SMSC development through:

- Teaching that encourages students to be open to the music of other cultures.
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances).
- Lead students to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.
- Looking at the way music can change moods and behaviour.
- Offering a range of high quality off-timetable music enrichment activities, eg individual instrumental/vocal/theory lessons with specialist peripatetic teachers.

The Contribution of Physical Education

Students SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

The Contribution of Psychology

Students SMSC development is actively promoted through Psychology through:

- Promoting awareness of oneself.
- Discussion of moral issues and dilemmas inherent in psychological claims.
- Encourages awareness of different cultures through reference to variations in psychological phenomena.
- Develops understanding of unhealthy and healthy behaviours within relationships

The Contribution of Religious Education

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Students learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.

The Contribution of PSHE

Students SMSC development is actively promoted by PSHE by:

- Exploring the rights and wrongs of certain areas, e.g. drugs, relationships and sex.
- Learning about Online behaviours and safety online.
- Understanding fully ideas and themes around health relationships and sex education
- Learning about actions and their consequences.
- Understanding personal identity and protected characteristics
- Discussion of the moral and ethical issues.
- Learning about themselves and their changing bodies and minds.
- Fundamental British Values are specifically addressed through modules on tolerance, democracy, liberty and the law.

Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- Headmaster assemblies twice per week (logged weekly)
- Events such as; Harvest Festival, Remembrance Service, Carol Concert and Easter Service, Dress to Express day
- Equality and Diversity group
- E-Safety Student Group
- Eco Committee
- Faith led assemblies
- Students Forum (weekly) discussing a range of issues
- Student Leadership by Prefects
- International Women's Day
- Service and charitable actions
- PSHE Drop-Down Days, such as Healthy Relationships
- DoFE Award Scheme
- House Assemblies have a Spiritual, Moral, Social or Cultural theme
- Through overseas trips and excursions
- Our extensive Co-Curricular Programme
- School productions and musical performances

We all need to be aware that when in the classroom or beyond whenever the teaching of subjects or an activity touches on matters covered by the SMSC standard, such as forms of government or political ideologies, the resources (books, films etc.) used for teaching should be of a range which fulfil the requirements of the SMSC standard, for example, by representing a range of views.

Whole school and House assemblies play a pivotal role in the delivery of SMSC. Such as:

BLM

Equality and diversity

Online Safety

Peer on Peer abuse and Harmful sexual behaviour

Mental Health and Wellbeing

Anti-Bullying

Bravery and LGBTQI+

Ukraine Conflict

Immigration

Holocaust Memorial Day

Martin Luther King Day

Death of Her Majesty Queen Elizabeth II

The LRC and library play an important role in SMSC, from the range of books available, linked to thoughtful and ethical topics. An example of this being recently purchased books, recommended by the Equality and Diversity Group on topics such as immigration, ethnicity gender transition. They also promote and host a series of events, such as Faith Mornings, whilst also providing a calm and quiet environment for students to study and read.

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Academic Collaboration Week

Students enjoy an academic collaboration week at the end of the academic year where departments combine to provide thematic learning. This year students learnt about the following topics:

<i>Climate change</i>	<i>Ancient World</i>	<i>Trade Games</i>		<i>Stereotypes</i>
		<i>Oil Digital</i>		
<i>Ecology</i>	<i>Historical stories</i>	<i>Games</i>	<i>Dance</i>	<i>Culture</i>
<i>Sustainable living</i>	<i>Democracy and society</i>	<i>Decision making</i>	<i>Cinematography</i>	<i>Globalisation</i>
	<i>Communication through the ages</i>	<i>Right and wrong</i>	<i>Sport with Music</i>	<i>Modernity and Traditions</i>
<i>AI</i>		<i>Psychological case studies</i>		
<i>Technological Fixes</i>	<i>Cave paintings</i>	<i>Morality of purchasing</i>	<i>Physical Theatre</i>	<i>Linguistics</i>
		<i>Sustainable design</i>		
<i>Robotics</i>				
<i>Sustainable design</i>				

Monitoring and implementation of the policy

- Provision for SMSC is monitored and reviewed by the SMT, namely the Deputy Head Pastoral
- Regular discussions are held at staff meetings and weekly pastoral meetings
- Staff share classroom work and practice.
- The implementation of this policy is the responsibility of all staff.

This Policy should be read in conjunction with the DFE's **SMSC requirements for independent schools** DFE-00670-2014.