



**Halliford
School**
SHEPPERTON

Social, Moral, Spiritual and Cultural Policy

September 2025

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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

- 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.
- Understanding different social, moral, cultural and environmental issues when designing and making products
- 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:

- Encouraging teamwork and discussion in topics like urbanisation, migration, and sustainability, promoting collaboration and social awareness.
- Examining social inequalities, globalisation, and the impacts of development, fostering empathy and critical thinking on societal issues.
- Exploring global governance, geopolitics, and sustainability, preparing students to understand and engage with complex social structures.
- Introducing environmental ethics (e.g., climate change, deforestation) and encouraging students to consider their climate responsibility.
- Developing debate on moral dilemmas like fair trade, resource exploitation, and urban regeneration, enhancing ethical reasoning.
- Engaging students in ethical decision-making, such as balancing economic growth with environmental conservation and the ethics of global governance.
- Encouraging curiosity and awe through the study of natural landscapes (e.g., glaciers, volcanoes) and their power.
- Encouraging deeper reflection on existential questions in geography, such as human vulnerability to hazards and our role in shaping the future.
- Exploring diverse cultures through case studies on global development, migration, and different ways of life.
- Examining cultural diversity in urban studies, tourism, and globalisation, while promoting an appreciation of different traditions and perspectives.
- Exploring cultural identity, geopolitics, and global interdependence, preparing students for an interconnected world.

The Contribution of History

History contributes to our students' SMSC development through:

- Students examine the Transatlantic Slave Trade in Year 8 (including Britain's role in its establishment and abolition and the impact on Africa of the trade).
- Students examine the Holocaust in depth in year 9 (the underlying issues of antisemitism through time and focusing on the victims of the Holocaust together with its societal causes).
- GCSE topics covered include Weimar & Nazi Germany and an examination of fascist ideology.
- At A level: students examine in depth the issue of civil rights for Black Americans, Native Americans, Women and the labouring classes (Civil Rights in the USA); students examine Communist ideology and its impact (Russia 1894-1941)
- Looking at the creation and evolution of British society and culture and how it has developed over time from the Norman Conquest in year 7, through the Tudors, Stuarts and Georgians in year 8 to the 20th century in year 9 (including the development of rights through Magna Carta, the gradual development of the power of Parliament, the Bill of Rights, voting rights for men and women)
- Students examine the role of the Christian Church and its impact on British history in years 7 and 8.

- GCSE topics covered include Elizabethan England (the importance of religion in sixteenth century society and the beliefs of different groups of Christians) and Medicine through Time (the impact of the medieval Church in impeding medical change).
- At A level students examine the motivating factors behind the English Reformation (Early Tudors)

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.

Spiritual Development in PSHE

Spiritual education in our PSHE curriculum involves students having the opportunity to consider and discuss questions relating to all aspects of their development such as their personality, gender, behaviour, thoughts and beliefs. Students are encouraged to apply their own beliefs to a range of real-life issues, debates and controversies, and to hear other students' opinions to develop a range of balanced viewpoints. Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and reflection of their progress, supported by teacher feedback.

Examples of good practice:

- Year 7 unit – Diversity – whereby students explore how people are different, why people are different and why being different helps us in life. We discuss the idea of tolerance, understanding, acceptance and discrimination.
- Year 8 unit – identity and relationships – students explore their own relationships, including those of a spiritual or religious nature and how this has developed them as an individual.

- Year 9 unit – Community and belonging – Whilst there is a multitude of topics covered in this unit, students explore belonging to a spiritual group and religious discrimination.
- Year 10 unit – Human Rights – The right to religious and spiritual belief, the right to freedom of speech and the ability to worship in peace and security as a universal human right.

There are many aspects of the course which allow students to;

- be reflective about their own beliefs (religious or otherwise) and perspective on life
- gain knowledge of, and respect for, different people's faiths, feelings and values
- have a sense of enjoyment and fascination in learning about themselves, others and the world around them
- use their imagination and creativity in their learning
- be willing to reflect on their experiences

Moral Development in PSHE

Moral education within our PSHE is extensive, which involves students discussing values, attitudes and beliefs relating to a range of ethical, social and controversial issues. This includes students understanding right and wrong, responsibility, moral concepts and values, making ethical decisions and ensuring a clear understanding of societal values. Each year group will have a minimum of one unit that would specifically cover moral development.

Some examples of moral development opportunities within our PSHE curriculum.

- Year 7 – Transition and safety
- Year 7 – Relationships
- Year 8 – Identity and relationships
- Year 10 – Human rights
- Year 10 – Relationships
- Year 12 – Health and wellbeing
- Year 13 – Sex, relationships and society

The moral development of students is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries 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 ability to understand and appreciate the viewpoints of others on these issues.

Social Development in PSHE

Social education in PSHE involves students being encouraged to consider the values, attitudes and roles of people that occur in different societies and cultures. They will learn to respect and understand different human behaviours that occur in these cultures and societies. Throughout PSHE, students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each other as a team. A huge emphasis in our PSHE scheme of work is a long-term development on understanding themselves, building healthy relationships, navigating social situations and fostering skills for effective participation in society.

Examples of good practice:

- All year groups have a specific 'relationship' unit
- PSHE talks and workshops that requires social interaction
- Working in groups, individually and as a class
- Specific workshops on Empathy
- Consent, with a direct emphasis on social cues – understanding body language.

The social development of students is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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 this is in the form of trips, external speakers etc.
- 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. This is consistent across our PSHE curriculum.

Cultural Development in PSHE

Cultural education in PSHE involves students understanding local and global cultures, diversity, different perspectives, promotion of inclusivity, an appreciation for diverse cultures, understanding difference, understanding their own culture and cultural influences. Within PSHE lesson, students can develop critical thinking skills, teachers are able to encourage open-mindedness, and we are able to, as a school, promote social responsibility through our highly planned PSHE lessons.

Examples of good practice:

- Year 12 and 13 unit – Sex, relationships and society
- Year 10 unit- Human Rights

- Year 9 unit – Law
- Year 9 unit – Belonging and community

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, including how and why we are the way we are
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. This includes law and order for mental health and the justice system
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

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
- Diversity, Inclusion, Community and Equality group
- E-Safety IT Forum Student Group
- Eco and Sustainability 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 and Empathy Lightbulbs
- 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. Topics covered include:

BLM

Equality and diversity

Safer Internet Day and Online Safety

Peer on Peer abuse and Harmful sexual behaviour

Mental Health and Wellbeing

Movember

Anti-Bullying

International Women's Day

Ukraine Conflict

Immigration

Holocaust Memorial Day

Remembrance Day

Martin Luther King Day

White Ribbon Day

Empathy Week

Sustainability

School Values (Respectful, Warm-hearted, Teamplayer, Resilient, Intellectually Curious, Creative)

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.

Academic Collaboration Week

In 2024, Academic Collaboration Week activities involved:

Title	Brief summary of links to SMSC
Diplomacy	Moral and spiritual development through showing respect of other 'countries' ways of life / scenarios in a game situation. This included the consequences of their actions and reflecting on them.
I Robot	Social development through working together to design and solve problems using robotics. Consideration of the role technology plays and that it might play in our futures. Cultural development.
Halliford Heights Housing	A strong focus on their moral obligation to look after our climate, while also providing for all members of society with affordable housing. Put together in a political framework to understand how our democratic system plays an important role in continuing to develop Britain.
Asthma App	Helping design an app that will support all members of a community, but especially those who find access to public services harder.
Animation	Cultural development through their participation in creating an animation using a variety of media
Utopia	A wide range of SMSC points are development through this topic. Students had to consider political systems and include reference to all elements of SMSC when designing their Utopia.
Road to Paris	Cultural development to prepare for a sporting event, while also considering the economic situation that would allow them to compete.
Crusades	Historical context of Britain and how it has shaped our current cultural and political situation. This topic also considered the moral view on the crusades.
Cereal Box	Spiritually students developed by using their imagination and creativity in their learning.
Sustainable building design	Again (like with Halliford Heights) this developed their moral obligation to look after our climate. However, the focus here was put on to the school site and how education can be delivered in a sustainable way.

Murder Mystery	Consideration of the moral and spiritual views that people hold, that may have led to a crime being committed. There was reflection on the rule of law and how criminals can be tracked down and the implications for them of committing a crime.
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Monitoring and implementation of the policy

- Provision for SMSC is monitored and reviewed by the SMT, namely the Deputy Head Pastoral and the Assistant Head Co-Curricular.
- 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.