

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY (SMSC)

1. Rationale

At Tunbridge Wells Girls' Grammar School we recognise that the development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve their full potential. As such, the spiritual, moral, social and cultural (SMSC) enrichment of our pupils is at the heart of the school's ethos. At TWGGS we also actively promote fundamental British values: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

2. Aims of SMSC

We aim to provide a challenging learning environment which is caring and supportive. We encourage all learners to reach their true potential and at the same time develop spirituality, social, moral and cultural values.

We aim to provide an education that provides pupils with:

a) Spiritual development of pupils shown by their:

- ability to be reflective about their own beliefs, religious or otherwise
- respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

We therefore aim to promote spirituality through:

- The values and attitudes that TWGGS identifies, upholds and fosters
- The contribution made by the whole curriculum
- Religious Education, acts of collective worship and other assemblies
- Extra-curricular activity, together with the general ethos and climate of TWGGS

b) Moral development of pupils shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- an understanding of the consequences of their behaviour and actions
- 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.

(OFSTED Framework)

This involves making clear to our pupils the values that we subscribe to as an institution and as a community. The will to behave morally as a point of principle is fundamental to moral development. In this sense, moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.

We therefore aim to promote moral development through:

- quality of relationships
- standards of behaviour
- quality of leadership
- the values that TWGGS sets and exhibits through its structures
- the curriculum and teaching

c) Social development of pupils shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and social-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, co-operating 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 pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Social development is the pupil's progressive acquisition of the competencies and qualities needed to play a full part in society. We therefore aim to promote social development through:

- encouraging co-operation and partnership
- classroom organisation and management
- the grouping of pupils
- developing leadership and responsibility
- provision of extra-curricular activity
- the development of citizenship

d) Cultural development of pupils shown by their:

- 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.

Cultural development is pupils' understanding of their own cultural identity. As well as this, however, it is also about understanding other groups in a particular society and of other societies beyond their own. The pupils need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.

We therefore aim to promote cultural development through:

- an explanation of the influences that have shaped our culture
- the extension of our cultural horizons, through the influences of other cultures, therefore extending cultural horizons beyond the immediate and the local
- past cultural features which influence and shape the present
- a study of the present values and customs of our nation and of other nations cultures and societies
- developing in our pupils respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups.

3. Delivery of SMSC

SMSC is embedded throughout all aspects of TWGGS life. It is delivered through:

- ❖ The everyday teaching and learning in **all** subjects
- ❖ Key curriculum content in subjects such as Religious Studies, History, English and Modern Foreign Languages.
- ❖ Extra-curricular activities
- ❖ Thought for the Week
- ❖ Assemblies
- ❖ PSHE
- ❖ Form time activities
- ❖ Charity events
- ❖ Internationalism
- ❖ Debating
- ❖ Enterprise
- ❖ Clubs and societies
- ❖ Leadership opportunities

4. Assemblies and Form Time at TWGGS

At TWGGS there is a designated theme for each week. These themes reflect the core values that TWGGS is committed to. The themes are also designed to link with:

- Religious/Cultural Festivals e.g. Ramadan, Easter, Diwali
- Awareness Days/Events e.g. International Volunteer Day, Global Family Day, Holocaust Memorial Day, Remembrance Day, International Women's Day, World Religion Day, World Red Cross and Red Crescent Day, Commonwealth Day, Safer Internet Day, Anti-bullying week
- Historical Events/ Anniversaries
- Awareness Weeks/ Months

The purpose of assemblies is to:

- a) Reinforce an ethos of excellence, mutual respect, kindness, perseverance, determination, respect, equality, happiness and success
- b) Promote high standards, expectations and aspirations
- c) Develop a sense of spirituality among the pupils
- d) Provide an opportunity to 'reflect' / collective worship
- e) Raise moral and ethical questions
- f) Encourage social awareness
- g) Develop spiritual, moral, social and cultural (SMSC) enrichment
- h) Strengthen aesthetic awareness
- i) Reinforce the core values of the school
- j) Create a greater sense of community through shared experience
- k) Offer stimulating, thought-provoking and sometimes humorous issues
- l) Maintain good communications among staff and pupils
- m) Celebrate pupils' work and other achievements

Assemblies and form time often include an opportunity for '**reflection**'. This is a valuable opportunity for pupils to be reflective about their own beliefs, religious or otherwise; to develop respect for different people's faiths, feelings and values; and to reflect on and learn from their experiences

5. Modern British Values at TWGGS

At TWGGS we promote and support the Fundamental Modern British Values including democracy; the rule of law; individual liberty; and mutual respect and tolerance of those with different faiths and beliefs. At the same time we aim to prepare pupils to be responsible and active citizens in a multicultural and diverse society. We acknowledge, celebrate and inform pupils about Britain's history, culture and heritage in a whole variety of ways. Clearly in all the above, the ethos and climate of TWGGS make an important contribution. The ethos of TWGGS reflects our values and aims. We believe that the following also play an important contribution,

- the pastoral system
- the emphasis on pupil care
- the school council/pupil voice
- the code of behaviour
- teaching and learning in the classroom and relationships within the classroom
- the system of rewards
- the pupil planner which includes sections on: forward planning, homework
- an emphasis on: praise, target setting and review
- the anti-bullying policy
- the extra-curricular activities and clubs at lunchtime and after school
- the range of teaching and learning styles

In terms of learning experiences across the curriculum at TWGGS, we aim to encourage our pupils to:

- Discuss matters of personal concern (in private)
- Develop relationships with adults and peers
- Develop a sense of belonging to a community

- Be challenged by exploring beliefs and values while deepening their own faith or beliefs
- Discuss religious and philosophical questions.
- Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives
- Experience what is aesthetically challenging
- Experience silence and reflection

Links to other policies: Safeguarding/Child Protection; Behaviour policy; PSHE policy; Online safety policy; Self-injury policy and subject schemes of work.

6. Review and Monitoring

The provision of Spiritual, Moral, Social and Cultural development is monitored by the Senior Leadership Team, together with Curriculum Leaders and Directors of Achievement. We have not identified performance indicators, but rather colleagues are asked to provide specific examples of pupil experiences - see Appendices 1 and 2.

APPENDIX 1 -The following gives examples (not exhaustive) of where different aspects are covered.

Democracy (knowledge and respect)	PSHE Assemblies History School Council and Senior Prefects (voted for) General Election school wide activities Visits by politicians
Law (the need for rules)	PSHE School behaviour policy Discussion in school council (voted for) Senior Prefects (voted for)
Individual Liberty	PSHE Equality work Amnesty International Society
Mutual respect and tolerance for different faiths, beliefs and cultures as well as their own	PSHE Form assembly Full assembly Cultural events (in drama, music etc) School Trips
Develop self-knowledge, self-esteem, self-confidence	Opportunities in curricular and extra-curricular to develop individual talents and hold positions of responsibility (prefects etc), and hence all of these (work, drama, sport, music, activities)
Right vs wrong	PSHE Debating School Rules and Behaviour Policy (rewards and sanctions)
Accepting responsibility for behaviour	PSHE Behaviour Policy (rewards and sanctions)
Contribute positively to lives in local area and wider society	Visiting the elderly, primary schools, recycling, special needs, charity work, young enterprise, Imago
Knowledge and respect for public institutions and services	PSHE Systems of Belief (Church, marriage etc) HE/Careers (NHS, Police, Education etc.) MUNGA General Election –balanced political activities CCF – the services
Pupil Voice/ School Council	Pupil voice meetings Approachable staff School Counsellor Creative writing group Charity events Voluntary Service Pupil assemblies/debates/discussion groups both in and out of lessons

APPENDIX 2: Policies and Practice
SPIRITUALITY

ASPECTS		EXAMPLES OF PUPIL EXPERIENCES
(i)	<u>Beliefs</u> This is seen in a study and discussion of formal religious beliefs and also through simple exploring what pupils themselves believe in respect to their own lives and the wider community.	CCF RE English, PSHE/ Tutor time, Drama
(ii)	<u>A sense of Awe and Wonder</u> Where pupils are struck by what they see, feel and hear.	Opportunities provided for visits to music, art and theatre events. History, RE, English, Science, CCF, PSHE
(iii)	<u>Feelings of Transcendence</u> Where pupils are given the opportunity to feel that there is something more than just themselves, which includes unexplained issues.	CCF History RE Science
(iv)	<u>Search for meaning and purpose (in what is going on in their lives)</u> This has involved exploring such issues as self-awareness, planning ahead, understanding the pressures placed upon us and looking beyond 16.	CCF English PSHE/Tutor time/ Health education Career education
(v)	<u>Relationships</u> In particular the fostering of positive relationships, between pupil and pupil, and pupil and teacher.	The range of educational experience
(vi)	<u>Feelings and Emotions</u>	RE, Geography, English, History, Art Drama, PE, CCF, PSHE/Tutor time

MORAL DEVELOPMENT

ASPECTS		EXAMPLES OF PUPIL EXPERIENCES
(i)	A statement of what is right and wrong.	Code of Conduct
(ii)	School values are made clear to pupils	Anti-bullying policy Equal opportunities policy PSHE/Tutor time/ Health Education School Council Department Schemes of Work/ Teaching and learning styles. CCF

SOCIAL DEVELOPMENT

ASPECTS		EXAMPLES OF PUPIL EXPERIENCES
(i)	<u>Co-operation</u>	Pupils work together Pupils work with teachers Pupils work with other adults and the wider community
(ii)	<u>Partnership</u>	Pupils and pupils Pupils and teacher Teachers and teachers Teachers and parents Pupils and parents Teachers and governors Parents and governors The school with the wider community
(iii)	<u>Classroom organisation and management</u>	Teachers take account of the criteria for effective teaching and learning
(iv)	<u>Extra-curricular activities</u>	Subject/ departments Year/ key stage/ whole school activities

CULTURAL DEVELOPMENT

ASPECTS		EXAMPLES OF PUPIL EXPERIENCES
(i)	Influences that have shaped our culture	History Modern Languages RE
(ii)	Extension of our cultural horizons through the influence of other cultures.	History Modern Languages RE Geography

